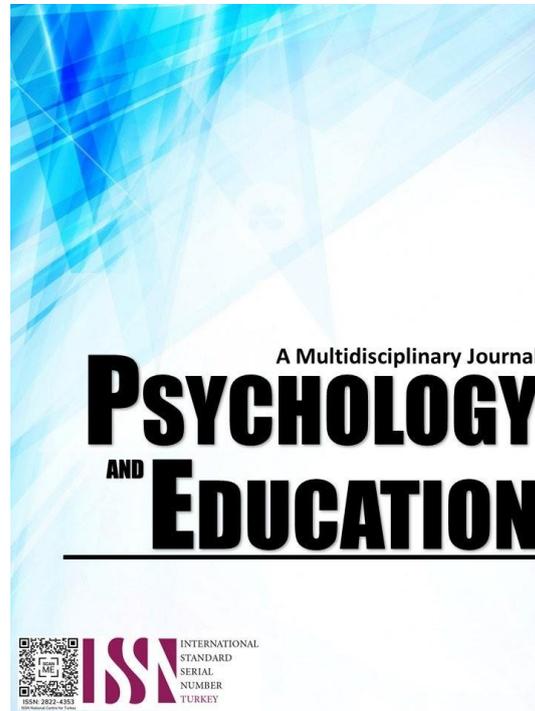


# RECEIVING TEACHERS TEACHING EFFICACY AND PERFORMANCE IN A SECONDARY SCHOOL



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## Receiving Teachers Teaching Efficacy and Performance in a Secondary School

Oswald II E. Zabala\*

*For affiliations and correspondence, see the last page.*

### Abstract

The study was conducted primarily to determine if receiving teachers' teaching efficacy rating were related to their teaching performance and how they perceived their performance in handling students with special needs. This study made use of a descriptive correlational explanatory research design where mixed model was employed combining qualitative and quantitative data. The study was participated by twenty-eight (28) receiving secondary teachers. Results showed that all receiving teachers perceived themselves to have high teaching efficacy. Moreover, the receiving teachers' performance showed to be satisfactory in all teaching performance behavior. However, no relationship existed between receiving teachers' teaching efficacy and their teaching performance. Receiving teachers were willing to accept and embrace inclusive education. It is recommended that receiving teachers sustain or improve their teaching efficacy and for them to attend trainings and seminars on inclusive education to better equip them in their role in special education. It is also recommended to replicate the study to a larger sample to authenticate the research findings.

**Keywords:** *teaching efficacy, receiving teachers' performance, senior high school, special education*

### Introduction

Policy regarding special education students has undergone great changes over the last three decades. Reflecting the values of society these policies have become increasingly inclusive; that is, as society slowly begins to grow more accepting of individuals with disabilities, so schools are beginning to change their practices to reflect these values.

As these changes occur, they require shifts in paradigmatic thinking for teachers, students, administrators, and of course, policymakers. Often policies are passed in legislature that requires schools and teachers to operate outside of their comfort zone. Recent evidence of this lies with the Individuals with Disabilities Education Improvement Act (IDEA) has positioned the least restrictive environment (LRE) of the general education classroom as the optimal learning space for students with disabilities (O'Connor, Yasik, & Horner, 2016). This means that teachers at all levels and content areas are required to differentiate instruction and provide appropriate supports and services to students with special needs on a regular basis (Saloviita, 2018). This push for inclusion has been seen internationally as well, and inclusive education has gained the status of international law.

There is a growing body of research that supports the benefits of inclusive education for all students. Students with disabilities who are educated in general education classrooms tend to perform better academically, develop stronger social and emotional

skills, and are more prepared for life after high school (Byrd & Alexander, 2020). Inclusive education also benefits students without disabilities by teaching them about diversity and inclusion, and by helping them to develop empathy and compassion for others.

Teacher efficacy, or a teacher's confidence in their ability to promote student learning, is a powerful force in teaching performance (U.S. Department of Education, 2006). Research has shown that teacher efficacy is associated with a number of positive outcomes for both teachers and students, including teacher achievement, teacher influence in decision-making, teacher instructional competence, teacher classroom management strategies, teacher ability to involve the community, and teacher views on positive environments for referrals of students to special education (U.S. Department of Education, 2006).

