

Teachers' Self-Efficacy in Handling Pupils with Emotional Problems: Basis for Teachers' Training Program

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Abstract: Teachers' self-efficacy is competence and adaptability in dealing with day-to-day problems of all sorts like stress, physical and mental fatigue, and pressures in school. This study is grounded on Self-Efficacy Theory of Albert Bandura and utilized the questionnaire adapted from Teachers' Sense of Self-Efficacy Scale of Tschannen-Moran and Woolfolk, Hoy (2001). The same questionnaire was subjected to face and content validation and gained .93 Cronbach Alpha Value or high validity and reliability result. The respondents were 99 public elementary teachers. The results of the study revealed that the majority of the teachers were married, handled large class size or 46 up to 50 pupils in a class, with Teacher 1 position, and have been teaching for about 16-20 years yet claimed to have no in-service training on behavior management. Having found wanting for training on behavior management, teachers turned into their self-efficacy. Their level of self-efficacy was high in aspects of disciplinary self-efficacy, instructional self-efficacy, efficacy to enlist parental involvement, and efficacy to create positive school climate. This is indicative of a high extent of manifestation of abilities of the teachers in the performance of their classroom duties. Same results, though, also indicated that there is a need for development of more effective strategies to deal with pupils with emotional problems and to make the school a "child-friendly" environment. The findings further revealed that the teachers' experience had significant relationship with their level of disciplinary and instructional self-efficacy, hence the inputs for proposed teachers' training program.

Keywords: Teacher's self-efficacy; pupils with emotional problems; school climate; mastery experiences; social modeling; social persuasion; psychological responses; instructional and discipline self-efficacy; parental involvement

Introduction

Teachers, as perceived and as expected, are trained to teach with competence and effect changes and improvements in the learners' personal and academic life. Inherently, every teacher shall have to utilize a wide range of pedagogy and working knowledge on the subject matter they teach.

Faculty development in terms of instruction or teaching is being honed along the passing of time through experience and attendance in trainings and seminars. However, only very few trainings and seminars, either as in-service or part of a continuing education program, have been conducted as to how teachers shall efficaciously handle pupils with emotional problems.

Although every teacher is considered a guidance counselor, as it is inherent to the function as a teacher, very few teachers are trained even in the basics of guidance and counseling. The matters like handling children with emotional problems, getting first-hand information on symptoms and manifestations of children with emotional problems including its causes and effects, or relatively not so good attitudes often labeled to as something problematic, seemed to be at *par* only among licensed guidance counselors and psychologists but not among the ordinary classroom teachers. They themselves are the ones confronted with a variety of unpredictable circumstances, and at times unfavorable situations arising in the course of teaching and learning, affecting the learners and their parents, and the school's environment at large.

Having found wanting that in the area of training, teachers turn into their strong self-efficacy in dealing with day-to-day problems of all sorts like stress, physical and mental fatigue, and pressures in school. High self-efficacy or high self-beliefs of efficacy cushioned teachers from setbacks, drawn out energy for continuance and perseverance, provide positive disposition and make good things and successes happened. Teachers with high sense of self-efficacy are more likely competent as they truly understood the influence and impact they can significantly make or unmake to their pupils.

It is along the aforementioned premises that the study on teachers' self-efficacy in handling pupils with emotional problems was endeavored.

Framework of the Study

This study was anchored on the Theory of Self-Efficacy (Bandura, 1977, 191) which states that,

Psychological procedures, whatever their form, alter the level and strength of self-efficacy. It was hypothesized that expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences. Persistence in activities that are subjectively threatening but in fact relatively safe, produces, through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behavior. Moreover, the theory posited that, a person's attitudes, abilities, and cognitive skills comprise of what is known as self-system. Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations; a person's belief in his/her ability to succeed in a particular situation.

Bandura posited that individual's future performance is significantly influenced by one's self-efficacy, and this claim is extensively supported by research.

