Instructional Practices and Self-Efficacy of Teachers in Selected Public Elementary Schools in Antique, Philippines

ABSTRACT

This study assessed the instructional practices of public elementary teachers in planning, teaching, and assessing relative to sex, age, length of teaching experience, educational attainment, and current teaching position. It also determined their self-efficacy in behavioral management, instruction, motivation, and non-teaching tasks relative to the demographics. Likewise, it correlated their instructional practices and self-efficacy. This employed the descriptive-correlational design where 192 public elementary teachers in a school division in Central Philippines responded to the validated and reliability-tested researcher-made questionnaires. In data analysis, mean, standard deviation and Pearson product-moment correlation coefficient were utilized. Generally, the teachers rated high instructional practice in planning, teaching, and assessing. Their self-efficacy was found high in behavioral management and instruction while very high in motivation and non-teaching tasks. Finally, there was a relationship between their instructional practices and self-efficacy. Hence, this validated the theory and implies that their demonstration of competent teaching influences highly their independence to perform their tasks and responsibilities. With this, it recommends the continuous improvement of teacher development to ensure a successful instructional process.

Keywords: Instructional practices, self-efficacy, teachers, descriptive-correlational, public elementary school, Philippines

1. INTRODUCTION

Teachers' instruction is essential in the accomplishment of the institutional objectives and learners' academic success [1]. Coupled with strong pedagogical competence, it can greatly impact and encourage the learners to achieve far and beyond their limitations [2]. No wonder why from time to time, teachers have to attend various seminars and trainings to continuously improve their instructional strategies and techniques to give justice to the teaching-learning process [3]. Aside from these, it not only establishes the school's success and the student's achievement but also develops the sense of self-efficacy necessary in the teaching profession [4].

Meanwhile, self-efficacy is also essential among teachers as this also potentially influences the learners' positive learning outcomes [5]. Besides, when this is in place among teachers, it does not only impact their students' achievement but also their developmental well-being [6]. In fact, Shaukat and Iqbal [7] perceived that teachers with high self-efficacy can create a positive learning atmosphere that is manifested through quality planning of lessons, meaningful instruction, and effective classroom management. Not to mention, regardless of their complex duties and responsibilities, self-efficacious teachers know how to maintain and manage their composure as well as their motivation to perform beyond their profession [8].

In the Philippines, the Department of Education (DepEd) continuously implements the Philippine Professional Standards for Teachers (PPST) to ensure that all basic education teachers in the country adhere to the indicators of quality instruction [9,10,11]. This is even strengthened by the Republic Act 10912 mandating all regulated professions such as teaching to Continuing Professional Development (CPD) to ensure that all teachers professionally improve to ensure quality instructional practices. However, it cannot be denied that most of these teachers engage in complex duties and responsibilities such as non-teaching tasks amid changing curriculum [12,13]. Here, they become middle points between mandates and learning which compromise their well-being, instructional practices, and self-efficacy [14].

In fact, in public elementary educational institutions in a school district in Antique, Philippines, both instructional practices and self-efficacy of teachers are affected by the changing landscape of teaching and learning such as the implementation of the MATATAG Curriculum [15,16]. Some of the teachers would even share the inadequacies of training towards this reform as the missing link in the instruction (Elvira & Hanna, Personal Communications, 2024). Some are even experiencing burnout due to complex tasks and responsibilities and some would even intend to migrate to other countries or even change professions (Joshua & Angela, Personal Communications, 2024).

Several studies were conducted regarding instructional practices in the Philippines. Taculog and Santos [17] and Maloloy-on and Arnado [18] measured the elementary school teachers' teaching practices and proficiency vis-à-vis the Philippine Professional Standards for Teachers. Jackaria [19] delved into the post-pandemic elementary teachers' experiences and instructional challenges. Relative to self-efficacy, Dellomos et al. [20] studied elementary teachers' self-efficacy and adjustment during post-pandemic classes. Baloran and Hernan [21] associated the public school teachers' self-efficacy and work commitment during a pandemic. Meanwhile, there was a correlational study associating the two constructs. Quiño and Corpuz [22] talked about the teachers' self-efficacy and practices in teaching 21st-century skills. Given the available studies, there is still a dearth of literature especially in correlating the two constructs. This was the gap that this paper would like to fill in.

