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# RELATIONSHIP BETWEEN TEACHERS' ATTITUDE AND SELF-EFFICACY: A DESCRIPTIVE CORRELATIONAL STUDY

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## ABSTRACT
*This study employed a quantitative descriptive-correlational research design to explore the relationships between various variables in the context of education in the New Bataan District of Davao de Oro, Philippines. The research locale included seven public schools in the district: Camanlangan Elementary School, Camanlangan National High School, La Purisima Elementary School, Magangit Integrated School, Major Angel V. Fajardo National High School, Panag Elementary School, and Tandawan Integrated School. The respondents of the study were 105 teachers from the aforementioned schools, selected through universal sampling to represent the entire population. The study aimed to describe the status of knowledge regarding specific variables and examine the degrees of relationship among those variables using a survey questionnaire. The research findings revealed a significant positive relationship between the teachers' attitudes and their sense of self-efficacy. This suggests that teachers with more positive attitudes tend to have a stronger sense of self-efficacy in their teaching abilities and practices. The research design allowed for the careful collection, analysis, and interpretation of mostly quantitative data to achieve the study's objectives of describing the phenomena at hand and establishing the relationships between the variables in question. The insights gained from this study will provide valuable information about the educational landscape of the New Bataan District and contribute to the understanding of the factors influencing educational outcomes in the region.*
**KEYWORDS:** *Teachers' Attitude, Self-Efficacy, Descriptive Correlational Study*

## Chapter I
## INTRODUCTION

### The Problem and its Background

Teachers play a crucial role in shaping the future of society by educating and inspiring the children. They play a crucial role in shaping the intellectual, emotional, and the psychomotor domains of an individual. The way they look at their profession and their beliefs towards their own self-efficacy could affect the way they teach and above all the student performance. According to Wang et al., (2015), numerous studies have explored the relationship between teachers' attitudes and their sense of self-efficacy, that highlighted the importance of understanding this connection for improving teaching and educational outcomes. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes and well-being in the working environment

A study was conducted in Milan, Italy by Barnie et al., (2019) entitled Impact of Teachers' Attitudes and Self-efficacy on the Quality of Education, revealed that teachers' positive attitude have strong sense of self-efficacy, they are more likely to be motivated, dedicated, and effective in their teaching practices. This leads to improve the student engagement, learning outcomes, and overall educational experiences. However, if the teachers have the negative attitudes or low self-efficacy, they are insensitive, reluctant, unmotivated and ineffective in teaching.

MSU-Sulu Laboratory High School in Sulu, Philippines was the site of a study titled "The Effect of Teachers' Attitudes on Students' Learning of Grade-8 Students". The study revealed that the grade-8 students strongly agreed that the

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attitudes of their teachers affected their academic performance, particularly in terms of pacing and speech. They agree to the effect of attitudes of teachers on their performance in terms of clarity, enthusiasm, interaction, organization, rapport, and disclosure. The attitudes of teachers affect the performance of the students to a great extent (Mami, 2021).

In a similar manner, it was also observed by the researcher in the district of New Bataan of the Division of Davao de Oro, that some teachers whose attitudes are not in line with their self-efficacy which eventually affect student outcomes. This is the reason why the researcher would like to embark on this study "Teachers' Attitude and their Sense of Self-Efficacy" in New Bataan to determine whether the self-efficacy of the teachers is affected by their attitude towards their profession as a teacher. Some schools in the locality are achievers some are not and because of this it would be challenging on the part of the researcher to conduct a study to prove that high performing teachers have positive attitudes towards teaching which affected also the performance of the students and the school in general.

**Statement of the Problem**

The primary goal of this descriptive correlational study was to determine the relationship between teachers' attitude and their sense of self-efficacy. Specifically, it sought to answer the following questions:

1. What is the level of teachers' attitude when perceived in terms of:
   1.1 beliefs about students' potential,
   1.2 perceived value of teaching,
   1.3 enthusiasm for teaching,
   1.4 student-centered, and
   1.5 positive classroom climate?
2. What is the level of the teachers' self-efficacy in term of:
   2.1 efficacy in student engagement
   2.2 efficacy in instructional strategies
   2.3 efficacy in classroom management?
3. Is there a significant relationship between teachers' attitude and their sense of self-efficacy?

## Chapter II
## METHODS

This chapter presents the discussion of the research design, research respondents, research instruments, validation of the instrument, data gathering procedure and statistical instrument used in the analysis and interpretation of the data gathered.

