Research Article

Self-Efficacy of Proficient Public Secondary School Teachers in the Philippines, A Sequential Explanatory Study

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ABSTRACT

This study aimed to identify the areas where proficient teachers struggle the most and the areas where they feel confident regarding influence in decision-making, instructional, disciplinary, parental involvement, community involvement, and a positive school climate. A mixed-method of sequential explanatory design was utilized, involving 70 secondary high school teachers in the Cluster I Schools Division of Pampanga. The study's findings demonstrated that teachers are more comfortable and feel more competent and confident in areas like instruction and a positive school climate, where they have more direct control over the conduct and learning of their students. On the other hand, the respondents seemed to be reasonably confident in their ability to influence decisions made within the educational institution. This could be due to several factors, including their experience, relationships with other staff members, or participation in committees that make decisions for the organization. The study highlighted the importance of maintaining collaboration and support among educators, administrators, and the entire school community to foster an environment that values ongoing learning and effective teaching strategies. Lastly, this study emphasized how important teacher self-efficacy is in determining effective teaching practices, especially for experienced teachers. It also emphasized the importance of recognizing and providing targeted support for teachers' strengths to build their confidence and ultimately improve student achievement. The research suggests that schools should give priority to programs that increase teacher self-efficacy through mentorship programs, targeted professional development, and

building a supportive school culture. These efforts will ultimately increase instructional effectiveness and improve the teachers' overall confidence in teaching.

Introduction

Self-efficacy is the measure of one's confidence in the skills, abilities, and competence they have to achieve a task or goal. The reason why the researchers conducted this study is so that they can determine the Self-Efficacy of the teachers and so they can improve their performances by pointing out their strengths and weaknesses. This viewpoint affects someone's motivation, effort, and learning techniques regarding education. This will be crucial in helping teachers effectively instruct and inspire their pupils in their classrooms while also creating a safe and healthy atmosphere for them. Teachers who possess a high level of self-efficacy are inclined to utilize efficient methods of instruction, hold themselves to high standards, and persist through challenges. Consequently, this can improve learners' academic achievement. All teachers have their strengths and weaknesses, so teachers need to focus on their strengths so they can have an advantage. By doing this, they will gain more confidence in their ability to teach effectively.

Effective secondary school teachers, in particular, are responsible for ensuring that their learners can interact and connect with them in a way that will shape their academic careers. In addition to assisting students in mastering the subject information, effective teachers act as mentors and role models who support and encourage students at every stage of their learning. They encourage critical thinking and problem-solving abilities, create a love of learning, and prepare pupils for the problems they will encounter in the future.

Self-Efficacy in the Global Perspective

According to global studies, academic results and well-being are significantly influenced by teachers' self-efficacy, which is defined as their confidence in their capacity to manage professional tasks and problems (Barni *et al.*, 2019). Additionally, it can be claimed that teachers who are capable of performing the task on their own in every area are more likely to accept and complete the task at hand, which is another way in which their job satisfaction is favourably reflected (Soto & Rojas, 2019). Teachers who possess a high degree of self-efficacy are inclined to approach obstacles with dedication and commitment, which results in improvements of teaching techniques, increased student participation, and enhanced classroom output (Li *et al.,* 2022). (Kasalak *et al.*, 2020) also mentioned that teachers who believe they are competent in their fields may hold strong self-efficacy beliefs, which may have a favourable impact on their work happiness. However, teachers who exhibit self-doubt may be less willing to try out unique teaching strategies, have lower expectations for their pupils, and find it difficult to successfully handle problems in the classroom. Teachers' perception of efficacy can be increased by offering them opportunities for collaborative assistance, mentorship, and professional development (Li *et al.,* 2022). (Katsantonis, 2019) validated the idea that among teachers from different nations, the relationship between work happiness and school climate is mediated by teachers' self-efficacy. Furthermore, teachers with greater degrees of confidence in their abilities seemed to be closer to their pupils and have less conflict with them at all grade levels, according to (Hajovsky *et al.* 2020). Because they are happier with their jobs, more successful instructors are less likely to quit the teaching profession (Wang & Zhang, 2021). Additionally, there is a connection between job satisfaction and teachers' motivation and occupational well-being, and several subscales are connected to the disciplinary atmosphere (Dicke *et al.,* 2020). They reasoned that

teachers who had faith in their ability to instruct and manage behavior in the classroom were more inclined to act in ways that supported the development of trusting relationships with their students (Praetorius *et al.*, 2018). Teacher self-efficacy is a significant predictor of instructors' supportive actions (Oppermann & Lazarides, 2021). The Teacher Self-Efficacy (TSE) of pre-service and in-service educators significantly impacts the successful implementation of educational innovations. Examining the relationship between TSE and curriculum and/or assessment change is the goal of this comprehensive literature evaluation (Gordon *et al.,* 2022). TSE remains one of the most important psychological ideas to understand teacher motivation, as stated (Ma *et al.,* 2021).

Proficient School Teachers

Through time, it has become more apparent that contextual knowledge of the environments in which teachers teach and students learn is required to understand teaching quality and how to measure it (Mitchell, 2019). Teachers speed up the growth of a country. With their help, the government may create and nurture learners who can guide the nation to development and advancement (Gepila, 2020)—fostering pedagogical excellence both within and outside of the classroom to have an impact on other teachers' practices (Harris & Jones, 2019). Understanding the relationship between school culture and teachers' professional learning, as well as other factors that may affect teachers' professional learning, may assist in the development of strategies aimed at enhancing teacher qualifications, which is one of the key elements of education systems, and consequently increasing student achievement (Kuru, 2023). The following are the requirements for the professionalization of educators: a rich repository of effective pedagogical approaches and a comprehensive database of teaching and learning information (Itzhak, 2021). It is important to search for a critical environment within the structure of academic activity that offers a wider variety of pedagogical techniques (Muhonen, 2022). A teacher's professional competency can be improved by playing the instructional leadership role (Wahab,

2020). The ability or competency needed to adequately perform a teacher's tasks is known as teacher professional competence. Every teacher must be equipped with the skills needed to carry out their duties (Estiani, 2022).

Self-Efficacy in the Local Perspective

According to (Lumanug *et al.,* 2021), it was determined that teachers' work happiness had an impact on how strongly their self-efficacy and school performance were correlated. It is well-recognized that self-efficacy plays a crucial role in teachers' dedication to their jobs. The eager shift in the teaching and learning process that was caused by the reform of the Philippine educational system has tested the self-efficacy and dedication of teachers. Even so, some teachers are competent and have a high self-efficacy, but their performance suffers from a variety of factors, including but not limited to a full teaching load, ancillary responsibilities, age, and health-related limitations, and prioritizing tasks that need to be completed (Bantoc & Yazon, 2023).

Proficient School Teachers

Proficient teachers are professionally autonomous in the application of skills essential to the teaching and learning process, according to the Department of Education (2017). They offer targeted instruction that complies with curriculum and evaluation standards. They exhibit abilities in developing, carrying out, and managing educational initiatives. They actively participate in group learning with other stakeholders and the professional community to advance both parties. Fundamental characteristics of teachers affect how they maintain their motivation and commitment throughout times of transition (Antonio, 2023). Teachers have a key role in shifting a country's culture toward industrialization and globalization. However, dedication to the teaching profession and tenacity affect teachers' performance (Fabelico *et al.,* 2020). To properly transfer knowledge, you must establish a connection with your students. Consequently, the way that students are taught is crucial. The type of instruction used in the classroom also has an impact on whether success is being obtained in teaching different topic areas (Velasco *et al.,* 2021). Teachers'

instructional skills are held in high regard as the foundation of all educational endeavors. Teachers across the world have significant problems developing more complicated teaching abilities due to a need for highly competent graduates on the global market (Malunes, 2020). Teachers are agents of change who encourage their students' ambitions and feel that knowledge is essential to a country's progress. Excellent teachers and instructional expertise are crucial for future development and economic viability (Dumaguing *et al.,* 2023).