Thus, this paper assessed the extent of instructional practices of teachers in selected public elementary schools in Antique, Philippines in terms of planning, teaching, and assessing relative to sex, age, length of teaching experience, educational attainment, and current teaching position. It also determined their self-efficacy in behavioral management, instruction, motivation, and non-teaching tasks relative to the demographics. Likewise, it correlated their instructional practices and self-efficacy. Significantly, the findings may serve as a basis for crafting a program for the continuous improvement of the instructional practices and self-efficacy of public elementary teachers in a school district in Antique, Philippines.

This paper theoretically assumed that the teachers' instructional practices influence their self-efficacy. This was anchored on the theory of self-efficacy by Bandura [23]. This principle posits the essentials of confidence and a sense of belief in controlling one's behavior, motivation, and social environment to result in a certain accomplishment. This even influences all sorts of human experiences including his/her drives and decisions. However, one's confidence highly depends on his or her functioning and the conditions that provoke the emergence of such behavior. In the context of the study, the teachers' self-efficacy is assumed to be influenced by their functioning and conditions such as their instructional practices in the forms of planning, teaching, and assessing.

2. METHODOLOGY

This paper utilized the quantitative research design, particularly the descriptive-correlational approach. The descriptive approach measured the teachers' extent of instructional practices and their level of self-efficacy. The respondents were the 192 public

elementary school teachers in a school district in Antique, Philippines. They were determined using the stratified random sampling and fishbowl technique.

Table 1.*Demographic Profile of the Respondents*

Variables	*f*	%
As a Whole	192	100
Sex		
Male	74	39
Female	118	61
Age		
35 years old and below	77	40
Above 35 years old	115	60
Length of Teaching Experience		
10 years and below	67	35
Above 10 years	125	65
Highest Educational Attainment		
Bachelor's Degree	99	52
Master's Degree	55	29
Doctorate Degree	38	20
Current Teaching Position		
Teacher 1	95	49
Teacher 2	36	19
Teacher 3	51	27
Master Teacher 1	10	5

In assessing the extent of instructional practices, the validated and reliability-tested 24-item researcher-made questionnaire was employed. The items were spread across these 3 domains namely: planning, teaching, and assessing. This was responded to using the scale from highly practiced to not practiced. Meanwhile, in measuring the level of self-efficacy, the validated and reliability-tested 22-item researcher-made questionnaire was utilized. These items were spread across the areas namely: behavior management, instruction, motivation, and non-teaching tasks. This was responded to using the scale from very high to very low. In terms of validity, both instruments were subjected to validation by 5 Subject-Matter-Experts (SMEs), and an agreement ratio of 80% was set to determine the consensus evaluation of the jury members. The questionnaires were pilot-tested on 30 non-actual respondents and yielded reliable Cronbach's alpha scores of 0.954 for instructional practices and 0.958 for self-efficacy.

In analyzing the data, the descriptive and inferential analyses were employed. Frequency count and percentage distribution were used to profile the demographics while mean and standard deviation analyzed the teachers' extent of instructional practices and level of self-efficacy. Meanwhile, using the Shapiro-Wilk test to measure the normality of the data, both the instructional practices ($W = .898$, $p = 0.234$) and self-efficacy ($W = .881$, $p = 0.097$) yielded normal distributions. Hence, the use of Pearson product-moment correlation coefficient to analyze the significant relationship between the 2 constructs.

In ethical considerations, this study adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines and addressed the general principles of respect for persons, beneficence, and justice to ensure the ethical soundness of the study. Specifically, it ensured the respondents' vulnerability, the anonymity of their identity, and the confidentiality of the data.

3. RESULTS AND DISCUSSION

Extent of Instructional Practices of Public Elementary Teachers

Table 2 presents the extent of instructional practices of public elementary teachers in a school district in Antique, Philippines. Generally, their instructional practices were rated highly practiced (M=3.55, SD=.50). In demographics, all categories rated highly practiced in their instructional practices. However, in the teaching position, master teacher 1 (M=3.22, SD=.44) rated lower compared to teacher 1 (M=3.51, SD=.56), teacher 2 (M=3.44, SD=.50), and teacher 3 (M=3.61, SD=.53) in terms of assessing.

