

Self-Efficacy, Working Conditions, School-Based Management Practices and Performance of Teachers

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Abstract

The study investigates the relationship between teachers' performance and their self-efficacy, assessment of working conditions, and assessment of school-based management practices. The participants of the study are 1,053 public secondary teachers from the Division of Iligan City, Division of Lanao del Norte, and Division of Misamis Oriental, Region 10. The data are gathered through the use of a survey questionnaire. Results reveal that most of the teachers had a very satisfactory performance. They have moderate self-efficacy and have favorable working conditions and are mostly involved in the different School-Based Management (SBM) dimensions. Moreover, teachers' performance exhibits a significant bearing on time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, professional development, instructional practice and support, school leadership, internal stakeholders, external stakeholders, resource management, and school performance accountability. However, of all variables, only the time best predicts the performance of the teachers. Finally, the performance of teachers is best anchored on the working conditions and the school-based management practices.

Keywords: Self-efficacy, Working Conditions, Teachers' Performance, School-Based Management Practices, Public-School Teachers

Introduction

Teachers' core business is teaching, but today many teachers spend a lot more time doing many things other than teaching. The list of tasks teachers have to do is endless. Teachers' national lament: "less paperwork, more time to teach," epitomizes all teachers' major complaint in schools, whether primary or secondary. The teachers have been burdened by many non-teaching duties, paper works, little time for lesson preparation, and many mindless interruptions and deadlines. Teachers do more clerical work in schools than in actual classroom teaching or under excessive workloads. Therefore, teachers' self-efficacy may be influenced by their perception of obstacles in the environment, making the task more difficult to conduct.

Teaching in the 21st century poses several challenges for teachers. Due to these challenges, teachers need to take more roles in their schools to address students, parents, and the community's expectations. These expectations have brought about the need for lifelong learning, with competencies such as research, critical thinking, problem-solving, teamwork, and information and communication technologies, which has considerably changed teachers' responsibilities. Also, teachers' competence in specific fields and satisfaction has become a must for organizational performance and productivity.

As part of the education system, teachers are expected to deliver learning, but on the other hand, they also deserve appropriate treatment from the system. Over the past few decades, the teaching profession's status has declined worldwide in terms of pay, respect, and working conditions (Keuren & Silova, 2015). Many teachers struggle with difficult living and working conditions that undermine their commitment to effective teaching. Policymakers need to understand that no amount of inputs can substitute for teacher effort in the classroom. Even teachers are in school; they may not teach or teach well. Understanding teachers' needs and providing professional working conditions are equally important as keeping teachers accountable for achieving quality education.

According to Johnson, Kraft, & Papay, as cited by Jackson (2014), teacher working conditions can also be conceptualized as the environment where self-efficacy is cultivated or hindered. Suppose strong teacher self-efficacy leads to higher student achievement growth. In that case, the relationship between self-efficacy and working conditions must be given attention to creating students' opportunities to succeed. According to Bandura, as Moalosi (2013) mentioned, most research supports self-efficacy, particularly in human behaviors in different environments such as education, health, sports, and business. Therefore, research has found that students' self-efficacy beliefs are vital and impact achievement and behavior in academic settings. It has also shown

that teachers' sense of self-efficacy has a significant role in affecting teachers' and students' actual results.

School-Based Management (SBM) came into existence to bring about significant change in educational practice and empower school staff to create conditions in schools that facilitate improvement, innovation, and continuous professional growth. As a vital component of the Basic Education Sector Reform Agenda (BESRA), it intended to equip secondary schools to empower its key officials to make "informed and localized decisions based on their unique needs toward improving the educational system."

Moreover, according to Abante (2011), as she conducted a study on School-Based Management, schools among the Public Schools in the Philippines regulated by the Department of Education suffered management problems, which significantly affect quality education, affecting student outcomes. Quality is not the only factor in keeping students out of school, but effective learning is not happening in schools. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, having incompetent faculty in the rosters of teachers, mismanaged school system by school heads, and low leadership potential and misguided governance of the school administrator (Grauwe, as cited by Guenther, 2014).

All of these go back to the question, "how do the schools adopt and practically actualize school-based management?". The success of schools depends on how school leaders use their authority to manage their schools. According to Blackburn, as cited by Cabardo (2016), School-Based Management (SBM) enables schools to create healthier school climates and improved system environments. That provides a better teaching and learning environment in which teachers would be more committed to improving student achievements.

The Department of Education in the Philippines continues to seek ways to eradicate its present condition. It has stepped up its effort to decentralize education management to improve the Department's operating efficiency and upgrade quality education. This has also prompted the researcher to look for ways to find solutions to the Department of Education's pressing problems. Thus, this study was conducted in the Department of Education in the Divisions of Iligan City, Lanao del Norte, and Misamis Oriental, Region 10.

Research Objective

The study investigates the relationship between teachers' performance and their self-efficacy, assessment of working conditions, and assessment of school-based management practices in the Department of Education, Division of Iligan City, Division of Misamis Oriental, and Division of Lanao del Norte, Region X for the School Year 2019-2020.

Literature Review

Procedures and contextual factors that create student achievement in schools as organizations are of most significant concern, and this begins with teachers themselves. The publication of Rand Corporation (2014) entitled "Teachers Matter: Understanding Teachers' Impact on Student Achievement" found out that teachers matter most among school-related factors. A teacher is reported to have two to three times the influence of any other facet of education, including programs, equipment, and even leadership, when it comes to student success on reading and math exams. Guenther (2014) quoted the findings presented by Sanders and Rivers showed that teacher effects are both additive and cumulative. Furthermore, both effective and ineffective teachers have residual effects on student achievement even two years down the line, irrespective of their teachers' effectiveness within that period. If effective teachers make the most difference in student achievement, research into what makes teachers effective must be reviewed.

Teachers' Performance

Several initiatives have been launched by the Philippine government to improve teacher quality. The National Competency-Based Teacher Standards (NCBTS) were institutionalized as a teacher quality system through CHED Memorandum Order No.52, s. It was facilitated by building on the learning considerations of programs such as the Basic Education Assistance Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE), and the Third Project for Elementary Education (TEEP).

Teachers play a crucial role in nation-building. The Philippines can develop holistic learners steeped in values, equipped with 21st-century skills, and propel them to develop and progress through quality teachers. This is in line with the Department of Education's goal of generating "Filipinos who fervently love their country and whose values and competences enable them to reach their full potential and meaningfully contribute to the nation's building" (DepEd Order No.

36, s. 2013).

The Philippine Professional Standards for Teachers, built on NCBTS, complements teacher quality reform initiatives from pre-service education to in-service training. It defines teacher quality in the K–12 Reform by using well-defined domains, strands, and indicators to give measures of professional learning, competent practice, and practical involvement. This set of guidelines specifies what instructors should know, do, and value in order to attain competence, improved student learning outcomes, and, ultimately, high-quality education. It is based on educational ideas such as lifelong learning and inclusivity/inclusiveness. As a result, professional standards serve as a public declaration of professional accountability that can assist instructors in reflecting on and evaluating their activities as they strive for personal and professional development.