**Research Design**

This study employed the quantitative descriptive-correlational research design which requires requires the careful collection, analysis and interpretation of mostly quantitative data to show the status of knowledge regarding specific variables or even described the degrees of relationship among variables using the survey questionnaire in gathering information (Castardo, 2004). The study also adopted a correlational method to explore the relationships between variables without manipulating them. The descriptive-correlational design suited the study's objectives to describe the phenomena at hand and establish the relationships between the variables in question (Creswell, 2014).

**Research Locale**

The study was conducted in New Bataan District, Davao de Oro. Specifically, the respondent schools were from Camanlangan Elementary School, Camanlangan National High School, La Purisima Elementary School, Magangit Integrated School, Major Angel V. Fajardo National High School, Panag Elementary School and Tandawan Integrated School. New Bataan is bounded by the District of Compostela in the north, District of Maragusan in South, District of Bagannga in East, the District of Nabunturan in the West. The respondents of the study are the four public secondary schools, 140 teachers and 140 students of the schools in the District of New Bataan Division of Davao de Oro School Year 2022-2023.

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**Research Respondents**

The respondents of this study were 105 teachers of Camanlangan Elementary School, Camanlangan National High School, La Purisima Elementary School, Magangit Integrated School, Major Angel V. Fajardo National High School, Panag Elementary School, and Tandawan Integrated School. They constituted the whole population from the seven schools in New Bataan District which means that the respondents were chosen through universal sampling. Table 1 below shows the distribution of the respondents per school.

**Table 1**
**Respondents of the study**

| Name of School | Total No. of Teachers |
|---|---|
| Camanlangan Elementary School | 23 |
| Camanlangan National High School | 28 |
| La Purisima Elementary School | 8 |
| Magangit Integrated School | 13 |
| Major Angel V. Fajardo National High School | 8 |
| Panag Elementary School | 7 |
| Tandawan Integrated School | 18 |
| **Total** | **105** |

**Research Instrument**

The research instrument used in the study was an adopted survey questionnaire which deals with the attitudes of teachers and their self-efficacy. The focus of the study is to determine the level of the attitudes of teachers which is correlated with their self-efficacy. A five-point Likert scale is used to elicit responses of the respondents on workload. The following are the scales with the corresponding description: 5 – strongly agree; 4 – agree; 3 – neutral, 2- disagree; 1- strongly disagree. To measure the level of teachers' attitude, a five-point Likert scale which is adopted from Teachers' Expectations Scale, Children's Academic Self-Perception Inventory, Teacher Work-Value Scale, Teacher Enthusiasm Scale, Teachers' Orientation towards Student-Centeredness Scale and The General Self-Efficacy Scale are used: : 5 – strongly agree; 4 – agree; 3 – neutral, 2- disagree; 1- strongly disagree.

**Validation of the Instrument**

The instrument was content-validated by five experts in the field of education. This was done to ensure that the content of the instrument is in accordance with the objectives of the study. The items in the questionnaire had to be assessed whether they are framed in a manner that can be easily understood and that they fall within the context of the variables involved in the study. The research instrument was pilot tested, not part of the identified respondents of the study. As soon as the pilot group had completed the survey, the instrument was retrieved by the researcher and the responses for each item were collated for item analysis purposes.

**Research Procedure**

The study followed standard procedure before the researcher proceeded to data collection.

**Permission to Conduct the Study**. An endorsement letter from the Dean of the Graduate School together with the letter of intent to conduct the study was submitted to the Schools Division Superintendent (SDS) for acknowledgment and approval. Upon the issuance of the permission from the SDS, the researcher presented this to the school heads of the participating schools to give the researcher the go signal to conduct the study.

**Administration and Retrieval of Questionnaire.** The teachers assessed the teachers' attitude. It was explained to them the goal of the study and the confidentiality of their responses will be taken into consideration. In order to ensure that the respondents would become more responsible in answering each item, the researcher solely administered, retrieved and encoded all their responses in his personal computer.

**Collation and Tabulation of Data.** All responses of the respondents were collated through Microsoft Excel File. The consolidated data were computed and treated using appropriate statistical treatment. All important files were kept safe and secure with utmost confidentiality.

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**Analysis and Interpretation.** The researcher analyzed and interpreted the results which based on the statement of the problem. All these data were interpreted according to the statistical tools used. There were tables for the data and proper discussion followed after each table.