Self-efficacy is a crucial component of teacher effectiveness, as there is a positive correlation with several significant learning outcomes, including motivation, engagement, and student achievement. Teacher self-efficacy can be affected by a few things, such as professional development, teaching experience, and a positive learning environment in a classroom. Since self-efficacy has a positive correlation with many significant educational outcomes, such as student success, motivation, and engagement,

it is an essential part of teacher effectiveness. Teacher self-efficacy can be affected by many things, such as professional development, teaching experience, and a positive learning environment in a classroom. The purpose of this study is to evaluate the teachers' self-efficacy regarding decision-making, instruction, discipline, parental involvement, community involvement, and building a positive school climate. However, developing a proficient teacher's self-efficacy is beyond the scope of this research. The study cannot guarantee that it could help improve the areas where teachers struggled the most. The research contributed to the study of factors that affect proficient teachers' self-efficacy, the degree of support they receive from administrators and colleagues, and specific challenges they face in their teaching roles. This knowledge could inform interventions aimed at increasing teacher self-efficacy, which could lead to improved teaching practices and better student outcomes.

Conceptual Framework
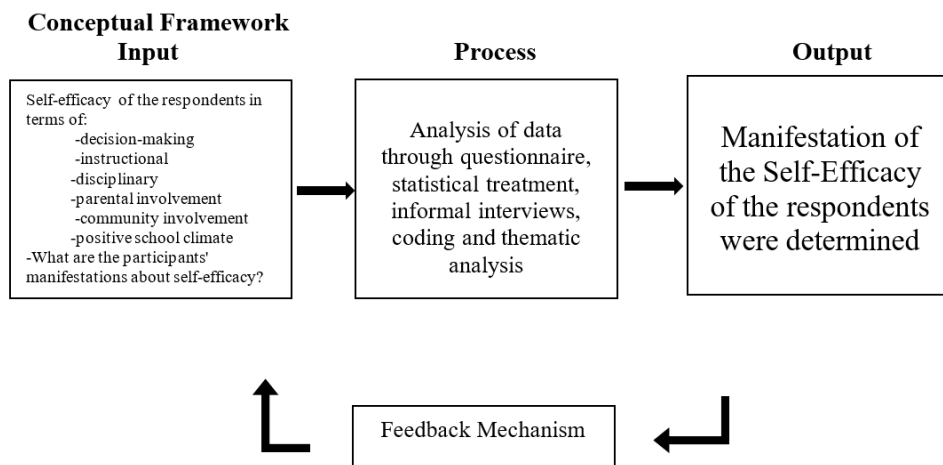
Figure 1. Paradigm of the Study

This study will adapt the input-process-output framework. The first frame includes the self-efficacy of the respondents, while the second frame is all about the analysis of data through questionnaires, statistical treatment, informal interviews, coding, and thematic analysis. The expected output will be determined by the self-efficacy of the respondents.

Statement of the Problem
The researchers aim to explore the self-efficacy of Proficient Public Secondary School teachers in Magalang, Pampanga during the school year 2023-2024.
Specifically, the study aims to answer the following questions:

1. How may the self-efficacy of the respondents be described in terms of:
    1.1 influence in decision-making;
    1.2 instructional;
    1.3 disciplinary;
    1.4 parental involvement;
    1.5 community involvement; and
    1.6 positive school climate?
2. Based on the quantitative findings, what are the participants' manifestations of self-efficacy?

Significance of the Study

This study will be significant for the following:

Teachers. Teachers' self-efficacy can be used to assess how confident they are in their ability to teach. Higher self-efficacy is often linked to improved teacher performance, which directly impacts students' learning outcomes. Teachers with strong self-efficacy are more likely to stick with something when things get tough, which is an excellent model for their kids. The last to become an instructor and a worthy example for their students.

School Administrator. To increase teachers' efficacy in the classroom and can be used to establish professional development programs that are specifically targeted at areas where teachers may have lower self-efficacy. Educators may then use the results of the study to create an environment that is positive and supportive and encourages teacher satisfaction and confidence in their profession. Additionally, knowing the degree of self-efficacy among teachers helps guide targeted interventions and support programs, aiding administrators in efficiently distributing resources and adjusting their leadership strategies to empower their teaching organization. The research on teacher self-efficacy in successful public secondary schools acts as a compass for educational leaders to travel on the path toward academic achievement.

Students. This will motivate the students to engage more actively in their learning, leading to higher levels of motivation and better learning outcomes. Teachers who can demonstrate resiliency and efficient problem-solving techniques are beneficial to their students. If a student gets inspiration from their teacher, they can be a good example of how to continue the students' dreams. It can also help students apply what they have learned to their lives and better comprehend what they will be doing in the future.

Parents. The sort of education provided has a direct impact on assessing and improving instructors' self-efficacy, or their belief in their capacity to instruct students successfully. Instructors who possess a high degree of self-efficacy are more likely to be driven, creative, and committed to their students' academic achievement. In addition, pupils have a more enjoyable learning environment and achieve superior academic achievements, providing parents peace of mind that their children are receiving a top-notch education. Parents and teachers who exhibit high levels of self-efficacy can form a supportive partnership that promotes a child's academic development. Because of this, this study not only benefits instructors but also has a big influence on parents by ensuring that their kids receive the best support and education possible.

Future Researchers. The information gathered from this study can be used as the basis for future research. The study sheds light on the features of proficiency-based teaching and the specific approaches and strategies applied to assure student achievement by concentrating on the self-efficacy of competent teachers. This information can inform future research on the impact of proficiency-based teaching on teacher self-efficacy and student outcomes. The study can support the significance of teacher satisfaction and well-being, as well as their possible influence on student results. This can lead to greater attention to teacher well-being in research, policy, and practice and, ultimately, lead to improved educational outcomes for students.

Scope and Delimitation

The context of this study is the significance of comprehending the factors that influence the self-efficacy of Magalang, Pampanga teachers in performing academic tasks. Teachers with high

self-efficacy may have higher expectations of their studies, expecting them to achieve outcomes that are beyond their capabilities. However, this is delimited only to Teachers 1 to 3 Proficient Public School Teachers.

Definition of Terms

To enhance comprehension of this research, researchers have included definitions for various terms within this document:

Community Involvement. Participation in the community in education can improve student attendance rates, educator optimism, retention rates, and access to educational opportunities (Daly, 2022). The local community's support of the school and its students is referred to in this study as "community involvement in schools."

Decision-making. When making a decision, a person must first give a situation some thought, then decide on the desired outcome, the options available to reach that outcome, and finally, which option is best suited to fulfill that objective. In the end, student learning will be influenced by the decisions made by teachers regarding the aforementioned issues (Fuller, 2011). In this study, this refers to the ability of the teachers when it comes to making quick and rational decisions when needed. This involves recognizing a decision, obtaining data, and weighing potential answers to that decision.

Disciplinary. It is described as a remedial step used to alter a student's behavior when they disobey school rules, engage in misbehavior, or do poorly in school. Discipline may be implemented for acting inappropriately in front of classmates or teachers in class (Bordia, 2022). This refers to the capability of a teacher to successfully discipline a misbehaving student and how well they can correct the behaviors of those who misbehave in the classroom.

Instructional. Any approach a teacher uses to successfully instruct their audience is referred to as an instructional strategy. This depends on the relevant information being conveyed effectively (Kolmar, 2022). In this study, this is the capacity of a teacher to deliver simple, understandable directions to students when assigning work.

Parental involvement. This might be defined as a parent actively working to raise their child's academic performance (Avvisati, 2010). In this study, it refers to how well the teacher can handle situations such as parents getting involved in school matters.

Proficient Teacher. These apply skills essential to the teaching and learning process in a professional, independent manner. They deliver targeted instruction that complies with curriculum and evaluation standards (DepED, 2017). In this study, these are the Teacher 1 to 3 secondary proficient teachers.

Positive school climate. It represents organizational structures, norms, objectives, and values as well as interpersonal interactions, based on patterns of how students, parents, and school personnel experience school life (Smith, 2014). In this study, a teacher can keep a positive mood in the classroom while instructing and supporting the students.

Self-efficacy. These concepts influence people's feelings, behaviours, thoughts, and motivations. Self-efficacy, which is not observable on a global scale, is the belief or evaluation that one can accomplish a specific goal (Zulkosky, 2009). This refers to the belief in one's ability to accomplish specific tasks or achieve particular goals.