Teachers' self-efficacy is influenced by many factors like marital status, family system, number of pupils handled, monthly income, age, trainings attended and job experience (Hanif, 2004). These factors, in one way or another point out the level of self-efficacy of the teachers, that is, if these factors create favorable circumstances, then presumably, teachers have high self-efficacy and low self-efficacy when unfavorable. In the long run, a teacher's self-efficacy will soon affect his/her way of dealing and teaching his/her own pupils, including motivation. Otherwise, if the teacher is not sensitive of the emotional problems of his/her pupils, how can he/she be of good help to pupils with emotional problems? If a teacher is not motivated to teach, then how can it be possible for him/her to motivate his/her pupils?

Furthermore, this study presumed that certain factors or variables may have had influence to the level of teacher's self-efficacy. Hence, these variables under profile of the teachers are identified, such as marital status, class size, rank/position, years of teaching experience, and trainings on behavioral management, may have impact and relationship on their self-efficacy, which are channeled through or manifested in terms of their mastery experience, social modeling, social persuasion and psychological responses.

While it is true that teachers' self-efficacy may be directly or indirectly affected by variables afore cited, Social Cognitive Theory of Albert Bandura (1977, 1997) advocated that people can create human agency and establish their courses of action and activities. Human agency operates in a process termed as triadic reciprocal causation, where future behavior result serves as a function whereby affected by three forces: the (1) external or environmental influences, the (2) internal or behavior factors like the cognitive, affective factors, and the (3) biological processes.

The dominance of self-efficacy in one's own value system, in one's personality, may have caused the person's way of doing things, getting it done successfully, and in a way influenced the person's means of strategizing actions to come up with the desired outcomes. People from all walks of life and whose level of self-efficacy is high, tend to get good and satisfying results, even to a classroom teacher whose students or pupils are difficult to deal with or unmotivated to learn.

This study therefore determined the level of the teachers' self-efficacy in handling pupils with emotional problems and specifically set to answer the following questions:

- 1). What is the profile of the respondents in terms of *marital status, rank/position, teaching experience and training on behavior management?*

2). What is the level of teachers' self-efficacy in handling pupils with emotional problems in terms of *disciplinary self-efficacy*, *instructional self-efficacy*, *efficacy to enlist parental involvement* and *efficacy to create a positive school climate*?

3). What is the *significant relationship between the teachers' profile and their level of self-efficacy in handling pupils with emotional problems*?

Literature Review

Woolfolk (2010) mentions that teachers' self-efficacy is higher in schools where teachers receive help from principal in their behavioral and instructional problems. She researched on teachers' self-efficacy, and she found that successful daily interactions with students improve self-efficacy more than *social persuasion* or pep talks from peers. She added that experiences or trainings can help get through daily teaching tasks successfully which in turn is the foundation for nurturing one's sense of career. Assuming therefore, that the best way to develop teacher efficacy is to spend as much time as possible in classrooms, doing the type of work that will be required. In addition, watching an expert teacher (vicarious learning); receiving feedback and support from others (social persuasion), and finding ways to get *psyched* or excited about teaching (physiological/affective states) will also help in developing self-efficacy. A highly efficacious teacher would look very much like the expert and would be highly knowledgeable in his or her field and would convey that confidence to students, parents and administrators.

Along the aforementioned context, self-efficacy flourishes in an atmosphere where an individual experiences favorable and advantageous atmosphere right on his/her own workplace and home. The home is an indispensable entity that shaped the individual's personality, including learning that are later on reinforced, if not corrected in school. The school in turn, play a vital part in creating an atmosphere that is both advantageous and favorable not only when an individual is in school, but more so, when he or she goes home.

In the National Competency Based Teachers Standards (NCBTS) in the Philippines, the community linkages is important as an avenue through which teachers' efforts are geared towards intensifying the links between schools and communities, which in turn, ideal classroom activities are linked meaningfully to the aspirations and experiences of the students in their respective homes and communities (Experiential Learning Course Handbook, 2009).