The Philippine Professional Standards for Teachers define teacher quality in the Philippines. Teachers' improving levels of knowledge, practice, and professional engagement are described in the standards. Simultaneously, the standards enable teachers to apply their growing knowledge in a wider and more sophisticated spectrum of teaching/learning contexts. The following describes the breadth of 7 Domains that teachers must master in order to be effective in the Philippines in the twenty-first century. The following qualities are required of good instructors in the Philippines:

Promote school-community relationships with the goal of improving the learning environment and including the community in the educational process. They recognize and respond to opportunities that link classroom teaching and learning to the experiences, interests, and goals of the larger school community, as well as other relevant stakeholders. They are aware of and committed to upholding professional ethics, accountability, and transparency in order to foster professional and harmonious relationships with students, parents, schools, and the broader community. Maintain attributes that sustain the dignity of teaching, such as a caring attitude, respect, and honesty, and show a high personal regard for the profession by valuing personal growth and professional development. They place a high priority on personal and professional reflection and learning in order to better their work. They are in charge of their own personal development as well as professional development for lifetime learning.

The Philippine Professional Standards for Teachers

(PPST) has been created and nationally validated to complement reform initiatives on teacher quality. This was signed into program by Department of Education (DepEd) Secretary Leonor Magtolis Briones through DepEd Order No. 42, s. 2017. The PPST defines teacher quality by using well-defined domains, strands, and indicators to provide professional learning measures, competent practice, and successful engagement at all phases of a teacher's career.

This document serves as a public announcement of professional accountability to help teachers reflect on and assess their practices as they aspire for personal growth and professional development. Following Civil Service Commission Memorandum Circular No. 06, s. 2012 or the Strategic Performance Management System (SPMS), the Department of Education released Order No. 2, s. 2015 — "Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education."

The guidelines explain processes, criteria, and processes for performance target setting, monitoring, evaluation, and development planning. The DepEd ensures that work efforts focus on achieving its vision, mission, values, and strategic priorities toward delivering quality educational services to Filipino learners through the RPMS. As a result of the RPMS' alignment with the Philippine Professional Standards for Teachers, new results-based assessment tools have been developed, resulting in the publication of this Manual on RPMS Tools for Teachers.

RPMS Tools are assessment instruments used to ensure quality teacher performance at different career stages. They describe teachers' duties and responsibilities across career stages, the Key Result Areas (KRAs) to realize those duties, and the particular objectives to attain the KRAs. They also detail the various Means of Verification (MOV) that prove the attainment of certain objectives alongside performance indicators, from outstanding to poor performance, to help both Rates and Raters in the assessment process.

Content Knowledge and Pedagogy

Teachers' mastery of topic knowledge and its interconnection within and beyond curriculum areas, as well as a good and critical understanding of applying theories and teaching and learning principles, are valued in content knowledge and pedagogy. This Domain includes teachers' capacity to use developmentally appropriate and meaningful teaching

that is based on current research and content understanding. It considers teachers' proficiency in Mother Tongue, Filipino, and English in the teaching and learning process and needed skills in using communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Recognize the significance of mastering topic knowledge and its interconnections within and beyond curriculum areas, as well as a thorough and critical awareness of how to apply theories and teaching and learning approaches. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino, and English to facilitate the teaching and learning process and exhibit the needed skills in using communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Learning Environment and Diversity of Learners

The learning environment highlights teachers' role in providing learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. This Domain focuses on building a learning-focused environment in which teachers can effectively regulate learner behavior in both physical and virtual spaces. It emphasizes the importance of teachers utilizing a variety of materials and providing intellectually challenging and exciting activities in order to promote positive classroom interactions and high learning standards.

The diversity of learners emphasizes teachers' central role in establishing learning environments responsive to learner diversity. This Domain emphasizes the relevance of instructors' knowledge and comprehension of learners' different qualities and experiences, as well as their respect for them, as inputs to the planning and design of learning opportunities. It promotes classroom celebrations of diversity as well as diversified teaching approaches to help all students become effective citizens in a changing local and global environment.

Provide learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. They create a learning-focused environment, and they efficiently manage learner behavior in a physical and virtual space. They utilize various resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions to attain high

learning standards.

Create learning environments that cater to the needs of a wide range of students. They take into account learners' various traits and experiences while planning and designing learning opportunities. They promote classroom celebrations of diversity as well as diversified teaching approaches to help all students become effective citizens in a changing local and global environment.

Curriculum Planning

The curriculum planning addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain refers to their capacity to translate curricular knowledge into learner-relevant learning activities that are based on sound teaching and learning methods. It expects instructors to use their professional skills to plan and organize well-structured and sequenced classes, either individually or in collaboration with others. These lesson sequences and learning programs should be contextually appropriate, responsive to the requirements of learners, and include a variety of teaching and learning tools. The Domain expects teachers to communicate learning goals to support learner participation, understanding, and achievement.

Interact with the requirements of the national and local curricula. They are built on successful teaching and learning methods and translate curricular knowledge into learning activities that are meaningful to learners. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues. These well-structured and sequenced sessions are contextually relevant, responsive to the requirements of students, and include a variety of teaching and learning tools. They express learning objectives to encourage student engagement, comprehension, and achievement.

Assessment and Reporting

The procedures involved with teachers' varied assessment methods and strategies in monitoring, assessing, documenting, and reporting learners' needs, progress, and achievement are referred to as assessment and reporting. This Domain is concerned with the numerous ways in which assessment data is used to inform and improve the teaching and learning process and programs. It is about teachers giving students the essential feedback on their learning outcomes. This input helps teachers choose, organize, and implement sensible assessment techniques, which

helps them with the reporting cycle.

Apply various assessment tools and strategies to monitor, evaluate, document, and report learners' needs, progress, and achievement. They use assessment data to guide and improve the teaching and learning process and programs in a variety of ways. They offer learners with the essential feedback on learning outcomes, which helps teachers choose, organize, and deploy rational assessment techniques and informs the reporting cycle.

Community Linkages and Professional Engagement affirms teachers' involvement in strengthening school-community linkages to strengthen the learning environment and the community's commitment to the educational process. Teachers must notice and respond to opportunities that link classroom teaching and learning to the experiences, interests, and ambitions of the greater school community, as well as other relevant stakeholders. It is about how important it is for teachers to understand and carry out their responsibilities in sustaining professional ethics, accountability, and transparency in order to foster professional and harmonious relationships with students, parents, schools, and the broader community.

Teachers' Self-Efficacy

Bandura coined the term "self-efficacy," which he defined as "the extent to which individuals believe they can plan and execute actions necessary to achieve the intended outcome. "Self-efficacy is fundamentally concerned with the execution of control rather than the outcome action produced (Smits et al., as cited by Oberas, 2016). Teacher self-efficacy is one factor that has been researched to understand whether it impacts student achievement.