Methods

The sequential explanatory research methodology is a two-phase approach that gathers and analyses quantitative data first, then acquires and analyses qualitative data in light of the quantitative findings. Qualitative data is used to explain quantitative data. A mixed-method research approach incorporates information from both the quantitative and qualitative phases (Timans *et al.,* 2019).
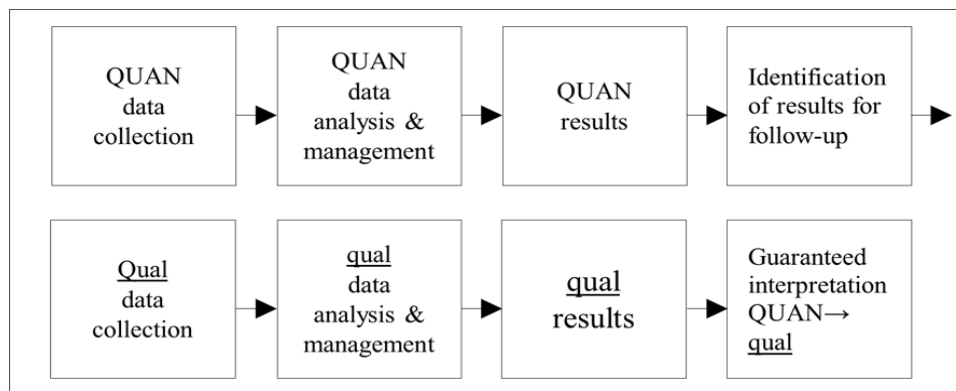
Figure 2. An explanatory follow-up model of the sequential explanatory design

For the research of proficient secondary teachers' self-efficacy, a mixed-method approach was beneficial as it better leverages the particular, contextualized insights from qualitative data as well as the generalizable, externally valid insights from quantitative data. One type of independent research methodology is the mixed-methods approach. According to Creswell & Plano Clark (2011), a mixed-methodologies study design incorporates both philosophical presumptions and investigative techniques. It employs a technique known as philosophical presumptions to guide how to collect and analyze data from multiple sources in a single study.

The study has two phases: the quantitative and the qualitative phases. The study began by collecting and analyzing quantitative data from high school students in Cluster I, Pampanga. The assessment of the self-efficacy of teachers is a confidence scale entitled the Teacher Self-Efficacy Scale (Bandura, 2005).

The second phase involves acquiring and analyzing qualitative data as a follow-up to the qualitative findings. The conclusions drawn from the quantitative data would guide the selection of subjects, sample sizes, and data sources for qualitative research. The resulting professionals will be questioned using a questionnaire with open-ended questions.

Combining two methods is superior to using just one since it is likely to provide rich insights into the research phenomenon that cannot be fully understood by either qualitative or quantitative methodologies. Research on complex subjects benefits from the integration and application of multiple data sources in a mixed-methods approach (Poth & Munce, 2020). This study aims to investigate the areas in which experienced educators face the greatest challenges in instructing pupils as well as how they handle other issues that may come up in the classroom.

Respondents/Participants

For the quantitative phase, the respondents were the secondary proficient teachers with 5 or more years of experience in Magalang, Pampanga during the school year 2023-2024. The study used Total Enumeration sampling technique because each respondent in the population had an equal chance of being picked, this study utilized total enumeration sampling, a type of purposive sampling technique where the researcher chooses to examine the entire population that has a particular set of characteristics. In sampling, units are the things that make up the population. When using total enumeration sampling, it is most likely that these units will be people. According to Adolph Jenson, "purposive selection denotes the method of selecting several groups of units in such a way that selected groups together yield, as nearly as possible, the same average or proportion as the totality with respect to those characteristics, which are already a matter of statistical knowledge. Purposive sampling may also be used with both qualitative and quantitative research techniques. The inherent bias of the method contributes to its efficiency, and the method stays robust even when tested against random probability sampling. Choosing the purposive sample is fundamental to the quality of the data gathered; thus, the reliability and

competence of the informant must be ensured (Tongco, 2007).

After investigating teacher self-efficacy in highly qualified public secondary school teachers, phase 2 of the study examined the outliers' viewpoints. The first phase demonstrated the importance of self-efficacy in teaching. The qualitative phase viewed the outliers in the field of school management and how teachers of schools, as important leaders. The following criteria for the participants were: currently teaching in a public secondary school; a minimum of 3-5 years of experience as a licensed teacher; and a diverse range of experiences in terms of school size, location, and teacher and student demographics.

Face-to-face meetings were arranged for the participants who were selected for interviews. Every participant received a letter of thanks for the interview, which lasted up to at least half an hour. Ethical considerations were also implemented for the protection of the participants.

To guarantee a thorough comprehension of how school leadership impacts teacher self-efficacy in diverse settings, the researchers utilized a homogenous sampling technique. This involved the deliberate selection of participants from a range of public secondary schools that represent varying sizes, locations, teachers, and student populations. Homogeneous sampling, as stated by Vijayamohan, (2023), is a purposive sampling technique that is exactly the opposite of the maximum variation method. A group of persons who were the same in terms of age, gender, background, or occupation were selected through homogenous sampling. The goal of phase 2 was to examine leadership strategies that enhance teachers' sense of self-efficacy, analyze the principal perspectives on self-efficacy, and link leadership practices to teacher self-efficacy and student outcomes.

Instrument
Phase 1: Quantitative

In the quantitative phase, the study used a standardized questionnaire to obtain quantitative data on the self-efficacy of proficient public secondary school teachers. The questionnaire for the quantitative part of the study was composed of six parts. Part 1 has three items, and

they focus on assessing the decision-making of the respondents. Part 2 has nine items that focus on assessing the instructional methods of the respondents. Part 3 has three items, and they assess the discipline of the respondents. Part 4 has three items and the parental involvement within the classroom of the respondents. Part 5 has three items, and they helped assess the community involvement of the respondents. Part 6 has eight items, and they help assess the positive school climate of the respondents. The questionnaire is adopted from Bandura (2006) and this questionnaire is intended to aid in our understanding of the types of issues that instructors encounter when doing school-related activities.

Phase 2: Qualitative

In the qualitative phase, an interview protocol guide was created based on the gathered data from quantitative results, which includes an interpretation of the participants' extreme or outlier group. The researchers provided the participants with an opportunity to expound on the questions and deliver responses that most accurately reflect their ideas and perspectives in light of the data obtained from the quantitative stage. The responses offered the researchers important information that improved the quality of the study.

An interview is a method used when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Face-to-face interviews are suitable when your target population can communicate through face-to-face conversations better than they can communicate through writing or phone conversations (Easwaramoorthy *et al.,* 2006)

Data Collection
Phase 1: Quantitative

In the quantitative part, consent to conduct the study was obtained from the school head of the high school in Cluster 1 of the respondents before the data gathering. After the approval had been granted, data collection began in the first week of the second semester. The only

data source for the study is primary data. Primary data is used to describe a unique or first-hand data source from which the respondents themselves provided the researchers with the data. For the first phase, the researchers collected data from the respondents themselves using a survey on Google Forms and printed questionnaires.

Phase 2: Qualitative

In the qualitative part, an interview was conducted with the participants labelled as outliers. They participated in the qualitative phase and were regarded as outliers. An outlier, as defined by Salkind (2010), is an observation in a data set that deviates significantly from the majority of the data. It can represent an acceptable score for an individual who happens to be an extreme case of the variable being studied.

The researchers interviewed the participants based on the quantitative results. The participants were allowed to add relevant insights and opinions about the topics. The integration of quantitative and qualitative results and findings offered a better understanding of the self-efficacy of proficient teachers. A written observation was also included in the interview phase. Recording of situational facts along with nonverbal cues like voice tone and facial emotions. To provide depth to their responses, the participants were free to speak freely and share their ideas. With the participants' knowledge and consent, an audio recording was utilized for documentation. Transcribing interviews was another step in this procedure.
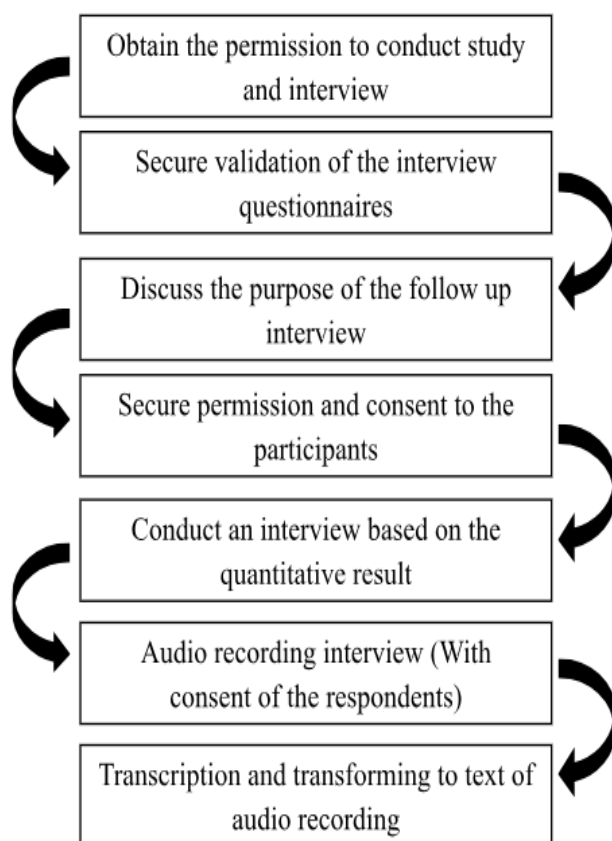
Figure 3. Qualitative Data Gathering Process Used in the Study

Statistical Treatment/Data Analysis
Phase 1: Quantitative

The researchers used two (2) procedures in analyzing the data. The information gathered was arranged and prepared through a Google form. To make it easier to analyze and comprehend the findings of the collected data, one (1) formula was employed.