Mainstreaming of students with special needs has been mandated by the Philippines Department of Education for a decade already. The Education For All (EFA) addresses the inclusion for secondary students with special needs. Students with special needs battle not only the normal challenges as adolescence, but also the ones created by their individual disabilities. To compound these issues, students with special needs may lack the attention span necessary for majority of secondary classes. Although subject specific teachers receive preparation on teaching adolescent students, they may not acquire teaching strategies and techniques for specific learning deficits of students with special needs (DepEd, 2008)

In Davao city, there are existing SPED schools, centers and schools having SPED classes but can primarily be accessed by the elementary level (DepEd, 2010). However, little studies have been developed in the field of special education in the secondary level.

This requirement changed the norm for many teachers in Davao City, most of whom had never experienced teaching students with special needs. Teachers who had never considered teaching special education were now being required to teach these students in their classrooms along with the general classroom population. Thus, there is a need in studying the efficacy of secondary receiving teachers to understand its implication to the performance of teachers handling students with special needs.

The theoretical framework of this study is derived from self-efficacy theory of Albert Bandura (1997) stating that self-efficacy as the extent to which individuals believe they can organize and execute actions necessary to bring about a desired outcome. Self-efficacy is fundamentally concerned with the execution of control rather than the outcome action produces.

Another theory is teacher efficacy is defined as the conviction that one can successfully bring about the desired outcome in one's students (Gibson & Dembo, 2004). Teaching efficacy refers to the belief that teaching can affect specific outcomes in students, while personal efficacy refers to the belief in one's own ability to bring about student improvement. Teacher efficacy has been shown to influence teaching methodology and classroom management.

Another theoretical framework of this study is based on the belief that teacher efficacy is an important factor in inclusive education. Teachers with high self-efficacy are more likely to be able to create a positive learning environment for all students, regardless of their abilities. This is because they are more likely to use innovative teaching strategies, implement effective classroom management techniques, and set high expectations for their students. They are also more likely to provide extra help to struggling students. The findings of Woolfolk and Davis (2005) support this theoretical framework. Their study found that teachers with higher levels of instructional efficacy were more likely to engage in teaching practices that are beneficial for all students, including students with disabilities. This suggests that teacher efficacy is an important factor in promoting inclusive education.

In of Nguyet (2010), students with special needs need strong support from their teachers to fully participate

in general class activities. Inclusive education requires that teachers have additional skills to be able to design inclusive lessons with a variety of activities that cater to diverse student needs.

## Research Questions

The purpose of this study was to determine the teaching efficacy and teaching performance of receiving teachers handling students with special needs and how receiving teachers perceive their performance in handling students with special needs. More specifically, the study sought to answers the following questions:

1. What is the level of teaching efficacy of receiving teachers in terms of
  - 1.1 Efficacy to Influence Decision Making;
  - 1.2 Instructional Self Efficacy;
  - 1.3 Disciplinary Self Efficacy;
  - 1.4 Efficacy to Enlist Parental & Community Involvement; and
  - 1.5 Efficacy to Increase a Positive School Climate?
2. What is the level of teaching' performance of receiving teachers handling students with special needs?
  - 2.1 Diversity of Learners;
  - 2.2 Teacher Behavior in Actual Teaching;
  - 2.3 Learners' Behavior in the Classroom; and
  - 2.4 Planning, Assessing, Reporting Learners Outcome?
3. Are the teachers rating in the component of teaching efficacy related to their teaching performance as receiving teachers of students with special needs?
4. How do receiving teachers perceive their performance in handling students with special needs?

## Methodology

In this study, the researcher made used of A mixed methods research design is a research methodology that combines both quantitative and qualitative research methods to answer a research question. Mixed methods research can be used to gain a more comprehensive and nuanced understanding of a phenomenon than either quantitative or qualitative methods alone can provide. This design involves collecting quantitative and qualitative data sequentially. The quantitative data is collected first, and the findings from that data are used to develop hypotheses or research questions that are then explored using qualitative data (Creswell and Plano, 2018).