**Statistical Tool**
The responses to the items in the questionnaire were analyzed and interpreted using the appropriate statistical tools as follows:

**Average Mean.** This tool was used to describe the level of the attitudes of the teachers and their self-efficacy.

**Pearson r.** This tool was used to determine the correlation between the teachers' attitude and their self-efficacy.

## Chapter III
## RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented and discussed in accordance to the research questions outlined in chapter one.

**Level of the Teacher's Attitude**
Included in teacher's attitude are beliefs about students' potential, perceived value of teaching enthusiasm for teaching, student-centered, and positive classroom climate.

**Beliefs About Students'.** Table 2 shows the level of beliefs about students of the teacher's attitude.
Table 2 presents a generally positive picture of teachers' beliefs about their students' capabilities and conduct. The overall high weighted mean of 3.8 suggests a belief in students' potential for academic success and positive classroom behavior.

Teachers strongly believe in their students' capacity for academic achievement. The very high score (4.5) on the statement "I am convinced that my students can reach exceptional levels of academic success" demonstrates a high level of confidence in their students' potential. This is further supported by the high scores (4.3) on beliefs that students possess the skills to tackle complex challenges and will meet established benchmarks.

**Table 2**
**Beliefs About Students'**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I am convinced that my students can reach exceptional levels of academic success. | 4.5 | Very High |
| 2 | I do not look forward to seeing my students struggle with making steady advancements in their academic work. | 3.3 | Moderate |
| 3 | I trust that my students have the skills necessary to succeed at complex academic challenges. | 4.3 | High |
| 4 | I have the expectation that my students will attain the educational benchmarks established for their grade. | 4.3 | High |
| 5 | I anticipate that my students will conduct themselves properly while in class. | 3.9 | High |
| 6 | I am confident that my students can adhere to the established classroom guidelines. | 4.0 | High |
| 7 | I do not look for my students to treat their classmates and instructors with respect. | 2.2 | Low |
| 8 | I trust that my students can deal with disputes positively and effectively. | 3.9 | High |
| | **Weighted Mean** | **3.8** | **High** |

While teachers hold high expectations for academic performance, their beliefs about students' classroom conduct are slightly more nuanced. They express high confidence (4.0) in students' ability to adhere to guidelines and a high (3.9) anticipation of proper classroom conduct. However, the moderate score (3.3) on not looking forward to students struggling with academic advancements might indicate a realistic awareness of the challenges inherent in the learning process.

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Interestingly, the low score (2.2) on "I do not look for my students to treat their classmates and instructors with respect" should be interpreted positively. The low score on this reverse-coded item actually indicates a strong belief that students will demonstrate respect towards others.

**Perceptions of Teaching Work-Value.** Table 3 shows the level of perceptions of teaching work-value of teacher's attitude.

**Table 3**
**Perceptions of Teaching Work-Value**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | The role I play as an educator significantly influences my students' futures. | 4.6 | Very High |
| 2 | The teaching profession is one that can create beneficial changes within the community. | 4.6 | Very High |
| 3 | I do not hold the view that education is a critical foundation for both personal advancement and the progress of society. | 2.4 | Moderate |
| 4 | As a teacher, my efforts play a part in molding my students' prospects. | 4.6 | Very High |
| 5 | I am content with the support and resources available for my role. | 3.5 | High |
| 6 | I do not find my workload and the demands of my job to be manageable and satisfactory. | 2.6 | Moderate |
| 7 | I am pleased with my remuneration and the overall benefits I receive. | 3.6 | High |
| 8 | My work gives me a feeling of achievement and fills me with pride. | 4.3 | High |
| | **Weighted Mean** | **3.8** | **High** |

Table 3 presents a generally positive outlook on the perceived value of the teaching profession. The overall high weighted mean of 3.8 suggests that teachers find their work meaningful and impactful. Teachers strongly believe in the transformative power of education. The very high mean score, 4.6 on statements like *the role I play as an educator significantly influences my students' futures* and *the teaching profession is one that can create beneficial changes within the community* highlight a deep sense of purpose and belief in their contribution to both individual students and society as a whole. This is further reinforced by the high mean score of 4.3 on feeling a sense of achievement and pride in their work. While teachers derive immense satisfaction from their role in shaping young minds, their perceptions of workload and compensation are more nuanced. The moderate mean scores of 2.6 and 3.6 on statements related to *workload manageability and satisfaction with remuneration suggest that these aspects might present challenges within the profession.*

Interestingly, the moderate mean score of 2.4 on the reverse-coded item, *I do not hold the view that education is a critical foundation for both personal advancement and the progress of society* should be interpreted positively. This indicates a strong belief among teachers in the fundamental value of education for individual and societal growth.