Bandura (1977) significantly pointed out indicators of self-efficacy. The most effective way of creating a strong sense of efficacy is through mastery experiences, which require some degree of discipline and control. Among other sources of self-efficacy include mastery experiences itself, social modeling, social persuasion and psychological responses. A success for every endeavour undertaken boosts one's personal belief in self-efficacy. A failure may weaken self-efficacy especially if it occurs prior to the stage when self-efficacy is strongly established. If a person experiences only some easy or less effort successes, one tends to expect quick results, and gets easily discouraged by failure. Resiliency in self-efficacy may

take some experiences where hindrances are hurdled through persevering effort. Some frustrations and problems in human pursuits are useful in teaching one to realize that success often requires persevering effort. When one is convinced that he/she has what it takes to succeed, he/she outwits adversity and become resilient. By clinging it out through tough times, one survives and become tougher and stronger from adversity.

Vicarious experiences is one way of developing and strengthening self-efficacy beliefs. Being able to witness similar circumstances to oneself succeed through persevering effort, makes observers' own beliefs that that they too can succeed. Seeing others fail even when great efforts are exerted, in turn will lower observers' judgments of one's own self-efficacy and discourages their very own efforts. The influence and effect of modeling perceived self-efficacy is strongly related to perceived similarity to the observed models or social models. In which case, the greater the perceived similarities, the more persuasive the models can be in their modeling of their stories of successes and failures. Unlike when one sees that the observed social model is far different from one's own self, the perceived self-efficacy is not much affected by the models' behavior, including the results it yields.

Modeling affects more than social standards through which to judge one's own potentialities. People tend to find competent models who have qualities they desire. Through their manifestations, competent models impart learning, and teach observers effective knowledge, skills, and attitudes for managing environmental pressures and demands. Acquiring better means increases the level of one's own perceived self-efficacy.

On the other hand, social persuasion is a way of strengthening one's own beliefs that one can succeed. A person who is persuaded, say verbally, that he/she possesses the potentialities to master and carry out activities successfully is likely to exert more effort and sustain it, than when doubting one's self and likely to be overtaken by personal inability when problems emerge. To some extent, the persuasive boosts in one's perceived self-efficacy guides a person to strive harder to succeed; it nurtures the development of sense of personal efficacy and skills.

While it is more difficult to teach high level of personal efficacy by social persuasion alone than to weaken it. Impractical boosts in efficacy are easily disprove by disappointing consequence of one's efforts. A person who have been convinced that his/her capabilities are wanting tend to evade challenging activities that may develop his/her capabilities and quit quickly in difficulties. By restraining activities and weakening motivation, disbelief in one's own capabilities spawns behavioral validation.

Effective and successful efficacy builders proved to convey positive evaluation. It raises people's belief in their own capabilities, they create situations for them though which they can succeed and deter people to situations where they likely fail. Success is measured in terms of self-improvement rather than by triumphs over others.

People often relate their capabilities according to their bodily and emotional states. Their vulnerability to poor performance is interpreted to have been associated with their stress and tension. In activities which require stamina, people gauge their fatigue, pains and discomfort as signs of physical weakness. In like manner, moods also affect people's valuation and judgment of their personal efficacy, that is, positive mood promotes a satisfying level of perceived self-efficacy while negative or despondent mood weakens it. Relatively, modifying self-beliefs of personal efficacy is a way to reduce people's reactions to stress and change their negative emotional tendencies and their own interpretations of their bodily or physical states.

A research on self-referent thought warns against the assumption that the possession of knowledge and skills alone is sufficient for efficacious teaching. As Bandura argued that having the knowledge and skills needed to perform an act do not, in and of it, guarantee that an actor will perform efficaciously. Instead, effective action depends also upon the personal judgment that one can mobilize such knowledge and skills to perform an act successfully under varied and unpredictable circumstances. Bandura defined this judgment as perceived self-efficacy, a cognition that mediates between knowledge and action.

Teachers whose belief in one's own self-efficacy is low tend to evade planning activities they think may exceed their capabilities, tend to become impatient to students having difficulties, not willing to reteach and tend to become uncreative on ways that may help students to learn better. At one hand, teachers with higher self-efficacy tend to develop and take challenging activities, make and help students to become successful, and willing to help and persist with students having trouble or difficulty in learning. The level of teachers' self-efficacy may predetermine their handling of pupils with emotional problems in terms of disciplinary self-efficacy, instructional self-efficacy, efficacy to enlist parental involvement, and efficacy to create a positive school climate.