## Participants

The respondents of this study were twenty-eight (28) secondary receiving teachers, they are general education teachers, who happen to handle a student with special needs in his/her class at Bernardo D. Carpio National High School. Receiving teachers jumps from one section to another every hour for specialized instruction in each subject areas, and learning-disabled students are spread evenly in every section, however there are other exceptionalities, but the study does not dwell on them that much. The school was chosen purposively since the school is receiving school from two SPED elementary schools.

## Procedure

The following steps were done in conducting the study. First, asking permission to conduct the study. The researcher asked permission by writing a letter to the Schools Division Superintendent to conduct the study. Then, a written permission was given to the principal of the chosen school by the researcher, who made follow up visitation to the school chosen. Second, administration of the first research instrument, teaching efficacy, the researcher personally administered the questionnaire to the population. Third, Observation of Teachers using the second instrument, evaluation forms for teachers handling learning disability. Fourth, a focus group discussion was done where in students participated in the said discussion Then, a focus group discussion was also done where receiving teachers participated. Next, collation of the gathered data., after all the instrument was administered and retrieved, collation of the gathered data was executed in a tabular manner, Finally, analysis of the gathered data and interpretation and drawing of implications based on the gathered data.

## Results and Discussion

Data gathered were carefully analyzed, interpreted, and discussed in this section.

### Receiving Teachers Level of Teaching Efficacy

Teaching efficacy is the teacher’s belief in his or her own capabilities to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Table 1 shows the overall score obtained in all subcategories under

teaching efficacy, Efficacy to Influence Decision Making (3.58), Instructional Self Efficacy (3.84), Disciplinary Self Efficacy (4.08), Efficacy to Enlist Parental and community Involvement (3.00) Efficacy to Create Positive School Climate (3.70). The overall teaching efficacy rating of receiving teachers was 3.70 or high which implies that receiving teachers had high faith and felt confident that they are capable of bringing about learning outcomes (Bandura, 1997). Furthermore, receiving teachers believed their students can learn under the material they prepared, and students can learn under their instruction (Dembo, 2009). Receiving teachers with high teaching efficacy had high assurance in their capabilities, approached difficult tasks as challenges to be mastered rather than as threats to be avoided. Such and efficacious outlook foster intrinsic interest and deep engrossment in activities (Tangen, 2007).

Receiving teachers with a high sense of efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning (Kleinsasser, (2014). Bedir (2015) study showed that teachers generally had high levels of teaching efficacy. However, there were some significant differences between primary and secondary school teachers. For example, primary school teachers had higher levels of general teaching efficacy and outcome expectancy than secondary school teachers. Secondary school teachers, on the other hand, had higher levels of self-efficacy for instructional strategies and parent-teacher communication than primary school teachers.

Table 1. Overall Mean Rating of Receiving Teachers Level of Teaching Efficacy

Item	Item Mean	Descriptive Rating	Descriptive Equivalent
1. Efficacy to Influence Decision Making	3.58	High	Often Times
2. Instructional Self Efficacy	3.84	High	Often Times
3. Disciplinary Self Efficacy	4.08	High	Often Times
4. Efficacy to Enlist Parental and Community Involvement	3.00	Moderate	Sometimes
5. Efficacy to Create a Positive School Climate	3.98	High	Often Times
Overall	3.70	High	Often Times



### Receiving Teachers Level of Teaching Performance

As shown in Table 2, the overall mean rating of Teachers Performance Observation was 1.90 or satisfactory. This implies that receiving teacher’s performance during the observation depend on various teacher goals for instruction, teaching behaviors must be examined within individual classroom settings to give impacts of teaching behaviors within these classroom settings (Hoy, 2005). Moreover, teachers have the capacities, abilities, and interests to determine multiple roles for teacher evaluation within their classrooms (Gonzales et. al, 2006).