The researchers used SPSS to compute the weighted mean of the gathered data. The assessment of the participants, whether the information focused in general is near the mean or information points tend to be spread out over a wider range of values, was subjected to the computation of the standard deviation. The standard deviation was a proportion of the spread of scores inside a bunch of information.

Phase 2: Qualitative

To clarify, explain, and interpret the data gathered from the research participants'

replies, the qualitative data analysis phase was employed in the theme analysis. This phase's process involved interpreting the quantitative findings from the respondents' data in a qualitative manner. Transcription of the interview is the procedure for this step. Key point coding was used to extract and characterize the transcription data into meaningful units. Similarity-based coding was compiled into ideas, which were then examined to create themes. According to Braun and Clarke's (2009), reflexive thematic analysis is the process of identifying patterns or themes within qualitative data.
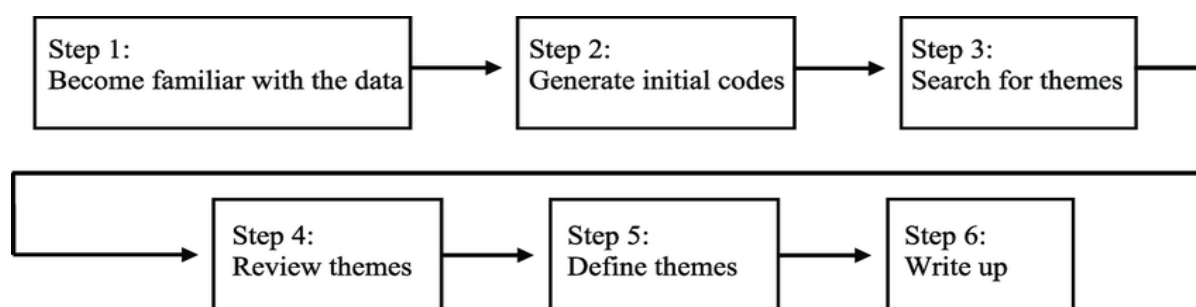

Figure 4. Braun and Clarke's Thematic Analysis

Ethical Consideration

Before beginning the investigation on the self-efficacy of effective teachers, the researchers got consent from the participants. It is important to take serious ethical issues into account while analyzing the "Self-Efficacy of Proficient Secondary Public-School Teachers." First and foremost, it is imperative to ensure informed consent, which calls for participants to be well informed about the goals, risks, and

advantages of the research, to participate voluntarily, and to have the right to withdraw from it without facing any consequences. The utilization of Google Forms and printed questionnaires was planned. The participants were not forced into answering the questionnaire, and the researchers ensured that all personal data were kept confidential. The research was conducted according to the said protocols.

Results and Discussion

Table 1. Self-Efficacy of Proficient Public School Teachers

Indicator	Mean	Verbal Description
Decision Making		
1. Influence the decisions that are made in the school	74.37	Moderately can do
2. Express my views freely on important school matters	79.06	Moderately can do
3. Get the instructional materials and equipment I need	74.40	Moderately can do

The data showed the descriptive statistics of the self-efficacy of proficient public secondary school teachers. Under decision-making, "Expressed views freely on important school

matters" had the highest computed mean of 79.06, interpreted as ***"Moderately can do,"*** followed by the statement "Influence the decisions that are made in the school," with the

lowest computed mean of 74.37, interpreted as ***"Moderately can do."*** From the fact that all statements had the same verbal description, that falls under moderately can do. The respondents appear to have a reasonable level of confidence in their capacity to impact the decisions made at the school. This might be the result of various things, such as their background, their connections with other employees, or their involvement in committees that make decisions for the institution.

According to Peng *et al.* (2022), the results indicated that teachers demonstrated comparatively low levels of participation in decision-making, medium levels of institutional support for professional growth, low non-monetary value assessments, medium levels of practicality and fairness assessments, and relatively high behavioral intentions to increase efforts following the new system. Previous research by Tay *et al.* (2021) indicated that the same kinds of required courses were assigned to all instructors, inadequate school assistance, and inadequate material were some of the major obstacles to teachers' attempts at professional development.

1.2 Instructional

Indicator	Mean	Verbal Description
Instruction		
1. Get through to the most difficult students	82.36	Highly certain can do
2. Get students to learn when there is a lack of support from the home	80.09	Highly certain can do
3. Keep students on task on difficult assignments	77.40	Moderately can do
4. Increase students' memory of what they have been taught in previous lessons	79.67	Moderately can do
5. Motivate students who show low interest in schoolwork	84.46	Highly certain can do
6. Get students to work well together	86.29	Highly certain can do
7. Overcome the influence of adverse community conditions on students' learning	79.37	Moderately can do
8. Get children to do their homework	81.00	Highly certain can do

The data suggested that out of all statements, "Get students to work well together" had the highest computed mean of 86.29, which is interpreted as "***Highly certain can do***". Followed by the statement "Keep students on the task on difficult assignments", which had the lowest computed mean of 77.40, which was interpreted as "***Moderately can do***".

This implied that the participants may have direct professional development initiatives to concentrate on techniques that enhance student demands arising from familial or community concerns, as well as methods for enhancing task engagement and memory retention. The instructor puts effort into their method of instruction. The learning process was implemented in several ways to ensure that students stay engaged and enthusiastic throughout, remain more conscientious, and can confidently display their accomplishments (Dame *et al.,* 2023). In the classroom, teachers communicate by giving lectures, mostly by giving information or ideas about the subject matter and outlining it. Student discussion happens in educational settings when students chat about topics, notably expressing their thoughts, and the interaction between the instructor and students in the classroom generates good communication (Kurniatillah *et al.,* 2022). To keep up with the latest developments in teaching and learning, educators must engage in ongoing professional development. But when they do these kinds of things, instructors get into conflict (Tay *et al.,* 2021).

1.3 Disciplinary

Indicator	Mean	Verbal Description
Disciplinary		
1. Get children to follow classroom rules	85.36	Highly certain can do
2. Control disruptive behavior in the classroom	85.90	Highly certain can do
3. Prevent problem behavior on the school grounds	82.44	Highly certain can do

This data revealed that the statement, "Control disruptive behavior in the classroom" had the highest computed mean of 85.90, which was interpreted as "***Highly certain can do***". On the contrary, the statement "Prevent problem behavior on the school grounds" had the lowest computed mean of 82.44, and was also interpreted as *"Highly certain can do".* This indicated also that despite having the lowest mean among all statements, the verbal interpretation was the same as "***Highly certain can do".*** An implication is that teachers still have faith in their abilities to keep the peace and deal with any problems that may arise outside of the classroom, even though it is slightly lower than the prior items. Successful education is fundamentally based on effective communication.

Teachers have a critical role in creating a healthy learning environment, upholding student discipline, and forming school culture (Anthony *et al.,* 2023). Furthermore, the global trend towards disciplinary strategies that are more inclusive and focused on the needs of students emphasizes how important it is to support good behavior and deal with the root causes of misconduct rather than relying exclusively on punitive measures (Anthony *et al.,* 2023). The aforementioned worldwide patterns highlighted the necessity of implementing a well-rounded disciplinary strategy that puts students' welfare first while maintaining order in educational settings (N. Faridah *et al.,* 2023).