This relationship was first researched by the Rand Corporation and discovered that the teacher's sense of efficacy impacted student motivation, stress level, teacher's willingness to implement innovation, and teacher's willingness to stay in the field. An explanation is that these teachers had experienced past successes in motivating students to achieve. Likewise, teacher self-efficacy was found to significantly impact student achievement than initiatives such as reading intervention strategies (Cantrell et al., 2014).

Self-efficacy is an individual's certainty about his/her capability to manage responsibilities. More specifically, teacher self-efficacy is about a teacher's desired learning objectives to improve his/her students' learning. Teacher self-efficacy is linked to better educational outcomes. Low levels of teacher self-

efficacy may limit students' ability to succeed in school. Self-efficacy is influenced by both personal and environmental factors. These include trusting in one's ability to complete a task, following in the footsteps of successful people, and enlisting the help of others (Aksoy, 2017).

Teachers' self-efficacy is also linked to their content 766. Examining the link between teachers' self-efficacy and job satisfaction in the classroom, as well as "students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment," and dealing with behavioral issues. Furthermore, teachers require motivation at work. Self-efficacy beliefs boost a teacher's motivation, which can have a big impact on school society (Skaalvik & Skaalvik, 2009).

According to Firestone (2014), teacher self-efficacy has three dimensions: efficacy for student engagement, efficacy for instructional strategies, and classroom management efficacy. A teacher with a high-level of self-efficacy succeeds in student engagement, instructional strategies, and classroom management by allowing students to participate in the lesson, improving teaching approaches, and orchestrating the learning environment.

Student Engagement

Academic motivation is one concept that has been studied concerning student engagement. Skinner et al. (2009) consider student engagement to be an outcome of a motivational process. Additionally, without engagement, no psychological course is useful in learning and development. Dörnyei (2000) mentions that students, even those with high self-efficacy, have difficulty comprehending the whole unless they are actively engaged in the learning. When Lin (2012) explained the relationship between academic motivation and student engagement, he considered academic motivation a perception and discipline that positively or negatively affects a person's behaviors. Also, academic motivation and student engagement are affected by a person's objectives, prior experiences, cultural background, and the teachers' and peers' opinions.

These studies opened the door for further research into these relationships according to Ashton and Webb, as cited by Mojavezi and Tamiz (2014), they also found a positive correlation between teacher efficacy and student achievement. They recognized that highly

efficacious teachers tend to be more organized, display more important instruction skills, question, explain, provide feedback to students having difficulties, and maintain students on task. Low efficacy teachers, on the other hand, take a more custodial rather than humanistic approach to classroom management, spend considerably more time in small groups rather than whole groups, are irritated and threatened by disobedience, and have difficulties keeping kids on track.

Furthermore, as indicated by Mojavezi and Tamiz (2014), teachers with high self-efficacy are significantly more likely to create opportunities for student communication by employing a variety of models to satisfy the requirements of all students, according to Smylie (working individually, in pairs, and groups). Research has also substantiated that teacher with a high level of self-efficacy are more likely to divide the class into small groups rather than teach the class as a whole, thereby allowing more individualized instruction (Tschannen-Moran as quoted by Oberas, 2016).

Patricia Ashton published a ground-breaking study that fundamentally expanded the concept of efficacy to include the extent to which teachers feel confident and capable of bringing about learning outcomes. Ashton identified two dimensions of teaching efficacy: general teaching efficacy, the extent to which teachers believe her student can learn the material, and personal teaching efficacy, which a teacher believes her students can learn under her instruction. Ashton argued that teachers' beliefs about their ability to bring about outcomes in their classrooms and their confidence in teaching generally play a central role in their ability to serve their students effectively. Since then, studies of teaching efficacy and its inclusion in teacher effectiveness studies have grown exponentially (Smits et al., as cited by Oberas, 2016).

According to Fredricks (2014), high-quality teacher-student relationships are a vital factor in determining student engagement. Student engagement involves teaching students the importance of working together to accomplish an instructional goal. Moreover, Uden, Ritzen, and Pieters (2013) asserted that teacher support, positive teacher-student relationships, structure, support, and challenging tasks had been associated with student engagement. Teacher self-efficacy beliefs provided a perception of the motives for influencing student engagement as well as a conceptual framework for effective teaching, which consists of the level of knowledge regarding the learners, knowledge of the curriculum content and

goals, and knowledge of teaching considering the content and learners to be taught.

Classroom Management

Miller and Hall (2015) identified classroom management as how teachers create and maintain an environment that allows them to engage in learning. A study based on Bandura's Self-efficacy Theory was undertaken by Pace, Boykins, and Davis (2014). The researchers chose this hypothesis as the project's framework because they believe that instructors' job performance is heavily influenced by their confidence and ability to lead a classroom. The findings backed up the necessity for classroom management training and "teachers who have the training to detect and respond appropriately to specific student needs, interact more effectively with kids, and acquire de-escalation skills required for intervention." Teachers' efficacy levels increased, and they regained classroom control, according to the findings. Lower classroom management self-efficacy can lead to disruptive student actions, which can lower self-efficacy and reflect bad classroom management. Teachers with a higher feeling of self-efficacy, on the other hand, are better able to manage their classrooms. Teachers who use effective classroom management tactics have a higher sense of efficacy (Bandura, as cited by Cason, 2018).

Similarly, teachers with a greater sense of efficacy tend to incorporate high instructional strategies, student engagement, and classroom- management strategies. They are more likely to attempt new ideas and test novel methods to change student learning. Teachers self-evaluate and innovate ways to improve instruction, boosting efficacy, because quality educational instruction has the greatest impact on student progress. Self-efficacy grows as effective instructional tactics, a variety of engaging learning activities, and competent classroom management are combined (Skaalvik & Skaalvik, 2016).

The nature of an educator's job depends on the daily requirements associated with classroom responsibilities, such as monitoring attendance, identifying a learner's needs for differentiation, developing lesson plans, and continual assessment of students' work. Another responsibility is the deliberate planning of engaging student activities. Additionally, educators should take the initiative of working toward collaborative efforts with other grade-level teachers, driven by persistence to improve instructional practices (Lee, Cawthon, & Dawson, 2013).

Instructional Strategies

Students comprehend subject matter when taught using various instructional techniques (Al-Alwan & Mahasneh, 2014). As a result, creating an environment that encourages student participation at the elementary and secondary levels leads to practical teachings that improve learning. Classroom management necessitates the use of a variety of tactics by teachers to regulate disruptive conduct in the classroom. As a result, teachers in the education community place a high importance on classroom behavior management to improve learning. A competent educator uses a combination of management strategies and interventions to teach students accountability. These methods reduce distractions while providing opportunities for learning. Having prior teaching experience can be beneficial and serve as a powerful source of efficacy. Without quality-management skills, educators will be unable to run a successful classroom.

An educator's techniques that support independent thinking, creativity in teaching, and strategic assessment methods define instructional strategies. Al-Alwan and Mahasneh (2014) researched instructional strategies and reflected on teachers' beliefs in instructing students and influencing students' performance to be powerful indicators of instructional effectiveness. Teachers with a high feeling of efficacy have higher levels of planning, management, and organization, are more receptive to new ideas, and are more likely to try new approaches to better fulfill their students' needs, according to the findings. It was discovered that when students are taught utilizing a range of strategies and set goals, they are more likely to understand the material.