**The Teacher Enthusiasm.** Table 4 shows the level of teacher enthusiasm.
Table 4 paints a vibrant picture of high enthusiasm among teachers. The impressive weighted mean of 4.2, categorized as high, underscores a passionate and dedicated approach to their profession.

Teachers overwhelmingly express a love for their role, with a very high mean score of 4.5 on *feeling thrilled and passionate about teaching*. Their enthusiasm extends beyond personal fulfillment, as evidenced by the very high mean score of 4.5 and 4.7 respectively reflecting a deep commitment to connecting with students and fostering their academic growth.

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**Table 4**
**Teacher enthusiasm**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I am thrilled and passionate about my role as a teacher. | 4.5 | Very High |
| 2 | I do not feel alive and full of energy when I teach. | 1.9 | Low |
| 3 | I take pleasure in connecting with my students and supporting their educational journey. | 4.5 | Very High |
| 4 | I am fulfilled when I observe my students mastering new subjects and progressing academically. | 4.7 | Very High |
| 5 | I am diligent in discovering new and creative approaches to instruction. | 4.5 | Very High |
| 6 | I am always on the hunt for methods to make my teaching captivating and dynamic. | 4.3 | High |
| 7 | I am keen on integrating modern technology and various tools into my educational practices. | 4.5 | Very High |
| 8 | I am eager to establish a classroom atmosphere that is encouraging and nurturing. | 4.7 | Very High |
| | **Weighted Mean** | **4.2** | **High** |

Furthermore, teachers demonstrate a proactive and dynamic approach to their craft. The very high mean score of 4.5 on *seeking innovative teaching methods and integrating technology highlight a dedication to creating engaging and enriching learning experiences.* This commitment to fostering a positive learning environment is further emphasized by the very high mean score of 4.7 on creating a supportive and nurturing classroom atmosphere.

**Student Centered.** Table 5 shows the level of student centered of the teacher's attitude.
Table 5 illustrates a strong inclination towards student-centered teaching practices. The high weighted mean reinforces this commitment to prioritizing student needs and active learning.

**Table 5**
**Student Centered**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I hold the view that keeping students engaged is crucial for successful teaching and learning. | 4.4 | High |
| 2 | I do not place importance on active learning techniques that encourage student involvement and teamwork. | 1.8 | low |
| 3 | I am dedicated to shaping a classroom setting where students are self-directed and self-reliant. | 4.5 | Very High |
| 4 | I am committed to adapting my teaching methods to address the unique necessity and curiosity of each student. | 4.7 | Very High |
| 5 | I often employ dynamic learning approaches like collaborative projects, dialogue, and experiential tasks in my teaching. | 4.5 | Very High |
| 6 | I inspire my students to assume control over their educational journey and make choices regarding their learning. | 4.4 | High |
| 7 | I offer chances for students to engage in introspection and evaluate their own progress. | 4.4 | High |
| 8 | I tailor my teaching techniques to cater to varying learning preferences, capabilities, and passions. | 4.5 | Very High |
| | **Weighted Mean** | **High** | **High** |

Teachers overwhelmingly recognize the importance of student engagement, as evidenced by the high mean score of 4.4 on the statement *I hold the view that keeping students engaged is crucial for successful teaching and learning*. Their dedication to fostering student-centered learning environments is further emphasized by the very high mean scores of 4.5 and 4.7 on promoting self-directed learning, adapting to individual needs, and employing dynamic teaching approaches.

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The emphasis on student agency is apparent in the high mean score of 4.4 related to empowering students to take ownership of their learning journey. Moreover, teachers demonstrate a commitment to differentiated instruction, as indicated by the very high mean score, 4.5 on *tailoring teaching strategies to accommodate diverse learning preferences and needs.*

**Positive Classroom Climate.** Table 6 shows the level of positive classroom climate of the teacher's attitude.
Table 6 reveals a strong emphasis on fostering a positive and supportive classroom climate. The high weighted mean of 4.2 highlights the prioritization of student well-being and respectful interactions.
Teachers overwhelmingly prioritize an inclusive and encouraging learning environment, as evidenced by the very high mean scores of 4.5 and 4.7 on *promoting positive student interactions and ensuring every student feels valued.* The emphasis on respectful communication is apparent in the very high mean score, 4.8 on providing students with a platform to express their thoughts and perspectives considerately.