1.4 Parental Involvement

Indicator	Mean	Verbal Description
Parental Involvement		
1. Get parents to become involved in school activities	81.30	Highly certain can do
2. Assist parents in helping their children do well in school	80.74	Highly certain can do
3. Make parents feel comfortable coming to school	86.03	Highly certain can do

Under Parental Involvement, the statement *"Make parents feel comfortable coming to school"* has the highest computed mean of 86.03, followed by "Assist parents in helping their children do well in school" which has a computed mean of 80.74. All statements have the same verbal description that falls under "***Highly certain can do***". The majority of responses in the "Parental Involvement" area indicated that educators think they can build fruitful and constructive relationships with parents. Nonetheless, sustained endeavors toward proficient communication, cultural awareness, and attending to unique requirements are essential for fruitful parental involvement.

Teachers, as well as parents, were the two primary educators in the lives of most children. In the educational process, parents have traditionally been viewed as supporters (Balasubramanian *et al.,* 2022). Parental participation at school is a term that covers numerous actions and attitudes (Dias, D., *et al.,* 2023). Pupils who have active parents are more likely to finish secondary school, do better academically, and have fewer behavioral issues than kids whose parents do not participate in school (Balasubramanian *et al.,* 2022).

1.5 Community Involvement

Indicator	Mean	Verbal Description
Community Involvement		
1. Get community groups involved in working with the school	75.39	Moderately can do
2. Get businesses involved in working with the school	67.19	Moderately can do
3. Get local colleges and universities involved in working with the school	69.24	Moderately can do

The statistical result under community involvement showed that the *statement "Get community groups involved in working with the school"* had the highest computed mean of 75.39, followed by the statement, *"Get businesses involved in working with the school"* and the lowest computed mean of 67.19. All of the items fell under ***"Moderately can do."*** This lower confidence indicated that teachers may see more difficulties when interacting with businesses, either as a result of different interests, logistical difficulties, or a lack of knowledge about possible joint ventures.

Community involvement within management facilitates more effective planning of educational activities to better fulfill the demands of the populace and enables consumers to efficiently monitor the caliber of information and skills that students possess. As components of an integral system, many forms of community engagement in the administration of the educational process are recognized (Belousov *et al.,* 2020).

1.6 Positive School Climate

Indicator	Mean	Verbal Description
Positive School Climate		
1. Make the school a safe place	88.30	Highly certain can do
2. Make students enjoy coming to school	87.37	Highly certain can do
3. Get students to trust teachers	89.94	Highly certain can do
4. Help other teachers with their teaching skills	82.93	Highly certain can do
5. Increase collaboration between teachers and the administration to make the school run effectively	82.60	Highly certain can do
6. Reduce school dropout	81.89	Highly certain can do
7. Reduce school absenteeism	82.47	Highly certain can do
8. Get students to believe they can do well in school work	88.34	Highly certain can do

The data revealed that under a positive school climate, the statement "Get students to trust teachers" had the highest computed mean of 89.94. Alternatively, the statement "Reduce school dropout" had the lowest computed mean of 81.89. All statements had the same verbal description of ***"Highly certain can do."*** This showed assurance in the ability to recognize and manage dropout-causing problems, possibly with early intervention, academic assistance, and building strong relationships with students. All things considered, the high percentages in the "positive school climate" area indicate that educators think they can make a substantial difference in fostering an environment that is encouraging, stimulating, and successful for every kid. Ongoing efforts must be made to promote teamwork, help, and attend to individual needs to sustain a healthy school climate in high schools.

The most often-used definition of school environment is the nature and atmosphere of the school (Grazia & Molinari, 2021). The establishment and maintenance of a healthy school environment necessitates the collaborative efforts of several individuals inside the school, with teachers being one of the key players. To complete this extremely essential role,

the instructors needed to interact with colleagues at school in an organized manner (Chiriac *et al.,* 2023). Despite the way teachers' work settings are arranged, they have a professional obligation to consistently maintain a healthy, safe, and supportive school environment for everyone in the entire school, including themselves, and to encourage academic, social, and emotional learning (Bear, 2020).

Sequential Explanatory Data on the Participants' Manifestations of Self-efficacy

The findings reflect the efficacy scores of proficient public secondary school teachers in four distinct domains: instruction, community engagement, decision-making, and fostering a good learning environment. The scores for favorable school climate range from 89.94 at the top to a low of 67.19 for community involvement. The reasons why teachers feel more competent and confident in areas like instruction and a positive school climate are that they have more direct control over the conduct and learning of their pupils. This is the reason why the teachers received these results. They feel less secure when it comes to making decisions and participating in community involvement, as they may be more impacted by circumstances outside their control. The findings also show how different elements of teacher efficacy receive varying amounts of attention in schools. Teachers feel more confident in this area if, for instance, schools place more emphasis on fostering a positive school climate.

Qualitative Findings
Teacher's Abilities

Under the *Teacher's Ability Theme*, similar concepts were: Ability of Teacher's Instruction, Self-Paced or Self-Study, Self-Convincing, Confidence and Competence, Confidence, Optimistic, Confident, Strategies Applied.

The narrative of the participants portrayed that many teachers out there have their own set of skills, strengths, and weaknesses when it comes to school-related tasks. It all depends on their confidence when handling and delivering their lessons during class, and one of the biggest factors contributing to that fact is how proficient they are in the area they were placed in. If placed in the subject they are most familiar with or more proficient in, the more effectively they can deliver lessons.

According to the participants, a teacher's confidence stems from the amount of skill and experience they possess; they felt more confident when they know they have delivered their job properly. A lot of teachers who answered have more than 10 years' worth of experience, and that contributed to their confidence. Self-efficacy perceptions were essential to human agency—the conviction that one is an active participant in their environment rather than just a product of it (Narayanan *et al.,* 2023). Teachers must be able to demonstrate their competence to be employed as professional teaching staff. This included demonstrating knowledge, skills, and mastery of learning components, such as curriculum, learning materials, and methods, as well as evaluation techniques and learning strategies in a variety of learning styles. Teachers must also show their commitment to the tasks assigned to them (Widodo *et al.,* 2022). Teachers must constantly possess a high degree of discipline and dedication to carry out these activities in a way that supports the learning objectives. Teaching in response to the demands of the job is simple; teaching in response to the calling of the soul or the dictates of conscience was more difficult (Moltudal *et al.,* 2019).

Teacher's Instruction

I don't have any challenges, especially in activities like tree planting. There aren't any challenges. The sudden activities, sometimes unannounced, can affect the teacher's instruction. OT 2

Self-Paced or Self-Study

Alright, well actually there are a lot of in, contributing factors that allowed me to be confident and more confident when it comes into my instructional abilities, first and foremost, I studied this for how many years, and so, that just means, that makes me confident, I did not just stop after graduating and Bachelors and even pursuit masters which I finished and I even completed my academic requirements for PHD, so that's why I think that alone makes me confident aside from the fact

that I self-paced that, in my experience from watching videos, I listen to my other colleagues. OT 3

Self-Convincing

Well, I think, it's just me alone the way I see things, it's just because of me, and well of course there are - there yes, certain factors, but I think most probably like the percentage of the time, it's just me try to convince myself that (laughs). OT 3

Confidence and Competency

Well actually, confidence and competence as a teacher, comes from each subject they manage, effective to commitment to professional development and of course the supportive School environment. OT 4

Confidence

Okay so, experience teaching here in your areas of expertise, it's a rewarding experience, especially of you know that your students are learning, and they are happy to learn. What specially makes you feel competent and confident... if they know how to answer the questions and they are motivated to speak in English especially my subject is English. And I also feel confident if I will be able to answer the questions as well Of course you should know your expertise, you know what you are talking about.) "Okay. so... experience teaching here in your areas of expertise uhm, it's a rewarding experience, especially if you know that your students are learning, and they are happy to learn. What specifically makes you feel competent and confident... If they know how to answer the questions and they are motivated to speak in english especially my subject is English. And I also feel. confident if... I will be able to answer the questions as well! Siyempre dapat alam mo, dapat you know your expertise, alam mu yung sinasabi mo." OT 5