Working Conditions

The quality of teaching and learning is determined not just by the quality of teachers but also by the environment in which teachers work. Together with the intrinsic benefits of teaching, working conditions, which are shaped by factors such as salary range, compensation, bonuses, and rewards; working time, staff-student ratios, good school leadership, infrastructure and facilities, influence teachers' satisfaction with the workplace, their tasks and the nature of the job as well as teachers' ability to do their work well and engage with students.

Working conditions also play a crucial role in attracting teachers and retaining effective teachers. There are concerns about uncompetitive salaries, high workload, stress levels, and low working environments

in various countries. While some staff attrition is unavoidable, and it may be beneficial to institutions if ineffective instructors leave the field, excessive rates of teacher attrition can exacerbate staffing issues and result in the loss of knowledge. High staff turnover rates can disrupt institutions and adversely affect teaching and learning (OECD, 2019).

In seeking out the relationships between teacher self-efficacy and working conditions, one must examine social psychology research to uncover work foundations and employees' satisfaction and motivation. Abraham Maslow, an American psychologist, proposed that human beings satisfy their needs in a specific sequence. A person can only move up the hierarchy of needs once the previous need is satisfied. His theory was that the goal or need in question would dominate a person's consciousness until the need was met.

Maslow's hierarchy begins with physiological needs, such as oxygen, food, and sleep; and above that, safety needs, such as the security of body, property, and family; following that is love/belonging needs, such as with family and friends; above that, esteem, such as respect, confidence and self-esteem; and lastly, self-actualization, such as morality, creativity, and spontaneity. Although this hierarchy of needs was linear, Maslow did not believe that a person needed to have met all of the previous needs before she could move on. He also postulated that there were exceptions to the order of the hierarchy, depending on the person involved. Finally, Maslow did not theorize that all behavior was motivated by these needs because external stimuli often had an influence, and "some behavior is highly motivated; other behavior is only weakly motivated. Some are not motivated at all, but all behavior is determined. (Guenther, 2014)

Building on Maslow's Theory, Douglas McGregor (2013) proposed thoughts on the impact of needs within the workplace context. He argued that management has provided for these physiological and safety needs had shifted the motivational emphasis to the social and perhaps to the egoistic needs. Being comfortable does not make someone satisfied, and this shifts the focus to one of human interaction and the exchange of ideas. Once these needs are met, one's self-esteem and reputation become paramount. He discussed that if people are not meeting their social and egoistic needs, they look outside of their work to meet them. His suggestion was that, under the right circumstances, participation and consultative management encourage people to direct their creative energies toward organizational objectives, give them a

voice in decisions that affect them, and provide significant opportunities for social and egoistic needs to be met.

Time

The general guidelines for the enactment of the six (6) hours of actual classroom teaching of public elementary and secondary teachers, as well as the specific guidelines to be articulated at the school level for the remaining two (2) hours to complete the eight (8) hours of work, were promulgated by DepED Memorandum No. 291 dated June 13, 2008. The six (6) hours of real classroom instruction must cover the whole teaching load as specified in the class schedule. As stated in DepED Memorandum No. 291, s. 2008, teaching loads, including advisorships and/or special assignments for the entire school year, shall be considered one teaching load. The time interval between real classroom instruction will be counted as part of the two (2) hours spent on teaching-related activities, save for lunch breaks and recess times.

Facilities and Resources

Guenther (2014) quoted Johnson, Berg, and Donaldson summarized that the physical elements of schooling – the facilities, equipment, and supplies – are easy to identify, inventory, and assess. However, it is not easy to track these resources and conditions on student learning and teacher retention. Those effects are mostly indirect and often interact with other parts of the teachers' and students' experiences.

Likewise, Leithwood, as cited by Cruickshank (2017), differentiated working conditions according to different levels, including classroom, school, principal's leadership, district, province, and broader society. At the classroom level, the volume and complexity of teachers' workloads are of greatest significance. In contrast, at the school level, the school culture, structure, relations with the community, and operating procedures have the most significant influence on teachers' satisfaction. He chose to look at the principal's leadership on teachers' working conditions separately because the source of such conditions is so distinct and the effects so alterable.

According to Kraft and Papay (2014), the principal's leadership was also one of the most important working conditions, school culture, and teachers' relationships with their colleagues. They further noted that teachers had chosen a career in which social relationships are central. They discover that their interactions with children are highly influenced by their interactions

with other adults in the school, such as their principal and coworkers. Furthermore, after controlling for student characteristics, prior test scores, and teacher and school characteristics, they discovered that teachers who work in more sympathetic environments are more effective at raising student achievement on standardized tests over time than teachers who work in less supportive environments.

Community Support and Involvement

Schools provide a working environment and professional community for teachers by ensuring appropriate teaching assignments; enough access to information, materials, and technology; and adequate time to work with colleagues on instruction matters. There are alternative ways to conceptualize different aspects of teacher working conditions (Ingersoll, 2001; Johnson, 2006; Leithwood, 2006; Perie & Baker, 1997). Many factors contribute to working conditions that can make teachers more productive and help their students to achieve (Johnson, 2003). Researchers have examined the impact of school-level working conditions, such as school facilities, community relations (Johnson, Kraft, & Papay, 2012; Ladd, 2011; Loeb, Darling-Hammond, & Luczak, 2005); as well as classroom-instruction level working conditions, such as the amount of instruction support offered and time allotted for instruction planning and five collaborations (Johnson et al., 2012; Ladd, 2011).

Managing Student Conduct

Teachers develop and improve classroom management and student behavior management abilities over time. These skills rarely "jell" until after a minimum of a few years of teaching experience. To be sure, successful teaching necessitates a high level of expertise in managing the numerous activities and situations that arise in the classroom on a daily basis. Effective classroom management requires "common sense," consistency, and frequently underappreciated teacher behavior, as well as a sense of fairness and courage.

These skills also require that teachers understand their students' psychological and developmental levels in more than one way. Effective classroom management abilities can only be learned via practice, feedback, and a desire to learn from failures. Regrettably, this is frequently easier said than done. Indeed, a part of this problem is that education students have no practical way to "practice" their developing skills outside of the classroom. The learning curve is steep, indeed (Kizlik, 2019).

Teacher Leadership

Teacher leadership refers to skills demonstrated by teachers who continue to teach students and have an influence beyond their classrooms to others within their school and elsewhere. It entails mobilizing and energizing others to improve the school's critical responsibilities related to teaching and learning. Mobilizing and energizing occurs not because the leader is the boss (as it may be with a principal), but because the individual is well-informed and convincing. As a result, competence and talent in including others in complex tasks is a crucial trait of a teacher leader. It also necessitates an unshakeable commitment to the school's primary objective and the courage to face challenges in reaching that goal (Danielson, 2006).