**Table 6**
**Positive Classroom Climate**

| No | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | In my classroom, students show respect and kindness towards one another. | 4.2 | High |
| 2 | I do not foster an inclusive and encouraging learning atmosphere for every student. | 1.8 | Low |
| 3 | I nurture and facilitate positive student interactions, focusing on teamwork and collective activities. | 4.5 | Very High |
| 4 | I actively cultivate a classroom culture where each student feels valued and included. | 4.7 | Very High |
| 5 | I give students the chance to voice their ideas and views in a considerate way. | 4.8 | Very High |
| 6 | I employ affirmation and positive feedback to inspire and affirm preferred behaviors. | 4.6 | Very High |
| 7 | I demonstrate and instruct students in social and emotional competencies like understanding others, managing emotions, and resolving conflicts. | 4.6 | Very High |
| 8 | I establish a secure and welcoming learning space where students are unafraid to try and learn from their errors. | 4.6 | Very High |
| | **Weighted Mean** | **4.2** | **High** |

Furthermore, teachers demonstrate a commitment to nurturing social-emotional learning. The very high mean score of 4.6 across multiple indicators highlight a dedication to teaching students essential skills like empathy, emotional regulation, and conflict resolution. This commitment to creating a safe and supportive learning environment is further emphasized by the very high mean score of 4.6 on *fostering a classroom culture where students feel comfortable taking risks and learning from their mistakes.*

**Summary Table of Level of the Teacher's Attitude.**
Table 7 shows the evaluation of teachers on the level of the teacher's attitude.

**Table 7**
**Summary of the Level of the Teacher's Attitude**

| Indicators | Mean | Quality Index |
|---|---|---|
| Beliefs About Students' | 3.8 | High |
| Perceptions of Teaching Work-Value | 3.8 | High |
| Teacher enthusiasm | 4.2 | High |
| Student centered | 4.1 | High |
| Positive classroom climate | 4.2 | High |
| **Weighted Mean** | **4.0** | **High** |

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Table 7 presents a highly positive overview of teachers' attitudes across various dimensions. The impressive overall weighted mean of 4.0, categorized as high, reflects a collective commitment to student success, a strong sense of professional purpose, and a dedication to fostering positive learning environments.

Teachers demonstrate high levels of belief in their students' capabilities and potential, as evidenced by the high score (3.8) on *beliefs about students*. This positive perception of their students is coupled with a strong sense of work-value, 3.8, indicating that teachers find their profession meaningful and impactful.

Furthermore, the data reveals a high level of enthusiasm, 4.2 among teachers, suggesting a genuine passion for their work and a dedication to creating engaging learning experiences. This enthusiasm translates into a student-centered approach, 4.1, with teachers prioritizing individual needs and fostering active learning.

Finally, the high mean score of 4.2 *on positive classroom limate*, highlights a commitment to creating supportive and inclusive learning environments where students feel respected, valued, and empowered to succeed.

**Teachers' Sense of Efficacy**
Included in teacher's sense of efficacy are efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management.

**Efficacy in Student Engagement.** Table 8 shows the level of efficacy in student engagement.

**Table 8**
**Efficacy in Student Engagement**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I can get through to the most difficult students. | 4.0 | High |
| 2 | I can do a lot to help my students think critically. | 4.3 | High |
| 3 | I can do a lot to motivate students who show low interest in school work. | 4.3 | High |
| 4 | I can do a lot to get students to believe they can do well in school work. | 4.5 | Very High |
| 5 | I can do a lot to help my students value learning. | 4.4 | High |
| 6 | I can do a lot to foster student creativity. | 4.5 | Very High |
| 7 | I can do a lot to improve the understanding of a student who is failing. | 4.4 | High |
| 8 | I can assist families a great deal in helping their children do well in school. | 3.9 | High |
| | **Weighted Mean** | **4.3** | **High** |

Table 8 reveals a high level of teacher efficacy in student engagement, with a strong weighted mean of 4.3 categorized as high. Teachers express confidence in their ability to positively influence even challenging students and foster a productive learning environment.

Notably, teachers report a strong belief in their capacity to motivate and inspire students. Scores are particularly high, 4.3 to 4.5 on indicators related to *motivating low-interest students, instilling a belief in students' ability to succeed, fostering creativity, and promoting a love for learning.* This suggests that teachers feel equipped to ignite student engagement and cultivate a proper mindset.