Alnahdi (2014) study showed that teachers generally reported having negative perceptions of their preparation for transition services. Teachers were most likely to report feeling unprepared in the areas of developing and implementing transition plans, collaborating with other professionals, and working with parents and families. The findings of the study suggest that there is a need to improve the preparation of special education teachers for transition services. This could be done by providing teachers with more training and support in the areas of developing and implementing transition plans, collaborating with other professionals, and working with parents and families.

Table 2. Overall Mean Rating of Receiving Teachers Level of Teaching Performance

Performance Behavior	Item Mean	Descriptive Rating	Descriptive Equivalent
1.Diversity of Learners	2.05	Satisfactory	Basic
2.Teachers Behavior in Actual Teaching	1.55	Satisfactory	Basic
3.Learners’ Behavior in the Classroom	1.98	Satisfactory	Basic
4.Planning, Assessing, Reporting Learners’ Outcome	2.07	Satisfactory	Basic
Overall	3.70	Satisfactory	Basic

### Correlation between the Level of Teaching Efficacy and the Level of Teaching Performance of Receiving Teachers

As shown in Table 3, teaching efficacy of receiving teachers was not related with their level of teaching performance handling students with special needs. The indicated high level of teaching efficacy didn’t affect the level of teaching performance of teachers handling students with special needs. Moreover, the focus group discussions affirm the following relationship between receiving teachers’ level of teaching efficacy and their level of teaching performance handling students with special needs.

Table 3. Correlation between the Level of Teaching Efficacy and the Level of Teaching Performance of Receiving Teachers

Teaching Efficacy	Teaching Performance Behavior							
	Diversity of Learners		Teachers Behavior		Learner Behavior		Assess Outcome	
	r	p-value	r	p-value	r	p-value	r	p-value
1.Efficacy to Influence Decision Making	.269	.520 <sup>NS</sup>	.552	.156 <sup>NS</sup>	.403	.323 <sup>NS</sup>	.583	.129 <sup>NS</sup>
2.Instructional Self Efficacy	-.426	.293 <sup>NS</sup>	-.549	.159 <sup>NS</sup>	.207	.623 <sup>NS</sup>	-.349	.397 <sup>NS</sup>
3.Disciplinary Self Efficacy	-.444	.271 <sup>NS</sup>	-.183	.664 <sup>NS</sup>	-.094	.825 <sup>NS</sup>	-.067	.875 <sup>NS</sup>
4.Efficacy to Enlist Parental and Community Involvement	-.043	.920 <sup>NS</sup>	-.110	.795 <sup>NS</sup>	-.627	.096 <sup>NS</sup>	-.342	.406 <sup>NS</sup>
5.Efficacy to Create a Positive School Climate	-.325	.432 <sup>NS</sup>	-.254	.545 <sup>NS</sup>	-.368	.369 <sup>NS</sup>	-.177	.675 <sup>NS</sup>

S - Significant at  $p < 0.05$  Level of Significance  
 NS - Not Significant at  $p > 0.05$  Level of Significance

All receiving teachers said they were willing to accept students with special needs in their class as it was already mandated by the Department of Education, furthermore, they agreed that it is a very challenging role to accept students with special needs in a general classroom setting. Another teacher affirms that there will be a paradigm shift and that they must have a heart and love students with special needs. However, their teaching performance was at a satisfactory level and something must be done to enhance more their knowledge in handling students with special needs. Receiving teachers must perform higher to what is expected and practiced. During the observation proper it was noted that more teaching strategies must be applied by receiving teachers to cater the diverse students’ needs, enhance and modify students’ behavior, develop higher order thinking skills and lessen the use of traditional assessment to students with special needs.

The findings of the study which showed that there weren’t any relationship between the level of teaching efficacy and the level of teaching performance of receiving teachers handling students with special needs opposed the findings of Gibson (2004) they found that efficacy in teachers contributed to methodology, performance and classroom management, as the conviction that one can successfully bring about the desired outcome, higher teaching performance. In the study of Woolfolk (2005) teacher’s belief in his or her own capabilities to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (teaching performance).

On the other hand, the findings supported the study of Barnes (2005) where in teaching efficacy and teaching effectiveness weren’t significantly related, the study involved a group of music teachers.



