



# Working Condition and Sense of Efficacy of Teachers: Input for School Improvement Plan

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**Abstract**— The purpose of the study is to determine the domain of working condition that best influences sense of efficacy of the public elementary teachers in Davao de Oro. A non-experimental quantitative research design using correlational techniques were applied in the study. A total of 150 elementary teachers participated in the study selected using proportionate stratified sampling. Standardized questionnaires were used to gather data from the participants via face-to-face survey. Weighted mean, Pearson r and regression analysis were used to analyze the data. Results revealed that the level of teachers work condition the sense of efficacy were very high. Further, a significant relationship exists between the teacher's working conditions and sense of efficacy. When regressed, it was found that job commitment and professional intentions best influence teachers' self-efficacy. The study finding can be used as input to the school development plan.

**Keywords**— educational management, work condition, sense of efficacy, teachers, correlation, Philippines.

## I. INTRODUCTION

Today, teachers' self-efficacy is not well-manifested due to the challenges posed by the pandemic that forces teachers to adapt to new modes of teaching, like hybrid and modular learning. These changes in working conditions have hindered the effective manifestation of teachers' self-efficacy (Colon & Falk, 2021). Current observations indicate that some teaching practices in the country are not conducive to learning. Teachers are burdened with a large number of responsibilities that can lead to inefficiency and affect their ability to fulfill their duties (Madero, 2020; Jomquad, Antiquina, Cericos, Bacus, Vallejo, Dionio, Bazar, Cocolan, & Clarin, 2021). Moreover, adding to teachers' burdens are tasked with instructing students in specific skills such as decision-making, critical analysis and achieving a balanced mindset that promotes equilibrium between their personal and professional lives (Kapur, 2019).

However, teachers with a high sense of self-efficacy can lead a more significant commitment to the teaching profession and the importance of providing support and mentoring to these teachers, whether through micro or macro-mentoring or informal means and the more excellent greater structure and accountability at the school or conference level. Improving support for teachers can ultimately lead to improved student instruction, highlighting the critical role of teacher efficacy in the educational process (Dolighan & Owen, 2021). Teachers with high self-efficacy tend to have higher levels of job satisfaction, experience less

job-related stress and encounter fewer difficulties when dealing with student misbehavior (Entegro, 2022). The confidence in one's abilities, the act of advancing or elevating, good conduct by students, and the conditions in which one works significant job contentment. These factors affect both the happiness and welfare of teachers and



the effectiveness of their work environment, which results in enhanced engagement from teachers, students, and parents (Ortan, Simut & Simut, 2021).

Teachers' self-efficacy has been considered a factor that enables teachers to act effectively to meet the goal in the working condition. Teachers' efficacy is believed to be a significant predictor of their effectiveness in teaching, as they are the primary factor affecting student achievement. Teachers with high self-efficacy can impact students' learning and exhibit student-centered instruction that increases student ownership of their teaching (Van Aalst, Huitsing, Mianhard, Cillessen & Veenstra, 2021). Effective teachers in the field, especially in their instruction, are good at management and relationship with the student and can balance their emotional, intellectual, and social capabilities.

Teachers who possess a strong sense of efficacy are inclined to acquire and employ creative teaching strategies, implement management methods that support student learning, establish achievable objectives, confront student setbacks, willingly offer additional support to struggling students, and create instructional plans that foster student achievement, particularly in academic skills (Hoy & Miskel, 2008; Kozel, 2007, Lay, 2022; Puncher & Taylor, 2006). On the other hand, teachers who are ineffective in the field can make it difficult for students to learn. It decreases the student's willingness to attend school and inability to set and achieve goals (Chinooneka & Mupa, 2015; Day, 2019).

This study focuses on the study that dealt with teacher working conditions and a sense of efficacy. In the local setting, specifically in Compostela East-West District, the researcher has not found any study focusing on the teacher working conditions and sense of efficacy. It is the context that the researcher is interested in determining whether teacher working conditions have a significant relationship with the teacher's sense of efficacy and determining what domain of teacher working conditions best influences the teacher's sense of efficacy.

Thus, the researcher proposes a school improvement plan based on the findings that provide information to the DepEd Supervisors, school heads, and principals of Compostela East-West District on the possible intervention to improve the teaching-learning process, teacher support, and retention.

## **RESEARCH OBJECTIVES**

The purpose of this study was to determine the domains of working conditions that best influence the sense of efficacy of teachers: Assess the level of teacher working conditions in terms of, time, facilities and resources, empowerment, leadership, professional development, mentoring; and job commitment and professional intentions. Ascertain the level of Sense of Efficacy of teachers in terms of: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management.