Furthermore, teachers express confidence in their ability to support struggling students, as evidenced by the high mean score of 4.4 on helping students improve their understanding and assisting families in supporting their children's education.

**Efficacy in Instructional Strategies.** Table 9 shows the level of efficacy in instructional strategies.

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**Table 9**
**Efficacy in instructional strategies**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I can respond very well to difficult questions from my students. | 4.2 | High |
| 2 | I can gauge student comprehension of what I have taught quite extensively. | 4.1 | High |
| 3 | I can craft good questions for my students to a high degree. | 4.3 | High |
| 4 | I can do a lot to adjust my lessons to the proper level for individual students. | 4.3 | High |
| 5 | I can use a wide variety of assessment strategies. | 4.3 | High |
| 6 | I can provide an alternative explanation or example to a great extent when students are confused. | 4.3 | High |
| 7 | I can implement alternative strategies in my classroom very effectively. | 4.3 | High |
| 8 | I can provide appropriate challenges for very capable students quite well. | 4.2 | High |
| | **Weighted Mean** | **4. 2** | **High** |

Table 9 indicates a high level of teacher efficacy in instructional strategies, as demonstrated by the strong weighted mean of 4.2, categorized as high. Teachers feel confident in their ability to implement effective teaching methods and tailor their instruction to meet diverse student needs.

Across various indicators, teachers consistently report high scores 4.1 to 4.3, reflecting a strong sense of self-efficacy in core teaching practices. They feel well-equipped to respond effectively to challenging questions, accurately assess student comprehension, develop stimulating questions, and adjust lessons to accommodate individual learning levels.

Furthermore, teachers express confidence in their ability to implement diverse teaching strategies. The high mean score of 4.3 on using a variety of assessment strategies, providing alternative explanations, and effectively implementing alternative approaches suggest a flexible and adaptable teaching style.

The data also highlights teachers' belief in their capacity to differentiate instruction for students of varying abilities. The high mean score of 4.2 on *providing appropriate challenges for capable students indicates a commitment to meeting the needs of all learners.*

**Efficacy in Classroom Management.** Table 10 shows the level of efficacy in classroom management.

Table 10 demonstrates a high level of teacher efficacy in classroom management, as evidenced by the strong weightd mean of 4.2, categorized as high. Teachers express confidence in their ability to establish a positive and productive learning environment where disruptions are minimized and expectations are clear.

**Table 10**
**Efficacy in Classroom Management**

| No. | Indicator | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | I can do a lot to control disruptive behavior in the classroom. | 4.1 | High |
| 2 | I can make my expectations about student behavior very clear to a high degree. | 4.0 | High |
| 3 | I can establish routines to keep activities running smoothly quite well. | 4.2 | High |
| 4 | I can do a great deal to get children to follow classroom rules. | 4.3 | High |
| 5 | I can do a lot to calm a student who is disruptive or noisy. | 4.1 | High |
| 6 | I can establish a classroom management system with each group of students very effectively. | 4.3 | High |
| 7 | I can keep a few problem students from ruining an entire lesson quite well. | 4.2 | High |
| 8 | I can respond to defiant students very well. | 4.2 | High |
| | **Weighted Mean** | **4.2** | **High** |

Across various indicators, teachers consistently report high scores 4.0 to 4.3, reflecting a strong sense of self-efficacy in managing student behavior. They feel well-prepared to address disruptive behavior, communicate expectations effectively, and implement routines that promote a smooth flow of activities.

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Teachers also express confidence in their ability to enforce classroom rules and manage challenging student behavior. The high mean scores of 4.1 to 4.3 on getting students to follow rules, calming disruptive students, and responding effectively to defiant students suggest a proactive and effective approach to classroom management.

Furthermore, the data highlights teachers' belief in their capacity to establish a structured and supportive learning environment. The high scores of 4.2 to 4.3 on *establishing a classroom management system* and *preventing a few disruptive students from derailing the lesson* indicate a proactive and strategic approach to creating a positive classroom climate.

**Summary Table of level of Teachers' Sense of Efficacy.**

Table 11 shows the evaluation of teachers on the level teachers' sense of efficacy.