On the other hand, handling pupils with emotional problems may seem an ordinary challenge every teacher has to face. Categorically, pupils with emotional problems are those who manifested observable problematic behavior and difficulties in learning. In the study entitled, Behavioral and Emotional Problems of Students with Learning Disabilities, Serious Emotional Disturbance, or Both Conditions (Handwerk & Marshall, 1998) *delinquent behavior and aggressive behavior* of students are among of the eight syndromes being looked into as indicators that may have had aggravated their *Learning Disability (LD)*, or *Serious Emotional Disturbance (SED)* or both.

Be that as it may found wanting in formal training for handling pupils with emotional problems, teachers turn into their own self-efficacy beliefs and convictions drawn from observed vicarious experiences, positive support groups both in workplace and at home, and sustained commitment for teaching profession. After all, teachers served as second parents of pupils, those with emotional problems overtly manifested and those with none at all.

Method

The respondents of the study were the 99 elementary grade teachers from a total of 131 in Butuan Central Elementary School,. The sample size was determined using the Solving Formula employing purposive and convenience sampling.

Table 1: Distribution of the Population and Respondents of the Study

| Grade Level Assignment | N | n |
|------------------------------|------------|-----------|
| Grade 1 | 21 | 16 |
| Grade 2 | 18 | 14 |
| Grade 3 | 18 | 14 |
| Grade 4 | 18 | 14 |
| Grade 5 | 18 | 14 |
| Grade 6 | 19 | 14 |
| <i>Pre-School Teachers</i> | 7 | 5 |
| <i>Implementing Teachers</i> | 12 | 8 |
| Total | 131 | 99 |

The research instrument used was a questionnaire on Teacher's Profile and Teachers' Self-Efficacy Scale by Tschannen-Moran and Hoy (2001). The research instrument was composed of two parts. Part one contained items to gather data on Teacher's Profile in terms of marital status, class size, rank/position, teaching experience, and training on behavior management. Part two contained items on teachers' self-efficacy in terms of disciplinary self-efficacy items 1-12, instructional self-efficacy items 13-24, , efficacy to enlist parental involvement items 25-36, and efficacy to create a positive school climate items 37-48, (Tschannen-Moran and Woolfolk Hoy, 2001). The same questionnaire was subjected to face and content validation, with .93 Cronbach Alpha Value or high validity and reliability result.

Analysis Procedures

The following statistical tools were used in the analysis of the data. Firstly, frequency counts, percentage and mean were used to describe the profile of the respondents with the scoring and quantification below as:

| | |
|--|--------------|
| <u>Marital Status</u> | <u>Level</u> |
| Single | 1 |
| Married | 2 |
| Widow/Widower | 3 |
| Legally Separated | 4 |
| Annulled/ Divorced | 5 |
| | |
| <u>Class Size Handled</u> | <u>Level</u> |
| 40 – 45 pupils | 1 |
| 46 – 50 pupils | 2 |
| 51 – 55 pupils | 3 |
| 56 – 60 pupils | 4 |
| | |
| <u>Rank/ Position</u> | <u>Level</u> |
| Teacher 1 | 1 |
| Teacher 2 | 2 |
| Teacher 3 | 3 |
| Master Teacher 1 | 4 |
| Master Teacher 2 | 5 |
| | |
| <u>Teaching Experience</u> | <u>Level</u> |
| 1 – 5 years | 1 |
| 6 – 10 years | 2 |
| 11 – 15 years | 3 |
| 16 – 20 years | 4 |
| 21 – 25 years | 5 |
| 26 years and above | 6 |
| | |
| <u>Training on Behavior Management</u> | <u>Level</u> |
| No Training | 1 |
| One (1) Training | 2 |
| Two (2) Training | 3 |
| Three (3) Training | 4 |
| More Than Three (3) Training | 5 |