(My area of expertise is humanities and social sciences specifically philosophy. I'm teaching philosophy to grade 11 students now this semester and philosophy is

a core subject in senior high school, now you're asking me how I feel about my experience in teaching in my area of expertise, I'm confident with my teaching especially under my area I've been teaching for 11 years now, I started teaching philosophy in collage while a was in seminary I was teaching philosophy nearby university, then I'm graduated I started teaching college student in second year forth year college student, then I'm teaching different subject In philosophy like ethics, logic, philosophy of man. My expertise relies on my confidence to teach regarding my expertise.) "My area of expertise is humanities and social sciences specifically philosophy. I'm teaching philosophy to grade 11 students now this semester and philosophy is a core subject in senior high school, now you're asking me how I feel about my experience in teaching in my area of expertise, I'm actually confident with my teaching specially under my area kase I've been teaching for 11 years now, I started teaching philosophy in collage while a was in seminary I was teaching philosophy nearby university, then I graduated I started teaching college student in second year forth year college student, tapos I'm teaching different subject in philosophy like ethics, logic, philosophy of man so I can na expertise ko ay yung confident ko regarding my expertise is quite high." OT 7

Optimistic

(Of course, first by being optimistic even before you enter the classroom and by the time you enter. Because one of the things that they are waiting for you, that their way of learning would be fun. In that way, as I continue to teach with a happy mood, they will really learn a lot. Like when you go to the classroom, you'll get motivated enough just by being optimistic.) "Siyempre, no.1 is by being of optimistic, even before you enter the classroom, and pagpasok mo ganun parin, noh, kasi yun yung isa sa mga hinihintay ng mga bata, kung ano yung maging masaya yung learnings nila kasi kapag mas masaya kang magturo mas marami silang

matututunan like when you go to school alam mo na ikaw mismo as a teacher ma-momotivate ka." OT 6

Strategies Applied

(Ah, in providing seminar training, well at least you are reminded, right? All the things that you can use, and strategies you can apply, for a happier teaching and learning experience.) "Ah, providing seminar training, at least na reremind ka diba? All the things that you can use, strategies, you can apply para masaya yung teaching-learning experience". OT5

Communication and Collaboration

Under the Communication and Collaboration Theme, similar concepts are: Understanding Constraints and Limitations, Divided Time, Guidance, Establishing Good Relationships, Speak Out, Heard and Valued, Voice Matters, Collaboratively, Support, Invalidated, Support of the Administration, Exact Participation, Involvement, and Supportive.

Communication is important, especially when it comes to communication among the school grounds and when it comes to collaborating with groups and people outside of the school. Establishing relationships is also important when dealing with such things; it's also important when they want to involve themselves in school-related affairs. The answers that were provided by the participants voiced their opinions and statements regarding communication and collaboration when the outside gets involved with the school. Based on the participant's responses, communication plays a big part when it comes to the decisions made within the school, dealing with factors outside the school, and getting involved with school affairs. The participants have voiced out their struggles when getting involved with matters concerning the community and when expressing opinions regarding the school's decision-making. However, the volume of their voices still depends on their expertise. As stated in the participant's answer, "When you're teaching in your major or expertise, they will hear and listen to you, especially when they know you are capable of making decisions."

Human resources should be able to collaborate and share innovative ideas through communication. It is believed that effective communication is more important than soft skills and that mastering them is essential to conquering the obstacles of the modern world (Haryanti & Suwarma, 2018). Teachers' participation in decision-making is essential to determining the success of the school because it makes them feel like an integral part of the administration, which inspires them to give their pupils high-quality instruction (Shikokoti, 2023). In essence, the collaborative method fosters the development of individual identities that are created to meet the needs of each teacher; it also fosters reciprocal professional relationships between instructors (Khumalo *et al.,* 2023).

Understanding Constraints and Limitations

I think they should... they should focus more on Understanding where the teachers are coming from. They should start listening instead of them, know, forcing us to do every project or whatever, know whatever activities. That we are required. Sometimes they just need to put, their shoes on our shoes, so they would understand better that we are trying our best, we are trying to give everything but it's just there are time constraints, and there are limitations we are not robots, and yes. OT 3

Divided Time

Well, that's quite challenging because it requires time and involvement in the communities is quite challenging because it divides your time, between your responsibilities as a teacher and Your responsibility as citizens of the community, so... somehow, it is challenging when during the visiting period of the school year, no? So... it's dividing your time. OT 4

Guidance

Actually, in my previous school's schoolwork stations, I was handling English for 10 years, so when I was transferred here, I was trying to teach Filipino. Somehow it was challenging on my part, but through the help and guidance of our head

teacher and master teacher, I was able to adjust and teach Filipino. OT 2

Establish Good Relationship

Reaching out to parents & guardians will always be a challenge every school year, so that's why I always make sure to establish a good relationship with them as the school year starts. OT 2

Speak Out

I'd like to be honest, about this... most of the time I try to be involved when it comes to decision making but I speak out and I voice out, issues and concerns that I would like to the rest of the community and the school so it would help them in the decision making but, the problem is I feel like some moments know the heads themselves do not listen l, they are not willing to listen I don't know if it's just me or it's really what's the reality. OT 3

Heard and Valued

In my record school year here, I can say that our school head is always making sure that our voices are heard and valued. OT 2

Voice Matters

Actually, in our community, the Dolores National High School, everybody's voice is important, everybody's opinion matters. So yes, everybody's voice is heard in our community. OT4

(Yes, it is heard, of course here especially when you're teaching in your major or your expertise, they will hear and listen to you, especially when they know you are capable of making decision. Of course, an example of that is my major English they will hear that more than math, they believe that the major is math, they would really hear you out in your main expertise that you have.). "Oo, naririnig naman. Syempre lalo na when you are teaching doon sa major mo o sa expertise mo, ahm, maririnig at pakikinggan ka naman din, lalo na alam nila that you are capable of uhm making decisions Uhm, syempre for example: major ko is English, syempre ma-

mas pakikinggan nila yun kesa sa kunwari sa math, paniniwalaan nila ang major ay math mas mag- kakaroon ng credibility. Kumbaga, yun mas maniniwala sila sa expertise na meron ka." OT6

(I can't talk about specific experiences in the general school-level decision-making process because every voice is heard, however, there are better ideas that especially are good when it comes to your expertise, the thing you talk about is what would be better for the school and it is whatever action that would be better for the school). "I can't really talk about specific experiences in general school level decision making process every voices heard namn, however they are better ideas na syempre mas kayi la pero pagdating sa kung sa expertise mo ang pinag uusapan kung area mo ang pinag uusapan of course ma vavalue lalong lalo na sa palagay mo ay sa ikabubuti ng school." OT 7

Collaboratively

Well, that's very important when creating a positive climate in the school environment, no? So... with that, in our practice, Dolores National High school is that we work collaboratively. And we... Support each other to create a positive environment... Whether academic or extra-curricular activities we always support each other. OT 4

Invalidated

(Well, I feel invalidated, and my voice is not heard, kidding! Sometimes, I don't feel like my voice is heard. Why? Because they focus on listening to others, ' voices that are much louder than mine. And is expertise valued? Well, it is valued, and I feel valued by the students. I experience it more with students rather than with the school's decision-making process. Because I don't participate on that. I do have a comment on that I don't always give my opinion. Because I don't think that it matters sometimes but not always.) "Well, I feel invalidated... and my voice is not heard- charot! (Laughing) Karakit naman... Sometimes, uhh I don't feel like my

voice is heard. Baket ba? kasi, mas pina-pakinggan yung voice ng iba. (Laughs) Yung voice ng ano, yung voice ng mar ma-lakas yung boses. Atin ya kanung aliwang meaning ita. Hehe. Expertise valued? Mhm, wa. It's valued naman, and I feel this kapag kareng student's siguro. Mas ka-reng students kesa keng school level desi-cion making process: Because I don't re-ally participate keng or makipag- I have a comment on that, I don't always give my opinion because of don't think that, it mat-ters sometimes not always." OT 5

Support of the Administration

So, the question is "In your own opin-ion, how can it effect learning more effi-cient?" First, of course, that is school, this is where the teacher is at their very home, as well as the students. It will serve as a support system. My only advice is that it will help to be more effective, especially when it comes to teaching and learning, is the full support of the administration, in-cluding providing of the needs of the teachers, from the smallest to the biggest needs of the teachers in the teaching and learning process.) "So dito, ang tanong ay sa iyong opinyon, paano nakaka- epekto ang pagtugon ng paaralan. Una, syempre, yung paaralan ito yung pinaka home ng bawat teacher at tsaka ng mga students. It will serve as a support system. Ang mapapayo ko lang siguro is... para mas maging effective pa lalo yung teaching and learning it is the full support of the ad-ministration kasama na ng pagprovide ng mga needs ng mga teachers, from the smallest to the biggest needs ng mga teachers sa teaching and learning process nalang." OT 6