**Table 11**
**Summary of the level Teachers' Sense of Efficacy**

| Indicators | Mean | Quality Index |
|---|---|---|
| Efficacy in student engagement | 4.3 | High |
| Efficacy in instructional strategies | 4.2 | High |
| Efficacy in classroom management | 4.2 | High |
| **Weighted Mean** | **4.2** | **High** |

Table 11 reveals a high level of teacher self-efficacy across key areas, reflecting a confident and capable teaching force. Teachers demonstrate a strong belief in their ability to positively impact student learning and manage their classrooms effectively, as evidenced by the consistently high level of efficacy and a weighted mean of 4.2. Specifically, teachers feel highly capable of engaging students, implementing diverse instructional strategies, and maintaining effective classroom management. This strong sense of self-efficacy is essential for effective teaching, as it fosters creativity, persistence, and resilience in the face of challenges, ultimately contributing to a more positive and productive learning experience for students.

**Significant relationship between teachers' attitude and their sense of self-efficacy.**

Table 12 show the significant relationship between the teachers' attitude and their sense of self-efficacy.

**Table 12**
**Significant Relationship Between the Teachers' Attitude and their Sense of Self-Efficacy.**

**Pearson's Correlations**

| Variable | | LTA | LTSE |
|---|---|---|---|
| 1. LTA | Pearson's r | — | |
| | p-value | — | |
| 2. LTSE | Pearson's r | 0.555 | — |
| | p-value | < .001 | — |

The data analysis indicates that there is a positive significant relationship between the teachers' attitudes and their sense of self-efficacy. The Pearson's correlation coefficient (r) between these two variables is 0.555, indicating a moderately strong positive correlation. Additionally, the p-value for this correlation is less than 0.001, which is statistically significant at the 0.001 level.

The weighted mean for the teachers' attitudes is 4.0, indicating an overall agree response, while the weighted mean for the teachers' sense of efficacy is 4.2, also indicating an agree response. However, the statistical analysis reveals that these two factors are significantly related to each other.

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This result suggests that teachers with more positive attitudes tend to also have a stronger sense of self-efficacy, or perception of their own teaching capabilities and effectiveness. Conversely, teachers with less positive attitudes are more likely to have lower levels of self-efficacy. The moderate strength of the relationship indicates that the two variables are related, but do not completely determine one another.

In other words, as teachers develop more positive attitudes, their beliefs about their own teaching competence and ability to positively impact student learning also tend to increase. This relationship between teacher attitudes and self-efficacy is an important consideration, as both factors can significantly influence teaching practices and student outcomes. Overall, the results highlight the interconnected nature of teachers' attitudes and their sense of self-efficacy.

## Chapter IV
## DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

**Discussions**

**Level of the Teacher's Attitude.** The data presented on f the Teacher's Attitude Indicators provides a comprehensive overview of the educators' perceptions, beliefs, and practices, offering valuable insights into the state of the teaching workforce.

The high mean scores and quality index across all indicators suggest a positive and constructive outlook among the teachers. This is an encouraging finding, as teacher attitudes and beliefs have been identified as critical factors in shaping the learning environment and influencing student outcomes (Darling-Hammond, 2017; Sadeghi et al., 2021).

The strong "Beliefs About Students"' scores indicate that the educators have a deep-seated confidence in their students' capabilities and potential. This optimistic mindset is essential for fostering a supportive and nurturing learning environment, where students feel empowered to take risks, engage actively, and achieve their full potential (Hernandez & Darling-Hammond, 2022).

The high "Perceptions of Teaching Work-Value" scores further highlight the teachers' intrinsic motivation and commitment to their profession. When educators perceive their work as valuable and meaningful, they are more likely to exhibit increased job satisfaction, resilience, and a sense of purpose, all of which can positively impact their effectiveness in the classroom (Darling-Hammond, 2017).

The remarkable "Teacher enthusiasm" scores suggest that the educators possess a genuine passion and excitement for their craft. This enthusiasm can serve as a powerful catalyst, inspiring students to become more engaged, motivated, and invested in their own learning (Echazarra & Radinger, 2019).

The emphasis on a "Student centered" approach, as evidenced by the high mean score, indicates that the teachers prioritize the needs, interests, and learning styles of their students. This learner-centered orientation aligns with best practices in education and can foster a more inclusive, responsive, and effective learning environment (Darling-Hammond, 2017).

Finally, the "Positive classroom climate" scores reflect the educators' ability to cultivate a supportive and constructive classroom atmosphere. This is a crucial factor in promoting student well-being, engagement, and academic achievement (Sarbaini, 2020).