Secondly, weighted mean was used to describe the level of teachers' self-efficacy with scoring and quantification below as:

| <i>Teachers Self-Efficacy Scale</i> | | |
|-------------------------------------|--------------|---------------------------|
| <u>Mean Ranges</u> | <u>Scale</u> | <u>Verbal Description</u> |
| 1.00 – 1.49 | 1 | Nothing |
| 1.50 – 2.49 | 2 | Very Little |
| 2.50 – 3.49 | 3 | Some Influence |
| 3.50 – 4.49 | 4 | Quite A Bit |
| 4.5 0 – 5.00 | 5 | A Great Deal |

Finally, correlation analysis using Spearman correlation was used to determine the significant relationship between teachers' profile and teachers' level of self-efficacy.

Findings and Discussion

Profile of the respondents

The profile of the respondents in terms of personal circumstances revealed that the majority of the teacher-respondents are married. Academically, the majority of the teacher-respondents handled a large class size of about 46-50 pupils, with position or ranks (arranged from lowest to highest), i.e. Teacher 1 (33%), Teacher 2 (29%), Teacher 3 (32%), Master Teacher 1 (4%), and Master Teacher 2 (1%). In terms of teaching experience, 23% of the teacher-respondents have rendered about 16-20 years, and 9% of them have rendered about 21-25 years. In terms of training attendance on behavior management, 42% of the teacher-respondents said that they have not attended seminar on behavior management.

Table 2: Percentage and Distribution of Respondents Profile in terms of Marital Status, Rank/Position, Teaching Experience, and Training Attended on Behavior

| Respondents' Profile | Percentage and Distribution | | | | | |
|--|-----------------------------|-----------------------|-----------------------|---------------------------|--------------------------|-------------------|
| Marital Status | 81 % (married) | 13% (single) | 5% (widow) | 1% (legally separated) | | |
| Class Size Handled | 34% (46-50 pupils) | 27% (40-45 pupils) | 24% (51-55 pupils) | 15% (56-60 pupils) | | |
| Rank/ Position | 34% (Teacher 1) | 32% (Teacher 3) | 29% (Teacher 2) | 4% (Master Teacher 1) | 1% (Master Teacher 2) | |
| Teaching Experience | 23% (16-20 yrs) | 21% (11-15 yrs) | 18% (≥26 yrs) | 15% (1-5 yrs) | 13% (6-10 yrs) | 9% (21-25 yrs) |
| Training Attended on Behavior Management | 42% (No Training) | 28% (1 Training) | 16% (≥3 Trainings) | 11% (2 Trainings) | 3% (3 Trainings) | |

Level of self-efficacy of teachers handling pupils with emotional problems

The following tables present the levels of teachers' self-efficacy along disciplinary self-efficacy, instructional self-efficacy, efficacy to enlist parental involvement and efficacy to create a positive school climate

Table 3: Level of Teachers' Disciplinary Self-Efficacy

| Indicators | Weighted Mean |
|--|---------------|
| Classroom rules | 3.71 |
| Controlling disruptive behavior | 3.56 |
| Preventing problem behavior on the school grounds | 3.52 |
| Getting through to the most difficult pupils | 3.60 |
| Expectations clear about pupils' behavior | 3.49 |
| Establishing routines activities smoothly | 3.66 |
| Value learning | 3.65 |
| Calming a disruptive | 3.73 |
| Calming a noisy pupil | 3.61 |
| Respond to defiant pupils | 3.47 |
| Providing appropriate challenges for pupils | 3.68 |
| Helping pupil to help himself/herself in learning lesson | 3.61 |
| Overall Weighted Mean | 3.61 |

The results in Table 3 revealed that the level of teachers' disciplinary self-efficacy is high. This is supported by an overall weighted mean 3.61. Indicators for teachers' disciplinary self-efficacy are categorized in different items as presented in Table 3. Item #1 indicates that the teachers do the constant reminders to their pupils to follow classroom rules. The pupils show willingness to follow and cooperate. Most teachers said that the pupils who cannot follow classroom rules are those unruly children and this is supported with a weighted mean 3.71. In item #2, the teachers call the attention of the disruptive pupils in the classroom. The pupils are eager to follow at first and later back to their usual behavior. This problem is observed from the naughty pupils manifesting any of these; inattentiveness, being noisy, bullying and saying bad words. This item is supported with a weighted mean 3.56. To prevent problem behavior on the school grounds, the pupils are informed of the school policies and its corresponding consequences in case of violation and defiance.