(The school administrators are sup-portive in terms of the needs of the teach-ers, perhaps in public schools the teaching materials that we use provide that, but sometimes it's still insufficient. So there's that factor in effectiveness, for example, is if you want to discuss properly, the school climate like for example it is very hot and the televisions aren't working and the tv is

quite small, there is an impact to that in my job satisfaction and sometimes I want to deliver the lessons properly but those factors are affecting my teaching experi-ence, and because of those factors, it's like the lessons aren't maximized and some-times when you go to class they look so un-pleasant, and also the absenteeism of the students, also the class size of 40 and 50. I want to have a class size of 32 because I can teach effectively, of course, they are af-fected because you are the teacher you can tell that this job is satisfactory. Also, in mo-tivation, it's very discouraging when you know you're going to their classroom knowing there are so numerous students you have to scold for being noisy the effort it takes is just tiring. Thats one of the fac-tors that affect teaching effectiveness, and in my job satisfaction and the motivation in teaching.) "Supportive numan deng school administration in terms of kareng teachers needs siguro king public school detang teaching materials na a propro-vide da namn ing school but sometimes in-sufficient padin so ita atin yang factor king effectiveness halimbawa bisa kang buri meng i discuss masalese ing school climate like for example itng malisangan, ali la gagana deng tv, malati ya ing tv, atin yang impact ita king job satisfaction ku kasi minsan buri kung a deliver ing lesson pero those factors akakitt ku na ali ya ma-salese, ali ya effective itang pamanuro ku kasi because of those factors itang balamu kulang itang ababalu da ali ya a maxim-izes, kaybat lungub ka king klasi, maknyan la itsura, maknyan la sapuk, deta halimbawa deta absenteeism da reng stu-dents atyka itang class size itang classes a tya 40,itang classes a tya 50, ideal list 32 bakanta mas maging effective ya teach-ing syempre apektadu la i ka kayang teacher a sabi me ini ing job satisfaction ampo king motivation mas makatamd itang balu mung luban mula tas kadakal da kasi mas dakal itang pamamawal mu makntaa reng effort marakal la so metung yang factor maka kayi king job satisfac-tion and motivation teachings." OT7

Exact Participation

(Of course, it is the exact participation, of those who are in the community, there are those who will participate, but there are times that they aren't willing. But to those who are willing, they can help like, if we would help each other, and encourage the parents and their children, that would help a lot in the community. So here are the possible barriers that we may encounter in the school community activities: the lack of participation of the others who are part of the community, such as the parents. Of course, those who have the things that they do, but that's it as a teacher one of your goals is to encourage the parents to have a connection or cooperation. Not just in the school but also in the homes of the kids to support them outside of the community.) *"Siyempre, yung participation mismo ng mga nasa community, kase meron at merong mag-paparticipate, pero meron mga panahon talaga na hindi sila ganun ka willing. Pero doon sa mga willing noh? Makaka tulong kung halimbawa noh sa kakulangan ng mga library na nasabi ko na sa question number 1. Pero kung magtutulungan at magkakaroon tayo ng encouragement sa mga parents, at i-encourage ang mga bata, mas makakatulong yung community."* OT6

Involvement

(Regarding my involvement in school community activities, I involve myself in school activities in areas that I'm most effective especially for example during community masses, I organized community masses is my part of my college training it also involves religion, so I do my best to bring religion to this particular area of community also to at least introduce to all children. It doesn't quite incline to any students so I think I did my best participation involvement in school activities; I organized community monthly masses.) *"Regarding my involvement in school community activities ay I involve myself king school activities in areas that I am most effective especially example during community masses, I organized community masses because part of my college training is a atin kinalaman king religion so I do my best bakanta to bring religion to this particular area of community ampo bakanta atleast ma introduce ya kareng anak na ali masyadung incline so I i think I did my best participation involvement king school activities itang I organized community monthly masses."* OT7

Student-Related Approaches

Under the Student-Related Approaches Theme, the similar concepts are: Proficient in reading and Dedicated at Academics.

It is no surprise that one of the current struggles of the Outlier Teacher (OT) is the learning capabilities of the students. The students' abilities can contribute to a teacher's confidence and the overall atmosphere the classroom creates. The answers that the participants gave suggested that the students can affect a teacher's confidence in their instructional abilities and the overall atmosphere of the class.

According to the participants' answers, they find it challenging when they encounter students who struggle to keep up with the lessons, and this affects their instructional confidence and teaching abilities. However, even if there are some students who may not be the brightest of minds, the fact that their students are more than eager to continue learning is what makes them keep going. According to Martins *et al.* (2018), self-confidence is the belief in one's capabilities, aptitudes, and ability to accomplish one's goals. Teachers' confidence, or their strength of belief, is defined as their belief in their ability to achieve a goal (Law-Davis, 2023). The language used in instruction and learning has also been discovered to be a barrier that prevents instructors and students from understanding and clarifying scientific terms and procedures (Mavuru & Ramnarain, 2020).

Proficient in Reading

In my 10 years of teaching, handling Grade 7 has been quite challenging since most of the students are non-readers and non-numerate. It's difficult to teach when

the students are not proficient in reading. OT 1

Dedicated at Academics

(Perhaps the students who have other cultures press school for example in college they have their own culture that are very different in school, so far in our school, even though the students are lazy, they are respectful and there are students who are eager to learn, there are also students who aren't very good at school, but they are dedicated at academics, especially Ian Miclat) "Siguru ming kayi deng students deng alwa-alwa la culture press school eh halimbawa king college atin lang culture na alwang alwa king school, so far ming school tamu naman adyang matamad lareng students, marespeto la ampong ating talagang studyante na eager to learn, atin studyante na adyang ali la masyadung matalino kayi la dedicated la king academics da especially Ian Miclat." OT 7*

Educational Environment

Under the Educational Environment Theme, similar concepts were: School-based Management, Complete Equipment and Materials, Beyond Control, Consistency and monitoring and giving feedback, Guidance and Monitoring, Relevance of Seminar or Learning action sessions, Reduce Teaching Loads, and Modern Era.

The following similar concepts were school-based management, complete equipment and materials, beyond control, consistency and monitoring and giving feedback, Guidance and Monitoring, Relevance of Seminar or Learning action sessions, Reduce Teaching Loads, and Modern Era. The participants expressed their views on how they contributed to the overall environment of the school and how the help of the administration also contributed to the environment the school has developed.

Based on the participants' answers, the support they got and the efforts they made can greatly affect the schools. The help the administration provides and the support they give contribute to that. Providing the materials the teachers need and listening to the teachers' voices could create a healthy and welcoming environment for the students and the people outside of the school.

Since motivation was crucial to the work of teaching, the researcher was driven to investigate the importance of the teacher's motivation and how it relates to student performance. Having both intrinsic and extrinsic motivation boosts job satisfaction (Michael *et al.,* 2023). Teacher motivation is influenced by the traditional classroom. A teacher is more likely to contribute more than is typical to the management, administration, and general improvement of the school if they consider their classroom to be a safe, healthy, and cheerful environment with helpful resources and facilities for teaching for optimal learning. The teacher sets the tone and projects the image of someone who promotes learning and the environmental characteristics of the classroom by maintaining order, discipline, and control. She or he analyzes the implied attitudes and feelings of the student (Michael *et al.,* 2023).