Professional Development

Personal Growth and Professional Development focuses on teachers' personal growth and professional development. It emphasizes instructors' correct and high personal regard for the profession by upholding traits such as care, respect, and integrity, which uphold the dignity of teaching. Personal and professional reflection and learning to enhance practice are valued in this Domain. It emphasizes the need of teachers taking on personal and professional development as part of lifelong learning.

According to research, the school system in which PD happens has an impact on its effectiveness. The effectiveness of PD might be hampered by conditions for teaching and learning both inside schools and at the system level. For example, inadequate resourcing for PD—including needed curriculum materials—frequently exacerbates inequities and hinders school-improvement efforts. Failure to align policies toward a coherent set of practices is also a significant impediment, as is dysfunctional school culture. Implementing effective PD well also requires responsiveness to educators and learners' needs and the contexts in which teaching, and learning occur (Darling-Hammond, Hyler, & Gardner, 2017).

Instruction and Support

Research has shown the importance of instruction-related working conditions for teachers' growth and students' success because these factors are more directly linked to classroom instruction and teaching (Johnson, 1990; 2006; Johnson et al., 2012; Leithwood, 2006). These multiple aspects of working conditions are malleable and dynamic within a rich,

professional context that encourages teachers' learning and growth. When schools provide a series of supports for classroom instruction as a right working environment, teachers are more sustained and effective in their work (Johnson et al., 2012).

Despite growing recognition of the importance of working conditions to teacher effectiveness, researchers have only begun to understand the importance of the classroom and instruction-level working conditions on teachers' effectiveness. In most studies, six working conditions are either operationalized as a single variable, or multiple aspects of working conditions are analyzed (Jackson, 2014; Johnson et al., 2012; Ladd, 2011); few studies have focused on the overall and detailed aspect of the classroom and instruction-level working conditions.

Several earlier researchers have focused on the investigation of the effect of classroom-instruction level working conditions such as professional instructional development, teaching workload, etc. on teacher effectiveness (Cohen & Hill, 2001; Jackson, 2014; Rosenholtz, 1989; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009); but these studies did not examine the overall effect of the classroom and instruction-level working conditions and compare the difference in each aspects' effects simultaneously. As a result, it is necessary to gain a deeper understanding of the classroom working environment and how it differs in terms of influencing teacher effectiveness.

School-Based Management

School-based management (SBM) came into existence to bring about significant change in educational practice and empower school staff to create conditions in schools that facilitate improvement, innovation, and continuous professional growth. As a vital component of the Basic Education Sector Reform Agenda (BESRA), it intended to equip public schools to empower its key officials to make informed and localized decisions based on their unique needs toward improving the educational system (Tapayan, Ebio, and Bentor, 2016). With the passage of RA 9155 (Governance of Basic Education Act of 2001), the decentralization of powers and functions of field offices marked a milestone in the DepEd. The Act ushered in the implementation of SBM, making the school the heart of formal education. The educational reform has introduced the A Child and Community-Centered Education System (ACCESS), enhancing the school and community partnership for greater accountability of the children's learning outcomes

(SBM Manual, 2018).

A study of curriculum and instructional changes in SBM found that highly innovative schools have the following attributes: a higher level of meaningful participation in the decision-making process by teachers and teacher teams; opportunities for professional development in decision-making skills; a proactive approach to information sharing among school constituents; and the freedom and empowerment of teachers to implement innovative teaching reform ideas. Equipping teachers to participate in decision-making prepares teachers to be better policymakers and contributes to school reform policy decisions.

Teachers can make the right policy decisions with building-wide and district-wide impact. The collaboration of classroom teachers is critical to the successful implementation of any program. As a result, involving teachers in curriculum creation and development makes perfect sense to ensure successful implementation. Teachers possess first-hand knowledge of classroom teaching and learning, and their feedback and insights in curriculum decisions give rise to effective instruction. Teachers have professional development opportunities to improve decision-making skills with SBM. More teachers must take a proactive role in a policy decision that impacts education (World Bank, 2017).

Furthermore, research of trust-effectiveness patterns in 79 American Midwestern schools found that in a high socioeconomic level school, high trust among parents and teachers leads to positive teacher efficacy views, supportive school structures, and excellent academic success. Indeed, trust can be argued to provide significant benefits to a company in terms of improved performance outcomes (Francis, 2017).

School-Based Management (SBM) is the decentralization of decision-making authority to schools. To improve school performance, school administrators, teachers, and students collaborate with community leaders, local government officials, and other stakeholders at the school level (A Primer on School-Based Management, 2009).

Several reasons explain why different policymakers and even governments widely support SBM. One of the key reasons is that principals, teachers, and parents are the best persons to manage educational resources to fulfill the requirements of the larger community. If a strict regulation is imposed upon schools, it limits their ability to reach their full potential in meeting students' needs. When a school is respected, it has a detrimental

impact on student performance, leading to greater test scores and lower dropout rates (Montreal Economic Institute, 2007). Even though many other factors, such as family influence, influence student achievement, school autonomy has the biggest impact on overall school management and organization.

The implementation of SBM also results in "increased efficiency, and innovation in the delivery of education, reduced education bureaucracy increased the responsiveness of schools to the needs of local communities, strengthened accountability and increased engagement with, and financial support for, schools" (Montreal Economic Institute, 2007). In countries with devolved education systems, or a high degree of autonomy, average performance in mathematics and literacy tends to be higher. However, the OECD report warns that there is no causal association between school autonomy and academic success.

Lapuz (2009) stressed that with the SBM, the school, as the key provider of education, would have to empower its key officials to make an informed and localized decision based on their unique needs toward improving our educational system. He added that the principals and teachers need to develop their people skills and managerial capabilities for his new setup to succeed. They must be empowered to be catalysts for change in the school. Change is contagious as the community becomes a close ally of the school in instituting reforms.

In implementing the School-Based Management, DepEd cites local and international studies showing that it can empower schools to develop a better quality educational process, healthier teaching/learning environments, and improved student outcomes. In Abu Dhabi, Al Kaabi & Ali (2015) conducted a study called "An Evaluation of the School-Based Management Practices in the New School Model: A Study on Al Ain Schools" to investigate the impact of staff position on SBM practices. The findings show that participation of school staff in SBM practices in areas where they have authority is more significant than participation in areas where they have no or little authority. Furthermore, the personnel had a great willingness to participate in decision-making, which was compatible with their actual participation in both areas. Moreover, the staff desire and actual participation were stronger in the areas directly related to teaching than in the administrative tasks.

The Road to Success (RTS) is a well-documented report on an in-depth evaluation of school

improvement in 32 schools in four provinces in Pakistan. Enrolment, attendance, repeat rate, and retention were utilized as success measures because data on student performance was not accessible. The findings are as follows: (a) a capable headteacher (and teachers) and a supportive community are critical causal factors in the process of positive school change; (b) heads and teachers can form a cluster of schools to help each other; (c) parents/communities support schools through involvement in their own children's learning, involvement in securing facilities and financial support for the school, and involvement in school accreditation (Abulencia, 2013).