The pupils listen to the teacher's advice. Inattentiveness is the main problem of the teachers. Item #3 is supported with weighted a mean 3.52. Item #4 talked about difficult pupils. One of the reasons why the teachers call a conference with the parents and pupils themselves is to solve the problem of the most difficult pupils in the class. These pupils are willing to listen and get corrected. The classmates of these difficult pupils advised them to behave well. On the other hand, their parents are willing to help in disciplining their child, do tutorials at home and follow up their studies.

Difficult pupils have poor study habits according to the teachers. This item is supported with a weighted mean 3.60. In item #5, the teachers make their expectations clear about pupils' behavior by talking with them, with their parents and peers. These pupils are open to give constructive comments. Busy parents are the problem encountered by the teachers. This item is supported with a weighted mean 3.49 which means moderately high. In item #6, the teachers establish routines to keep activities run smoothly by giving proper motivation to

their pupils. This make the pupils become responsible. Those pupils who are not used to do the tasks became the problem. This item is supported with a weighted mean 3.66.

Most teachers said that encouragement help pupils' value learning. The pupils are encouraged to study their lessons to get good grades, especially those pupils who fail to do their assignments. Their parents are willing to help, too. This item # 7 is supported with a weighted mean 3.65. In item # 8, the teachers said that to calm a pupil who is disruptive, they talk to the pupil sincerely. This pupil would listen and apologize to them. The classmates of this disruptive pupil were happy to see him/her doing good. Restless and/or talkative pupils are one of the problems met by the teachers. Item #8 is supported with a weighted mean 3.73. Item # 9, the teachers said that they talk nicely to their noisy pupils. As a result, they become silent for a while and goes back to being noisy again.

Inattentive pupils are the problem encountered by the teachers. This item is supported with a mean 3.61. Defiant pupils constantly be reminded to behave in the class. The teachers always follow up classroom rules. The pupils have a positive reaction to this. The parents however, agreed to let their children be disciplined in school. Unruly pupils is the problem of the teachers. This item #10 is supported with a mean 3.47 which means moderately high. In item #11, the teachers involved the very capable pupils in different contests/activities. These pupils enjoyed doing such challenging activities. And their parents too were happy that their children were given responsibilities. Undone tasks and seem to forget their tasks are some of the problems met. This item is supported with a mean 3.68. And, in item #12, the teachers give remedial and/or tutorial instruction to help the slow pupils learn their lessons. The teachers said that they give a review from the previous lessons before giving the new lessons. The performance of the pupils is becoming improved and their parents are also becoming supportive. This item is supported with a mean 3.61.

Table 4: Level of Teachers' Instructional Self-Efficacy

| Indicators | Weighted mean |
|--|---------------|
| Influencing the class sizes | 3.59 |
| Help/Tolerate most difficult pupils | 3.67 |
| Promote learning when there is lack of support from home | 3.76 |
| Help pupils on task on difficult pupils | 3.70 |
| Increase pupil's memory of what they have been taught in previous lessons | 3.88 |
| Motivating pupils who show low interest in schoolwork | 3.89 |
| Getting pupils work together | 3.97 |
| Overcome the influence of adverse community conditions on the pupils' learning | 3.60 |
| Getting pupils to their homework | 3.88 |
| Keeping a few problem pupils from ruining an entire lesson | 3.72 |
| Establishing classroom management system with each group of pupils | 3.92 |
| Implementing alternative strategies in your classroom | 3.86 |
| Overall weighted Mean | 3.79 |

Table 4 reflects the level of teachers' instructional self-efficacy. As revealed in the table with the overall weighted mean 3.79, the teacher respondents have a high level of instructional self-efficacy. This implies that the teachers employ different teaching strategies, use varied teaching materials for better learning, encourage cooperation, motivate the most difficult pupils, promote learning when there is lack of support from home and manage the classroom even the biggest class size.