## Receiving Teachers Perception on their Performance in Handling Students with Special Needs

Receiving teachers usually follows the Understanding by Design Curriculum, they create marginal notes, change their marginal notes at times to cater students' diversity. They mixed and combined easy to difficult assessments to accommodate different types of learners. One teacher said, he heard about Individualized Educational Plan (IEP) when he had attended a seminar on special education, but he doesn't understand how to use or apply it. Receiving teachers were aware about Education For All (EFA) which was mandated by the Department of Education, but they lack knowledge and skills in handling students with special needs. They must be given trainings, seminars, and workshops on ways on handling students with special needs.

The focus group discussion supports the findings of Nguyet (2010), students with special needs need strong support from their teachers to fully participate in general class activities. Inclusive education requires that teachers have additional skills to be able to design inclusive lessons with a variety of activities that cater to diverse student needs. A receiving teacher experienced what inclusive classroom is like. Inclusive classroom facilities were modified compared to a general classroom. The school must provide facilities for students with special needs to cater inclusive education.

The common problems receiving teachers encountered handling students with special needs were about the students' retention during class, students' attention showed no interest in the lesson, they cannot follow instructions even if receiving teachers were already using simple sentences. They lacked proper academic foundation during their elementary years. Thus, students with special needs were poor in their academic performance. Receiving teachers could not handle students with special needs' behavior. Oftentimes, students roamed around the campus. In addition, most students with special needs lacked support from their parents. Bullying happens inside the class whenever teachers were not around.

Furthermore, the focus group discussion strengthens that study of Hoobs (2007) that receiving teachers identified four major problems that they encountered in attempts to meet the needs of students with special needs. First, disruptive students who lacked the necessary social and behavioral skill to succeed in a general education setting. Second, lack of specialized

facilities to cater students with special needs. Third, lack of information regarding the appropriate instructional adaptations necessary to meet the needs of any given special student. Finally, concern regarding the social acceptance of students with special needs (peers, sometimes, isolate, tease, or bully students with special needs). Receiving teachers sees inclusive education as a challenging role for teachers. They viewed it like as entering a new teaching paradigm. They were willing to teach students with special needs. But they must learn to love students with special needs.

The success of full and partial inclusion programs depends on several factors, including a strong belief in the value of inclusion on the part of professionals and parents, the availability of support network of general and special education professionals, and access to a curriculum that meets the needs of each student (Lipsky, 2002). Furthermore, Byrd and Alexander (2020) explore the knowledge and skills that general education teachers need to be effective in supporting students with special needs. The authors argue that general education teachers need to be prepared to work with students with a wide range of disabilities, and that professional development programs can play a vital role in providing teachers with the knowledge and skills they need.

## Conclusion

The conclusions are presented following the order of the sub-problems: (1) The level of teaching efficacy among receiving teachers was High. (2) The level of receiving teachers' performance was Satisfactory. (3) Receiving teachers' efficacy and their performance were not related. (4) Inclusive education was willingly accepted by receiving teachers, but they encountered problems with lack of knowledge, trainings, techniques, and strategies in handling students with special needs.

Based on the foregoing findings and conclusions, the following recommendations are offered: (1) The level of teaching efficacy of receiving teachers must be sustained or improve so that they will be encouraged to strive for excellence in teaching in spite of the frustrations they may encounter in handling students with special needs. (2) The administrators may organize trainings and seminars related to special education and invite receiving teachers in different schools, or receiving teachers must be sent to trainings or seminars wherein they can increase their knowledge and become equip on how to handle students with



special needs. (3) A structured questionnaire must be made to eliminate cultural biases and properly appraise receiving teachers' efficacy in handling students with special needs. (4) More studies related to this investigation should be undertaken to authenticate this research findings and/or a replication within a larger sample would be desirable in studying the receiving teachers' level of teaching efficacy and receiving teachers teaching performance.

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## Affiliations and Corresponding Information

### Oswald II E. Zabala

Bernardo D. Carpio National High School  
Department of Education – Philippines