Decades of research have shown that in the Australian Capital Territory (ACT), school governance with decision-making authority at the school level provided greater freedom and autonomy, achieving greater significant equity among schools, and providing equal opportunity for students to use school facilities. The study demonstrates that SBM's significant impact has improved local decision-making at the school level and student outcomes. The report also indicates that SBM policies have improved learning environments for students and given more significant professional development opportunities for staff in key learning areas. School-Based Management (SBM) enables schools to create healthier school climates, improve system environments, and provide a better teaching and learning environment. Teachers would be more committed to improving student achievements. (Bandur as cited by Cabardo, 2016).

The report prepared by a World Bank and AusAID team (2013) entitled "Basic Education Public Expenditure Review Phase II School-Based Management in the Philippines: An Empirical Investigation" reveals that the analyses of SBM survey and national school data reached a common finding that teachers' experience, measured by their rank (three levels within each category of the instructor, teacher and master teacher) significantly influence SBM implementation. First, it was shown that schools with more experienced teachers are likely to prepare School Improvement Plans and thus received SBM grants earlier.

Bucud's (2017) research entitled "The Effects of Decentralization on Community Participation in School-Based Management in the Philippines" concluded that education decentralization provided the necessary legal framework and mechanisms to promote community participation within a decentralized education management context. However, changes in community participation patterns

after the enactment of RA9155 have been limited. School sites have yet to fully maximize this potential to develop and harness school-community partnerships that are effective and mutually beneficial to both the school and the community.

School Leadership

Educational leadership can either be a source of insanity or a valuable contribution to the improvement of our institutions. Fixing everything or focusing on a few key areas can be a frenzied task. It can either be a pointless exercise of power or an opportunity for folks to help themselves. In the face of significant social change, a tumultuous sea of governance conflict, and enormous expectations on schools, it is reasonable to conclude that anyone aspiring to school leadership is either insane or a supreme egotist. Since educational leadership is exceptionally complex, simple models do not adequately explain the individual or lead character. The leader must explain the society's principles while still having personal views that are distinct from those of the community. Only having followers makes it possible to be a leader. If the leader's beliefs and values do not align with the group's, there will be no followers. On the other hand, leadership challenges the status quo by experimenting with new ideas and establishing new forms. Scholars have debated whether prominent leaders are honest or not for a long time (Thomas & Bainnridge, 2001).

As a result, according to In the Primer School-Based Management Environment (2009), the School Head as the lead implementer of SBM has the following responsibilities: setting the school's vision, mission, goals, and objectives; creating a learning environment within the school; implementing the school curriculum and being accountable for higher learning outcomes; developing the school's education program and school improvement plan; and offering educational services. Also, introduce new and innovative modes of instruction to achieve higher learning outcomes. Besides, it administers and manages all school personnel, physical and fiscal resources, recommends the school's staffing compliment based on its needs, and encourages staff development. In terms of linkages, it establishes school and community networks and encourages active participation in teachers' organizations, associations of non-academic personnel of public schools, and parent-teachers-community associations.

School administrators are taking on new, more collaborative responsibilities. The partnership process must be understood by current and future school

leaders. They must involve all stakeholder groups in identifying problems, exploring options, building consensus, and developing innovative solutions to improve students' and their families' conditions and support educational excellence (Bradshaw, 2010).

Internal Stakeholders

Highly creative schools have the following characteristics, according to a study of curricular and instructional improvements published in *School-Based Management: a higher level of meaningful participation in the decision-making process by teachers and teacher teams; opportunities for professional development in decision-making skills: an approach to information sharing among school constituents that is proactive: Teachers should have the freedom and authority to apply creative teaching reform ideas. Teachers become active participants in procedures that control their practices as teacher input and ideas are sought and appreciated in policy decisions. Teachers, understandably, demonstrate greater devotion and freedom in implementing policies that they helped to establish.*

This involvement is crucial to any policy's success. Furthermore, school-based management allows teachers to enhance their decision-making skills, which is beneficial to both teachers and schools. Equipping teachers to participate in decision-making prepares teachers to be better policymakers and contributes to policy decisions that strengthen school reform. Teachers can make the right policy decisions with building-wide and district-wide impact. Education policies at the national, state, and local levels need classroom teachers' cooperation to be fully implemented and beneficial.

Teachers can influence policy decisions through curriculum preparation and implementation, school-based administration, internal evaluation, technology, and advisory councils. The collaboration of classroom teachers is critical to the successful implementation of any program. As a result, involving teachers in curriculum creation and development makes perfect sense in order to ensure successful implementation. Teachers have firsthand experience with classroom teaching and learning, and their criticism and input into curricular decisions help to produce effective instruction. Teachers have greater meaningful involvement in the decision-making process, information exchange among constituencies, and the flexibility to develop and execute creative reform ideas with school-based administration.

Teachers also have professional development opportunities to improve decision-making skills relevant to school-based management. Teachers can obtain access to administrators and school board members through internal evaluation, receive firsthand data, and offer data-driven, well-informed policy proposals. Teachers can use technology to connect, share ideas, obtain information, improve professional knowledge, and democratically influence policy decisions. More teachers need to be involved in policy choices that affect education (Kumar, 2000).

Advocates of SBM assert that it should improve educational outcomes for several reasons. First, it enhances principals' and teachers' accountability to children, parents, and colleagues. As mentioned in the World Bank's 2004 World Development Report, *Making Services Work for Poor People*, accountability systems that put people at the center of service provision can go a long way toward making services work and improving outcomes by promoting participation in service delivery. Second, it enables local decision-makers to identify the best combination of inputs and educational policies that are tailored to local realities and requirements.

External Stakeholders

Sidhu (2004) advocates that the organization and administration are all the institution members; every institution must be treated as a large family. Inculcate this spirit among all members to work unitedly for the institution's efficiency and welfare. There should be a distribution of work and duties among teachers and students by their status and capabilities. Authority should be decentralized. Various groups and committees should be of different activities.

Resource Management

The World Bank 2004 added that the Quality Assurance and Accountability System offers a mechanism for school-based quality in the critical systems, processes, outputs, and outcomes of DepEd at various management levels to improve learning outcomes, continuous school improvement, and better technology and management services. It is backed up by interlocking monitoring and assessment mechanisms that routinely give educators with timely data for planning, making decisions, and making modifications.

Furthermore, School-Based Management programs come in a variety of shapes and sizes, depending on who has decision-making authority and how much

decision-making power is devolved to the school level. While some systems delegate control only to administrators or teachers, others, such as school committees, encourage or require parental and community engagement (sometimes known as school councils).

SBM programs often delegate power over one or more of the following activities: budgeting, hiring and firing of teachers and other school personnel; curriculum creation; and textbook and other educational materials. Purchasing, infrastructure improvements, adjusting the school calendar to meet the needs of the community, and tracking and evaluating teacher performance and student learning outcomes are all on the table. SBM includes school development plans, school grants, and the disclosure of educational results.