Overall, the data presents a compelling picture of a teaching workforce that is highly engaged, student-focused, and committed to creating a positive and enriching learning experience for their students. These findings hold significant implications for educational policy, teacher training, and ongoing professional development initiatives, as they underscore the importance of nurturing and sustaining a positive teacher workforce.

**Level of Teachers' Sense of Efficacy.** The data presented on the Teachers' Sense of Efficacy Indicators provides valuable insights into the educators' perceived capabilities and confidence in various aspects of their teaching practice. The high mean scores and quality index across the indicators suggest a strong sense of self-efficacy among the teachers. The mean score for "Efficacy in student engagement" indicates that the teachers feel highly confident in their

ability to motivate students, foster their involvement, and maintain their attention and participation in the learning process (Alifuddin & Widodo, 2021).

The mean score for "Efficacy in instructional strategies" suggests that the educators feel capable of selecting and effectively implementing a variety of teaching methods and techniques to meet the diverse needs of their students (du Plessis, 2017). The mean score for "Efficacy in classroom management" demonstrates that the teachers perceive themselves as highly capable of establishing and maintaining a well-organized, productive, and supportive learning environment (Echazarra & Radinger, 2019).

The overall weighted mean across all indicators reflects a consistently high level of self-efficacy among the teachers (du Plessis, 2017), which aligns with the existing research on teacher self-efficacy and its link to positive educational outcomes (Echazarra & Radinger, 2019; Zee & Koomen, 2016).

**Relationship between teachers' attitude and their sense of self-efficacy.** The findings from the data analysis indicate that there is a significant positive relationship between the teachers' attitudes and their sense of self-efficacy. The calculated correlation coefficient of 0.555 suggests a moderate association between these two factors.

This result aligns with existing research that has often highlighted the potential linkage between teachers' attitudes, beliefs, and their perceived capabilities in the classroom (Plessis & Mestry, 2019; Echazarra & Radinger, 2019). The teachers in this sample exhibit generally positive attitudes, as evidenced by the weighted mean on the Attitude Indicators, as well as a high sense of self-efficacy, with a weighted mean on the Efficacy Indicators.

The data analysis reveals that these two constructs are significantly related to each other. This suggests that the teachers' attitudes, which encompass their beliefs about students, perceptions of teaching work-value, enthusiasm, student-centeredness, and positive classroom climate, directly translate into or predict their sense of self-efficacy in terms of student engagement, instructional strategies, and classroom management.

While this finding is somewhat surprising, it is possible that other factors, such as professional development opportunities, mentoring support, school climate, or personal experiences, may play a more influential role in shaping the teachers' self-efficacy beliefs (Zee & Koomen, 2016). Additionally, the specific measures used in this study may not fully capture the complex and multifaceted nature of the relationship between teachers' attitudes and their sense of self-efficacy.

Overall, the results of this analysis suggest that the null hypothesis can be rejected based on the provided information. This finding highlights the need for a deeper understanding of the factors that contribute to the development and maintenance of teachers' self-efficacy beliefs, beyond the direct influence of their attitudes.

**Conclusion**

The results from this study paint a very positive picture of the attitudes and perceptions held by the teachers. The data shows that these educators have a strong belief in their students' potential for academic success and positive classroom behavior. They firmly believe that their role as teachers can significantly influence their students' futures and create beneficial changes within the community.

Moreover, the teachers exhibit a remarkable level of enthusiasm for their profession. They are thrilled and passionate about their work, take great pleasure in connecting with students, and find immense fulfillment in observing their students' academic progress. This dedicated and caring approach is a testament to the teachers' commitment to fostering the growth and development of the young minds in their charge.

While there are some nuanced views regarding workload, compensation, and the challenges inherent in the learning process, the overall impression is one of a highly motivated and engaged teaching force that is deeply invested in the success of their students and the broader community.

**Recommendations**

Gleaned from the drawn conclusion, the researcher recommends:

1. Future research should expand the scope of investigation to consider a wider range of potential factors that may influence self-efficacy, such as professional development opportunities, school climate, and personal experiences.
2. Provide adequate resources, support, and professional development opportunities to help teachers manage their workloads and continue delivering high-quality instruction.
3. Review compensation and benefits packages to ensure teachers feel their efforts are appropriately recognized and valued.
4. Foster a collaborative and nurturing environment where teachers can share best practices, provide peer mentoring, and collectively address the challenges they face.
5. Implement strategies to regularly celebrate and showcase the achievements of both students and teachers, reinforcing the profound impact that educators have on their students' lives.

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