Table 5: Level of Teachers' Efficacy to Enlist Parental Involvement

| Indicators | Weighted Mean |
|--|---------------|
| Getting parents to become involved in school activities | 3.74 |
| Assisting parents in helping their children do well in school | 3.86 |
| Making parents feel comfortable coming to school | 3.82 |
| Maintaining a positive relationship with parents even when tension arises | 3.94 |
| Making parents be informed of the development of their children in school | 4.01 |
| Making parents be informed of the lags of their children in school | 4.08 |
| Making parents be informed of the problems on attitude of their children in school | 4.05 |
| Making parents be informed of things that need their immediate attention concerning their children in school | 3.92 |
| Managing to divulge bad news in a nice way to parents of things concerning their children in school | 3.76 |
| Managing to stay professional in all your dealings with parents concerning their children in school | 3.95 |
| Making parents trust you of things concerning their children in school | 4.05 |
| Influencing parents in disciplining their children | 3.97 |
| Overall Weighted Mean | 3.93 |

As shown in Table 5, the level of teachers' efficacy to enlist parental involvement is high with the overall weighted mean 3.93. This implies that the teachers assist the parents to help their children do well in the school. The parents became the partner of the teachers in school activities.

Table 6: Level of Teachers' Efficacy to Create A Positive School Climate

| Indicators | Weighted Mean |
|--|---------------|
| Making the school a safe place | 4.02 |
| Making pupils enjoy coming to school | 4.10 |
| Getting pupils to trust teachers | 4.18 |
| Helping other teachers with their teaching skills | 3.72 |
| Enhancing collaboration between teachers & administration to make the school run effectively | 3.75 |
| Reducing school drop-out | 3.85 |
| Getting pupils to believe they can do well in schoolwork | 4.00 |
| Making your school's administration become supportive on teachers-pupils endeavors, e.g. contest, educational/ field trip & among others | 3.83 |
| Influencing in maintaining the general peace & order in your school | 3.81 |
| Influencing school administration's decision/s in addressing the needs of the general populace of the pupils | 3.52 |
| Maintaining rapport to your pupils | 3.99 |
| Helping your school a "child-friendly school" | 3.25 |
| Overall Weighted Mean | 4.02 |

The data in the Table 6 revealed that the level of teachers' efficacy to create a positive school climate is high with the overall weighted mean 4.02. This implies that the teachers made effort to maintain rapport and were able to make their pupils enjoy in coming to school, help them believe that they can do well in schoolwork and maintain rapport to every pupil. Likewise, the teachers support the school administration in maintaining general peace and order in school.

Conclusion

In conclusion, the findings suggest that the teacher's profile is a typical characteristic of a teaching force in a public central elementary school. Concomitantly, teachers handled a quite large class size ranging to at least 40 pupils, and 50 pupils the most, notwithstanding, the low monthly pay received. They too are faced every single day as part of their school and teaching life, the challenge of managing socially-diverse pupils in a heterogeneous large class size. Though these teachers claimed that they have no in-service training on behavior management, it was impressive, though, how they turned into their own self-efficacy in handling pupils with emotional problems.

At one hand, the years of teaching experience bear significant relationship with teachers' level of instructional and disciplinary self-efficacy in handling pupils with emotional problems. In turn, this implied that the longer the years of teaching experience, the more effective the teachers can be or high in instructional and disciplinary self-efficacy. This was proved to be true as had been supported by the study on Teacher Self-Efficacy Reflection on Teaching and Learning by Woolfolk (2010), where it mentioned that experience and training helps succeed in the day—to-day tasks of teaching and will give a foundation for developing

the sense of career. Further, the best way to develop teacher efficacy is to spend as much time as possible in classrooms, doing the type of work that will be required, and watching an expert teacher (vicarious learning), receiving feedback and support from others (social persuasion), and finding ways to get *psyched* or excited about teaching (physiological/affective states).

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