School Improvement Process

Every school has an efficient, inclusive, and continuous school improvement process that is institutionalized through a school/community continuous improvement process. Allow every school to establish a School Improvement Plan (SIP), implement it, monitor, report on, and assess its effectiveness in achieving desired learning outcomes at the school level. Allow every school and its community to form and sustain effective and empowered School Governing Councils (SGCs), which will aid the school principal in his or her operational leadership in the improvement of the school. Offer schools with the tools they need to implement procedures and practices for school-level accountability to parents, the community, local governments, and the DepED hierarchy, such as School Profiles, School Report Cards, and other forms of reporting school-wide educational outcomes (participation, completion, and achievement).

Expand the use of student tracking technologies in schools to track children who are regularly missing, having difficulty, or who are lagging, among other things. Establish and maintain school/community-level initiatives to improve students' and teachers' fundamental health and nutrition circumstances, which should be a key component of the SIP and a key duty of the SGC (BESRA, 2009).

School Performance Accountability

A framework for school-based resource management: Create a realistic and simple school-based framework for the thorough management of all resources accessible to schools (e.g., GAA money, local

government funds, community contributions, and other sources) for the achievement of the school's mission, specifically desired learning outcomes. Develop an administrative and operational environment, including fundamental financial management and resource accounting tools that are applicable for all types and sizes of schools, allowing schools and communities to become self-governing (BESRA, 2009).

Stakeholders must understand what School-based Management is and how it is executed for SBM to succeed. Each participant must be aware of his or her new roles, obligations, and responsibilities for others. SBM requires the cooperation of school and district officials, as well as the maintenance of open lines of communication. Most importantly, SBM requires time to succeed; experts advocate a minimum commitment of three to fifteen years to SBM. Make certain that there is a solid commitment to SBM at the state, district, and school levels from the start; seek out a skilled SBM consultant: Accept that mistakes will be made throughout the transition and recognize stakeholders for their efforts.

Methodology

Research Design

This study employed descriptive-correlational and causal-comparative research designs. This study describes the teachers' self-efficacy, working conditions, school-based management practices, and the performance of these respondents, and correlational design since this study investigates the relationship between the respondent's performances to self-efficacy, working conditions, and the school-based management practices. This study also employs a causal-comparative research design since it also examines the variables that best predict and eventually develops models that best fit the performance as a whole.

Participants of the Study

The respondents of the study are public secondary school teachers from the three (3) Divisions of Region X, namely, Division of Iligan City, Division of Misamis Oriental, and Division of Lanao del Norte, including annexes and integrated schools. The multi-stage sampling method is employed to determine the 1053 public high school teachers, who rated themselves in their self-efficacy, working teachers' consolidated summary of the individual performance commitment and review from the school year

2018-2019 as the basis for their performance.

Data Gathering Procedures

In gathering the data for the study, the researcher obtained a letter of request from the Dean of the Graduate School requesting permission from the office of the Schools Division Superintendent to allow the researcher to conduct the study in the public secondary schools in the Division of Iligan City, Division of Misamis Oriental, and Division of Lanao del Norte. After the approval was granted, the researcher brought the letter to each school's School Heads or Principals. Then, the researcher distributed the questionnaire personally to the respondents to explain the purpose of the study and ways of answering the questionnaire. The researcher assured the respondents of the confidentiality of their answers in line with the proper research ethics. Finally, the data gathered were tabulated and treated using the identified statistical tools of the study.

Instrumentation

The instrument used in the study was a standardized questionnaire, including 158 questions that were split into four major sections: Teachers' Self-Efficacy, Teachers' Working Conditions, School-Based Management practices, and performance.

Part I was an initial question that gave contextual data such as name and the performance result based on the content and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The data will be based on the Philippine Professional Standards for Teachers – Individual Performance Commitment and Review Form 2018 – 2019 evaluation. The researcher used the consolidated document/data available in the division office or the principal's office.

Part II of the instrument included thirty (30) questions adapted from Tschannen-Moran and Woolfolk Hoy's Teachers' Sense of Efficacy Scale (TSES) (2001). Tschannen-Moran and Woolfolk Hoy (2001) created a measurement tool that represents teachers' efficacy across three main correlated factors: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management. According to Bandura, as Guenther (2014) mentioned, these correlations are created because self-efficacy changes over time and according to the task.

Part III of the instrument included sixty-eight (68) questions concerning teacher working conditions and adapted from the Teaching, Empowering, Leading and

Learning (TELL) Survey, created by the New Teacher Center (2006). Although working conditions in schools can vary greatly, participants' feedback is confined to a questionnaire, wherein working conditions are limited. The core construct of the Teacher Working Conditions section of the questionnaire includes Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, Professional Development, and Instructional Practices and Support.

Lastly, Part IV of the instrument was the school-based management practices adapted from A Primer on School-Based Management 2009, A Primer on School Leadership 2009, A Primer on School Performance Accountability 2009, and a Primer on School-Community Partnership 2009. The questionnaire consisted of the six dimensions of School-Based Management, namely, school leadership, internal stakeholders, external stakeholders, resource management, school improvement process, and school performance accountability, with fifty-nine (59) questions.

Statistical Treatment

In the analysis of the data of the study, the researcher employed correlation to measure the relationship between performance, self-efficacy, working conditions, and school-based management practices.

Result

Correlation Analysis of Self-efficacy, Working Conditions, School-based Management Practices, and Performance of Teachers

The researcher used the Pearson Product Moment Correlation to determine the relationship between the endogenous variable, which is the teachers' performance, and the three exogenous variables: self-efficacy, working conditions, and school-based management practices.

Table 1 shows the relationship between the exogenous variables toward the endogenous variable. There are only a few variables that do not correlate to the performance of teachers. All variables of working conditions and school-based management practices, except the school improvement process, correlate with teachers' performance.

Table 1. Relationship between teachers' performance, self-efficacy, working conditions, and school-based

management practices

Indicators	Correlation Coefficient	Probability
Self-Efficacy	0.040	0.192
Student Engagement	0.044	0.154
Classroom Management	0.030	0.337
Instructional Strategies	0.039	0.211
Working Conditions	0.090	0.004**
Time	0.095	0.002**
Facilities and Resources	0.090	0.003**
Community Support and Involvement	0.071	0.021*
Managing Student Conduct	0.082	0.008**
Teacher Leadership	0.061	0.047*
Professional Development	0.083	0.007**
Instructional Practice and Support	0.064	0.038*
School-Based Management Practices	0.084	0.006**
School Leadership	0.084	0.006**
Internal Stakeholders	0.070	0.023*
External Stakeholders	0.074	0.016*
School Improvement Process	0.060	0.053
Resource Management	0.091	0.003**
School Performance Accountability	0.083	0.007**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 1. 1

Accordingly, the teacher's working conditions and school-based management practices have a positive influence on educational improvement. These are crucial factors in improving and promoting education reform. They tend to exhibit greater planning and organization levels, greater persistence when things do not go smoothly, and greater resilience in the face of setbacks (Chan, 2015).

As teachers' input and thought in policy decisions are welcomed and valued, teachers become active participants in processes that govern their practices. Understandably, teachers show more commitment and liberty to implement policies they help to develop. This involvement is critical to the success of any policy.