The highly practiced result indicates that the teachers of these institutions exceptionally demonstrate in terms of instructional practices vis-à-vis planning, teaching, and assessing. This goes to show that despite their complex duties as teachers, they are still able to perform their assigned responsibilities well. This excellent rating could be attributed to their immunity to these diverse tasks. Most of them were already well aware of the kind of job they wished to do even before they started teaching. Most even believe that they can do these obligations amid educational reforms as supported by Joong et al. [24]. In fact, in Nidawati [25] it was found that one cannot survive teaching without mastering the nitty-gritty of the profession including planning, teaching, and assessing. This is a kind of job that only strong people can survive [26]. In other words, they have been trained and well-exposed to the works of the profession which made them continue to teach regardless of the complexity of the work [27]. In Ayeni [28], teachers would even find a way to perform and fulfill the call of instruction which could largely affect their highly practiced rating.

Secondly, teaching observations and evaluations could also be big factors in the exceptional rating of the teacher's instructional practices. This means that whether they like it or not, they have to perform well in terms of planning, teaching, and assessing because they are regularly checked by their supervisors [29]. After all, their incentives and promotions depend highly on their performances [30]. This scenario could be an explicit factor that elicited the excellent rating. In fact, in Tarusha and Bushi [31], it was found that observations and monitoring of teachers improve their practice of instruction. These are even potential avenues for them to enhance their pedagogies of teaching, knowledge, skills, and attitude [32].

Finally, this could also be influenced by the number of teachers who are in graduate education. With the high numbers of those who already have their masters and doctoral degrees, these could be big factors that resulted in a general exceptional rating. Several studies support the positive influence of graduate education on the performance of the teaching profession amid diverse and complex duties and responsibilities [33,34]. It was even found by Ion and Iucu [35], that when teachers go for graduate studies, it increases their ability to teach with high consideration of the latest trends of pedagogy in teaching and learning. It even gives them a positive impression of the profession despite the difficulty of work [36].

In demographics, all categories rated highly practiced since most of them were even practicing the attributions mentioned. Regardless of the demographics, most if not all are exposed to monitoring and evaluations, the survival towards various changes in the educational landscapes, and even into graduate education as this is necessary for their professional development and promotions [37]. However, in this study, master teachers rated lower in terms of assessment than those teachers 1, 2, and 3. This could be ascribed to the fact that compared to master teachers' line of work, teachers 1, 2, and 3 are more practicing assessment since they are well-immersed in this aspect of instruction unlike master teachers' where most of them are into supervision rather than instruction [38]. In other words, teachers 1, 2, and 3 do assessments most of the time as they are immersed and engaged in daily teaching as supported by Gestupa [39]. Besides, in trainings and seminars, master teachers are mostly sent than teachers 1, 2, and 3 who are into classroom teaching [40]. Aside from that, the profile shows the outnumbering teachers 1, 2, and 3 over master teachers which perhaps have influenced the rating. Overall, these findings imply the essentials of graduate education, monitoring and evaluations, and a positive disposition towards the complex teaching profession.

Table 2.*Extent of Instructional Practices of Public Elementary Teachers*

Variables	Planning			Teaching			Assessing			Instructional Practices		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex												
Male	3.59	.50	HP	3.57	.48	HP	3.63	.52	HP	3.60	.50	HP
Female	3.59	.50	HP	3.52	.51	HP	3.60	.49	HP	3.57	.50	HP
Age												
Younger (35 and Below)	3.57	.47	HP	3.52	.49	HP	3.57	.55	HP	3.55	.50	HP
Older (36 and Above)	3.58	.53	HP	3.53	.50	HP	3.61	.53	HP	3.57	.52	HP
Length of Teaching Experience												
Shorter (10 years and below)	3.50	.51	HP	3.44	.51	HP	3.50	.45	HP	3.48	.49	HP
Longer (11 years and above)	3.63	.49	HP	3.57	.44	HP	3.66	.49	HP	3.62	.47	HP
Highest Educational Attainment												
Bachelor's	3.46	.49	HP	3.61	.53	HP	3.51	.56	HP	3.53	.53	HP
Master's	3.66	.48	HP	3.58	.50	HP	3.48	.54	HP	3.57	.51	HP
Doctorate	3.58	.52	HP	3.69	.47	HP	3.32	.48	HP	3.53	.49	HP
Teaching Position												
Teacher 1	3.53	.56	HP	3.45	.52	HP	3.51	.56	HP	3.50	.55	HP
Teacher 2	3.53	.51	HP	3.64	.49	HP	3.44	.50	HP	3.54	.50	HP
Teacher 3	3.57	.50	HP	3.71	.50	HP	3.61	.53	HP	3.63	.51	HP
Master Teacher 1	3.42	.44	HP	3.56	.53	HP	3.22	.44	P	3.40	.47	HP
As a whole	***3.55***	***.50***	***HP***	***3.57***	***.50***	***HP***	***3.51***	***.51***	***HP***	***3.55***	***.50***	***HP***