School-Based Management

For example, a member of School-based management (SBM) before, my suggestions were generally accepted, That's it. OT 1

Complete Equipment and Materials

A well-organized classroom with complete equipment and materials is essential. For instance, now that they are constructing covered courts, some students are temporarily distributed to other sections because the learning environment for these children lacks focus. OT 1

Beyond Control

Well, this is the part where I believe that it's very difficult and it's very challenging because this is beyond. Our control, even though we try to encourage everyone to participate, we try to engage them, we try, know to think of possible activities that would allow them to actively participate in the school. However, it's beyond our control, the Parents are busy, and they have their priorities I believe that there is much more that I can do but that's it for now. OT 3

Consistency and Monitoring and Giving Feedback

In my point of view, consistency monitoring, and giving feedback from our school head and department head, contribute to a positive overall climate. OT 2

Guidance and Monitoring

So, our administration prioritizes building strong relationships on the teachers, they do offer guidance and mentoring for all teachers. OT 4

Relevance of Seminar or Learning Action Sessions

Kindly in the relevance that seminars or learning action sessions (?) motivate me to do better in my profession. OT 2

Reduce Teaching Loads

(Describe specific school initiatives... Oh, well recently I talked to the principal. I requested that the principal should reduce teaching loads. So, with that I think I can do my job well, because it's less work when it comes to that work I should be doing.) "Describe specific school initiatives Ah! siguro ito recently, recently I talked to the principal, oo, hag-request ako ng bawasan yung ano ko, teaching loads, so, school initiative yari tane. So, with that I think I can do my job well, kasi mas less ya itang aluwa kung work na dapat gawan." OT 5

Modern Era

(Okay so, I'm teaching English 7 and currently, I'm happy with teaching. And especially when it comes to the modern era that we are in. We can use PowerPoint presentations, and that's what really good about it. Also, one of the struggles of the students now is the absence of a library in the school. This could help them gain extra knowledge in their research. But the beautiful thing about it now, we are in the technology era where we have eBooks and school laptops, where they can submit and research right away, so that's one of the things that gives me confidence as a teacher, even without a library here in the school, I can still get information that I need for the students. And as a teacher of course I can be more confident in doing my task.) "Okay, I'm teaching English 7 at

the moment, and currently, masaya naman ako sa aking pagtuturo. At lalo na in this, modern era na meron tayo. So, we are using like yung mga PowerPoint and Video Presentations, ganun. Yun yung kagandahan, may mga gamit pa naman na nagagamit, kung baga yung ano lang, isa sa mga struggle ng mga bata ngayon ay sa English ay kakulangan ng library para sana magkaroon ng extra knowledge kapag ka... nag-rereresearch, yung nga lang, sa panahon ng wala tayo. Pero, meron naman kagandahan, since nasa technology yung era natin merong na tayong mga tinatawag na e-books. Madadami mga laptop, nakakapag submitt tayo right away. Yun yung isa sa mga nakakapagbigay ng confidence saakin as a teacher na kahit wala man library dito sa school so nakakakuha ka parin ng information na kailangan ng mga bata... And as a teacher, siyempre mas nagiging confident ako sa mga task." OT 6

Summary

1. Self-efficacy
1.1 Decision-Making
Proficient public secondary school teachers exhibit moderate self-efficacy in decision-making, with varying confidence levels. Despite differences in mean scores, overall confidence falls within the "Moderately can do" range. This confidence may stem from factors like background, connections, and involvement in decision-making committees.

1.2 Instructional
Teachers are highly confident in promoting collaboration among students but have a moderate confidence level in keeping students focused on difficult assignments. This indicates a need for professional development focused on addressing student challenges related to family or community issues and enhancing strategies for task engagement and memory retention.

1.3 Disciplinary
Teachers express high confidence in controlling disruptive behavior in the classroom and preventing problems on

school grounds, with both statements interpreted as "Highly certain can do." Despite a slightly lower mean for the latter, the overall implication is that teachers maintain faith in their abilities to handle issues outside the classroom, emphasizing the significance of effective communication for successful education.

1.4 Parental Involvement

Teachers are highly confident in fostering positive relationships with parents, as indicated by high mean scores for statements related to parental involvement. The findings underscore the importance of ongoing efforts in effective communication, cultural awareness, and addressing individual needs for successful engagement with parents.

1.5 Community Involvement

Teachers are moderately confident in involving community groups with a higher mean (75.39) compared to businesses (67.19) under "Community Involvement." The lower confidence in businesses may indicate perceived difficulties arising from differing interests, logistical challenges, or a lack of knowledge about potential collaborations.

1.6 Positive School Climate

Teachers express high confidence in fostering a positive school climate, with strong trust between students and teachers. While they feel capable of managing dropout-related issues, ongoing efforts are crucial for sustaining a healthy and encouraging environment in high schools.

2. Teacher capacity, highlighting the importance of competence and confidence in one's ability to teach. It was shown that students regard teachers with in-depth subject matter knowledge as more competent and they tend to project greater confidence. It indicates that several variables, including experience and availability to chances for professional growth that enhance subject-matter expertise, have an impact on this confidence. The study also emphasizes how im-

portant it is to have a supportive school climate where instructors feel comfortable to ask for help and share best practices. The research also emphasizes how crucial it is for teachers, administrators, and the whole school community to continue supporting and working together to promote a culture of continual development and efficient teaching methods.

Conclusion
1. Self-efficacy
1.1 Decision-Making

Teachers do not have enough confidence or involvement when it comes to making decisions for the school. Those decisions that are being made will affect the whole school, so they likely find that intimidating.

1.2 Instructional

Some teachers have moderate confidence levels in keeping students focused on difficult assignments. The problem is either the teacher's teaching techniques or the students may be the problem. The techniques teachers use may vary, like

1.3 Disciplinary

Controlling students and disciplining them is one of the challenges teachers face every day. Some teachers still have a hard time keeping their students in check, so it is important to be strict when disciplining students for their bad behavior.

1.4 Parental Involvement

Being acquittances with the students' guardians and having proper communication with them will help them understand their students more. Having a good relationship with the parents helps them earn the trust of the student's parents

1.5 Community Involvement

Involving the community to create a stronger connection between students and teachers and collaborating academic activities as well as healthy community activities and creating unity between school and the community

1.6 Positive School Climate

Having a positive school climate will help the students feel more motivated going to classes and this will help to build teacher-student relationships. It is important to build a safe and friendly environment for the students so the teachers can earn the trust of the students.

2. The research reinforces the connection between self-efficacy (belief in one's ability) and teacher performance. Teachers with a strong foundation in their subject area and years of experience demonstrate higher levels of confidence, which likely translates to more effective instruction. This confidence can have a ripple effect, influencing not only the teacher's classroom presence but also fostering a positive learning environment for students. Additionally, teachers with high self-efficacy are more likely to be resilient in the face of challenges and demonstrate a growth mindset, continuously seeking ways to improve their practice. This focus on professional development can further enhance their competence and confidence, creating a virtuous cycle that benefits both teachers and students.

Recommendations

1. It is recommended that teachers will have to develop their confidence in speaking up for themselves to get their opinions from the higher-ranking individuals in the school.
2. The teachers need to communicate and build their relationships with their students so they can feel more confident when it comes to keeping their students focused on their lessons and assignments. It is important to know if the students can keep up with the lessons so they can understand the activities and assignments given to them. They could also attend some instructional sessions to further enhance their teaching techniques.
3. Teachers that are still having a hard time keeping their students in line, need to take charge and be stricter when it comes to disciplining their students. This will also benefit the students and help them shape their behaviors and attitudes.
4. Having programs such as getting parents to attend school on a daily basis program can help teachers have better communication with parents and help keep students safe and motivated.
5. Teachers and community leaders should engage and collaborate to create a program to bring both students and teachers closer.
6. Teachers need to communicate with their students more and throw in some humorous jokes to lessen the tense atmosphere. Being friendly with the students is important, but don't let them get too comfortable

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APPENDICES

Teacher Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please rate how certain you are that you can do the things discussed below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100

Cannot Moderately do at all   can do   Highly certain can do

	Confidence (0-100)
Efficacy to Influence Decision-Making	
Influence the decisions that are made in the school	_____
Express my views freely on important school matters	_____
Get the instructional materials and equipment I need	_____
Instructional Self-Efficacy	
Get through to the most difficult students	_____
Get students to learn when there is a lack of support from the home	_____
Keep students on task on difficult assignments	_____
Increase students' memory of what they have been taught in previous lessons	_____
Motivate students who show low interest in schoolwork	_____
Get students to work well together	_____
Overcome the influence of adverse community conditions on students' learning	_____
Get children to do their homework	_____
Disciplinary Self-Efficacy	
Get children to follow classroom rules	_____
Control disruptive behavior in the classroom	_____
Prevent problem behavior on the school grounds	_____
Efficacy to Enlist Parental Involvement	
Get parents to become involved in school activities	_____
Assist parents in helping their children do well in school	_____
Make parents feel comfortable coming to school	_____
Efficacy to Enlist Community Involvement	
Get community groups involved in working with the school	_____
Get businesses involved in working with the school	_____
Get local colleges and universities involved in working with the school	_____
Efficacy to Create a Positive School Climate	
Make the school a safe place	_____
Make students enjoy coming to school	_____
Get students to trust teachers	_____
Help other teachers with their teaching skills	_____
Increase collaboration between teachers and the administration to make the school run effectively	_____
Reduce school dropout	_____
Reduce school absenteeism	_____
Get students to believe they can do well in school work	_____