Working Conditions

The correlation result shows that the working conditions had an $r=0.090$ with a p-value of 0.004, and its sub-variables time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, professional development, and instructional practice and support with p-value lesser than 0.05. These imply a significant relationship with the performance of high school teachers.

The provision of allowing all the members of the school to decide on different issues arising in the workplace and making themselves influential and significant is just one of the many such efforts that have been accomplished in establishing and building a collaborative climate within the school premises (Vicera and Bentor, 2013).

Evidently, teachers are most efficient in performing their duties in schools if their working conditions are

highly favorable. Thus, they are looking and aiming for the mentioned sub-variables under the working conditions category.

School-based Management Practices

The school-based management practices show a correlation result of $r=0.084$ with a p-value of 0.006 with its sub-variables school leadership, internal stakeholders, external stakeholders, resource management, and school performance accountability with a p-value lesser than 0.05, implying a significant relationship with the performance of the teachers. In contrast, the school improvement process had an $r=0.060$ with a p-value of 0.053 greater than 0.05, implying no relationship towards performance.

In the report prepared by a World Bank and AusAID team (2013) entitled "Basic Education Public Expenditure Review Phase II School-Based Management in the Philippines: An Empirical Investigation" reveals that the analyses of SBM survey and national school data reached a common finding that teachers' experience, measured by their rank (three levels within each category of the instructor, teacher and master teacher) significantly influence SBM implementation. First, it was shown that schools with more experienced teachers are likely to prepare School Improvement Plans and thus received SBM grants earlier.

The null hypothesis that "There is no significant relationship between the teachers' performance to working conditions and school-based management practices" is rejected while self-efficacy is not rejected. Nowadays, various activities and programs of the Department of Education (DepEd) are designed to promote a positive learning climate, professional growth, self-efficacy, strong leadership, and decision-making for all the school community members.

Leithwood, as cited by Cruickshank (2017), differentiated working conditions according to different levels, including classroom, school, principal's leadership, district, province, and broader society. At the classroom level, the volume and complexity of teachers' workloads are of greatest significance, while at the school level, it is the school culture, structure, relations with the community, and operating procedures that have the greatest influence on teachers' satisfaction. He chose to look at the principal's leadership on teachers' working conditions separately because the source of such conditions is so distinct and the effects so alterable.

The implementation of SBM also results in "increased efficiency, and innovation in the delivery of education, reduced education bureaucracy increased the responsiveness of schools to the needs of local communities, strengthened accountability and increased engagement with, and financial support for,

schools” (Montreal Economic Institute, 2007). In countries with devolved education systems, or a high degree of autonomy, average performance in mathematics and literacy tends to be higher. However, the OECD report cautions that the relationship between school autonomy and academic performance is not causal.

Several reasons explain why different policymakers and even governments widely support SBM. One of the main reasons is that principals, teachers, and parents are the best people to manage the resources available for education to meet the wider community's needs. If a strict regulation is imposed upon schools, it limits their ability to reach their full potential in meeting students' needs. If a school organization is given importance, it will negatively affect student performance through increased test scores and reduced dropout rates (Montreal Economic Institute, 2007).

Discussion

Based on the findings of the study, the following conclusions are drawn:

Most of the teachers in the Division of Iligan City, Division of Lanao del Norte, and Division of Misamis Oriental, Region 10, have very satisfactory performance.

Teachers have high self-efficacy in terms of student engagement, classroom management, and instructional strategies. High-quality teacher-student relationships are a key factor in determining student engagement. Student engagement involves teaching students the importance of working together to accomplish an instructional goal. Developing a setting to encourage student participation at the elementary and secondary levels leads to effective lessons, which increases learning. Classroom management requires teachers to employ various strategies to control students' disruptive behaviors in the classroom. This portion seeks to answer the respondents' self-efficacy on instructional strategies.

Teachers agreed that they have favorable working conditions in terms of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, professional development, and instructional practice and support. The quality of teaching and learning is determined not just by teachers' quality but also by the environment wherein teachers work. Together with the intrinsic benefits of teaching, working conditions, which are

shaped by factors such as salary range, compensation, bonuses, and rewards; working time, staff-student ratios, good school leadership, infrastructure and facilities— all these influence teachers' satisfaction with the workplace, their tasks and the nature of the job as well as teachers' ability to do their work well and engage with students.

Furthermore, teachers have a higher level of meaningful involvement as teachers and teacher teams in the decision-making process; in opportunities for professional development in decision-making skills; and, equipping teachers to participate in the decision-making process not only prepares teachers to be better policymakers but also contributes to policy decisions with school reform.

All variables of working conditions and school-based management practices, except the school improvement process, correlate with teachers' performance.

The teachers' performance is highly affected by the time from the working conditions. It means that this variable is the only predictor of the performance of the teachers.

The model that best fits teachers' performance is anchored on working conditions in terms of time, community support and involvement, teacher leadership, professional development, and school-based management practices in terms of school leadership, internal stakeholders, resource management, and school performance accountability. Therefore, the null hypothesis states that “there is no model that best fits teachers' performance” is rejected. The Teachers' Performance Paradigm Clock serves as a theorized illustration of the relationship of self-efficacy, school-based management practices, and working conditions towards teachers' performance, encompassing all the teacher's knowledge and skills and the theories that were employed in this study. It perfectly represents the best fit model 5, showing the relationship of the variables present in the said model.

Conclusion

In light of the findings and conclusions, the following recommendations are offered:

In relation to the teachers' performance, teachers should continue the good and preferably enhance the quality of practices and school management to improve and sustain their high level of performance.

Teachers may be encouraged to select and utilize various teaching strategies appropriate for lessons to be tackled to cope with diverse students. In addition, they may utilize a range of resources and provide

intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards attaining quality education.

School Administrators may create healthier school climates and improved system environments that provide better, if not the best, teaching and learning environments. Teachers would be more committed to improving student achievements.

Furthermore, School administrators should find themselves in new, more collaborative roles. Current and future school leaders are encouraged to understand the collaboration process. They are also encouraged to involve all stakeholder groups in identifying problems, exploring options, building consensus, and developing innovative solutions to improve conditions for students and their families and supporters.

Nevertheless, all stakeholders, including the learners, must also be made aware of the Teachers' Performance Paradigm Clock through various lectures or seminars. This will help them understand how great and challenging the responsibilities and challenges that teachers face in and out of the classroom by becoming familiar with all their roles and the factors to consider that affects the performance of teachers through time; and that all stakeholders contribute to the total success of teachers in pedagogy not just by the teacher's efforts alone.

It is also recommended to conduct further research or similar studies to identify other related factors affecting teachers' performances. Other relevant factors may be looked into, such as the number of students per class, the classroom transitions due to emergency situations like the pandemic that is being experienced today, a load of requirements for public teachers, as well as the compensation and benefits given to both public and private school teachers. Moreover, other researchers are encouraged to conduct studies utilizing the best-fit Model 5 and Teachers' Performance Paradigm Clock to further explore their functions.

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