Note: *M (Mean), SD (Standard Deviation), Int (Interpretation); Not Practiced (NP), Slightly Practiced (SP), Practiced (P), Highly Practiced (HP)*

Level of Self-Efficacy of Public Elementary Teachers

Table 3 presents the level of self-efficacy of public elementary teachers in a school district in Antique, Philippines. Generally, they have a very high self-efficacy (M=3.33, SD=0.42). Motivation (M=3.59, SD=0.46) and non-teaching tasks (M=3.51, SD=0.47) were rated very high while behavioral management (M=3.14, SD=0.36) and instruction (M=3.09, SD=0.39) were rated high. In terms of the demographics, all of the categories of sex, age, length of teaching experience, and highest educational attainment rated very high self-efficacy. However, in the teaching position, master teacher 1 (M=3.23, SD=0.42) rated lower than teacher 1 (M=3.36, SD=0.43), teacher 2 (M=3.30, SD=0.42), and teacher 3 (M=3.32, SD=0.43).

The very high self-efficacy result indicates that the public elementary teachers of the school district in Antique, Philippines have high confidence and a sense of belief that they can perform well the complex tasks and responsibilities designated to them. There could be some factors why it resulted in a very high self-efficacy rating. Undeniably, with the complexity of the work of these teachers, whether they like it or not, whether they complain or not, they will still perform these as their embedded teaching responsibilities which increases their confidence that they can do whatever things assigned to them as supported by Gu [41]. After all, most of these teachers during their college days have already anticipated the kind of work they will be facing in the field. Besides, this kind of complex profession is never new to them as supported by Randi et al. [42].

Aside from these, they always have unquestionable motivation and commitment to work [43]. They know that nobody gets rich in teaching but they continue to perform their assigned tasks and responsibilities passionately even beyond their working hours as supported by Hermansyah et al. [44]. Here, regardless of whatever obligations, they will still perform since they are immune to these [15]. Moreover, most are not affected by the kind of work they do [45]. Aside from the fact that they are used to the call and demand of this profession, many see teaching as a vocation as supported by Fussy [46]. This is why, most of them can easily adapt to the complex teaching responsibilities since most believe teaching is their source of fulfillment and happiness [47].

In terms of the demographics, all categories rated very high which shows that regardless of their profiles, they demonstrate exceptional self-efficacy. However, teachers 1, 2, and 3 rated higher than the master teachers. This shows that teachers 1, 2, and 3 perceive that they have a higher sense of belief that they can perform their teaching tasks.

This could be because the higher the position, the higher the responsibilities and expectations as supported by Urbach et al. [48]. There are even studies claiming that those with higher positions are more burned out in terms of work because their requirements are more sophisticated than those in lower positions like teachers 1, 2, and 3 [49,50]. With this, their self-efficacy is also affected.

Table 3.*Level of Self-Efficacy of Public Elementary Teachers*

Variables	Behavioral Management			Instruction			Motivation			Non-Teaching Tasks			Self-Efficacy		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex															
Male	3.15	.35	HI	3.13	.36	HI	3.75	.57	VH	3.42	.45	VH	3.36	.43	VH
Female	3.13	.37	HI	3.09	.40	HI	3.57	.44	VH	3.52	.47	VH	3.33	.42	VH
Age															
Younger	3.19	.39	HI	3.07	.43	HI	3.64	.52	VH	3.57	.49	VH	3.37	.46	VH
Older	3.12	.36	HI	3.11	.38	HI	3.58	.45	VH	3.49	.47	VH	3.33	.42	VH
Length of Teaching Experience															
Shorter	3.13	.38	HI	3.05	.42	HI	3.58	.51	VH	3.51	.48	VH	3.32	.45	VH
Longer	3.14	.36	HI	3.12	.38	HI	3.60	.44	VH	3.51	.47	VH	3.34	.41	VH
Highest Educational Attainment															
Bachelor's	3.10	.37	HI	3.08	.40	HI	3.56	.48	VH	3.50	.48	VH	3.31	.43	VH
Master's	3.23	.32	HI	3.16	.36	HI	3.71	.38	VH	3.51	.46	VH	3.40	.38	VH
Doctorate	3.50	.24	VH	2.63	.52	HI	3.01	.42	HI	4.00	.34	VH	3.29	.38	VH
Teaching Position															
Teacher 1	3.17	.35	HI	3.13	.38	HI	3.64	.48	VH	3.51	.49	VH	3.36	.43	VH
Teacher 2	3.10	.37	HI	3.05	.41	HI	3.58	.45	VH	3.47	.45	VH	3.30	.42	VH
Teacher 3	3.11	.38	HI	3.09	.40	HI	3.52	.46	VH	3.57	.47	VH	3.32	.43	VH
Master Teacher 1	3.06	.41	HI	2.96	.35	HI	3.56	.44	VH	3.33	.47	VH	3.23	.42	HI
As a whole	***3.14***	***.36***	***HI***	***3.09***	***.39***	***HI***	***3.59***	***.46***	***VH***	***3.51***	***.47***	***VH***	***3.33***	***.42***	***VH***

Note: *M (Mean), SD (Standard Deviation), Int (Interpretation); Very Low (VL), Low (Lo), High (Hi), Very High (VH)*

Relationship between the Instructional Practices and Self-Efficacy

Table 4 presents the significant relationship between the extent of instructional practices and the level of self-efficacy of public elementary teachers. Using the Pearson product-moment correlation coefficient, there was a significant relationship [r(192)=0.807, p=0.000] between the two constructs. Hence, the null hypothesis is rejected. The significant relationship indicates that indeed the teachers' instructional practices in planning, teaching, and assessing have something to do with their sense of belief that they can do their tasks and responsibilities. This means that their quality demonstration of instruction helps them develop their confidence to perform the tasks and responsibilities related to their profession.

This correlational result confirms the findings of Fives et al. [51] and Utami [52]. This result even defies the common thinking that the more teachers are bombarded with complex tasks and responsibilities, the more they lose the ability to perform [12]. In fact, this study manifests that the various tasks and responsibilities associated with their profession made them stronger and even believed that they could perform their instructional tasks as reflected in the positive correlation. In Cinco [53] it was found that the more the teachers are exposed to various tasks related to their profession, the more they create opportunities for learning, growth, and development. Aside from that, it was also found by Rahmati et al. [54] that when they are confronted with diverse responsibilities, they become used to these and increase their immunity to perform. These tasks become part of their daily lives and it's not a question for them anymore to do these [55].

Table 4.*Relationship between the Instructional Practices and Self-Efficacy*

Variables	r	df	p
Instructional Practices x Self-Efficacy	.807*	192	.000

Note: *The correlation is significant when p≤0.05*

Theoretically speaking, this paper assumed that the teachers' instructional practices influence their self-efficacy and this was anchored on the theory of self-efficacy by Bandura [23]. Given the significant relationship between the two constructs, it shows that self-efficacy is validated to be true. This means that their functioning and conditions in the profession help them create the confidence and sense of belief that they can perform the assigned complex tasks and responsibilities even amid the changing educational landscapes. However, further correlational studies on these two constructs are necessary to validate the claims of this paper.

4. CONCLUSION

The high extent rating of public elementary teachers of instructional practices manifests that they have the competencies necessary in the performance of their professional duties and responsibilities especially in the aspects of planning, teaching, and assessing. Aside from that, their high self-efficacy implies that they can perform the assigned tasks without guidance and supervision which is an essential element in the successful teaching-learning process. Meanwhile, the association of these two constructs implies the influence of instructional practices on their self-efficacy. Here, the promising results generally elicit mechanisms that can help sustain their high practice of instruction and sense of independence.

The paper recognizes various limitations. This was conducted among public elementary teachers of a school district which does not generalize the entire educational institutions in the country. This was also limited to the demographics and the method used. Meanwhile, given the limitations, further studies are encouraged especially extending the scope of the study to a larger locale using other methods like qualitative and mixed methods designs to provide deeper insights into the teachers' instructional practices and self-efficacy. They may also employ similar or other demographics to validate the claims of this paper. Significantly, the findings have practical value to the administrators of the public elementary schools in Antique, Philippines. They can utilize the output to better improve the teachers' instructional practices and self-efficacy, especially in the country, where there is a transition to the MATATAG Curriculum as an educational reform.

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