Determine the significance of the relationship between the working conditions and sense of efficacy of teachers. Find out the domain of working conditions best influence the teachers' sense of efficacy. Lastly, propose a school improvement plan based on the study findings.



## HYPOTHESIS

The following null hypotheses were treated at a 0.05 level of significance, that there is no significant relationship between teacher working conditions and their sense of efficacy; and there is/ are no domain of teacher working conditions that best influence their sense of efficacy.

## LITERATURE REVIEW

### *Teacher's Working Condition*

Teachers face numerous challenges impacting their working conditions in the world of education. One critical indicator was time. Time is a crucial aspect that affects educators' working conditions. Teachers with adequate time succeed (Dayagbil, 2017). Dinlayan, Javier & Tumlos, (2020), educators faced numerous challenges related to multiple management-related hurdles, such as difficulty giving students individualized attention, trouble keeping students, and disciplinary actions due to a lack of time to perform different tasks.

Another significant indicator that affected teachers' working conditions was the availability of facilities and resources. Teacher instruction is influential to student learning in the classroom. The teachers' instruction correlates to teachers' efficacy inside the class. Teachers' working conditions encompass a range of factors, including the quality and maintenance of classroom facilities, availability of modern technology and instructional materials, and other resources that can enhance collaborative teaching and learning (Johnson & Leithwood, 2006; Fronda, Llamas, Portana, Policarpio, & Rigat 2021). Insufficient resources hindered teachers; ability to create a conducive learning environment, negatively impacting students' education (Barobo & Dimaano, 2020).

Empowerment emerged as a crucial factor in teachers' working conditions. Teachers with limited experience tend to change or quit their jobs more often than those with more experience. Higher salaries are associated with greater retention, meaning that teachers who earn more are likely to remain in the profession. Teachers who value the personal rewards of their work are more inclined to stay in their positions, which may give them more authority in school-wide decisions and make them feel empowered, resulting in higher retention rates. (Shen, 1997; Ortan, Simut & Simut, 2021). Empowering educators to substantially boost educators' sense of accomplishment, inspiration, and dedication to their jobs. In addition, higher student accomplishment and improved teacher quality were associated with teacher empowerment (Lasala-Valdez & Tan, 2021).

Leadership plays a vital role in shaping teachers' working conditions which can be categorized into three broad areas: administrative support and leadership, student behavior and the overall learning environment, and teacher autonomy and control over their working environment (Baker & Perie, 1997; Muhammad, Masood & Saleem, 2020).

Teachers' working conditions are primarily the responsibility of managers or administrators; the enthusiasm demonstrates that individuals put into a job (Johansson, Myrberg, & Toropova, 2020). The administrator and managers need to recognize and address the working conditions from a management perspective (Amir, Bashir, Hasan, & Jawaad, 2020).



In addition, if the administrator or managers fail to supply the needs of their subordinates, then the task they engaged in will be demonized (Sherf, Tangirala & Venkataramani, 2019). Workplace demotivation can manifest as a lack of teamwork, acceptance of ineffective communication, discouragement of initiative, disregard for rewards, low organizational objectives, implementation of harsh policies, and a failure to provide meaningful training opportunities (Bennet, 2007; Driscoll, 2012; Khan, 2021; Phenix, 2006; Rasberry, 2011; Sughrue, 2012). Furthermore, Lasala-Valdez & Tan (2021) found that leadership is crucial to enhancing educators in the Philippines; it was also indicated that teacher work satisfaction, motivation, and dedication were all increased when they had access to tools and chances for professional development.

Professional development was another critical factor that influenced teachers' working conditions. In the research, 15 teachers were interviewed for two hours using semi-structured interviews and four key findings were identified. Firstly, teachers expressed diverse professional development requirements based on their developmental stages. Secondly, teachers wished to connect and collaborate with colleagues who share their interests within their schools and the district. Thirdly, teachers desired opportunities to explore new roles and responsibilities in the field of education. Lastly, the researchers found that teachers sought professional development relevant to their work context. (Anderson & Olsen, 2006). In addition, Isidro and Sadiwa (2020) discovered that professional development programs that focus on teachers' subject-matter expertise, pedagogical skills, and classroom management are correlated to teacher job satisfaction. Mentoring played a significant role in improving teachers' working conditions.

Mentoring is crucial to teachers' professional growth and job satisfaction in the Philippines (Dayagbil & Llobrera, 2019). Mentors can transfer skills and knowledge accumulated through professional practice and specialized training (Ambrose, Burke & Davenport, & Peiser, 2018). In addition, teachers' working conditions and job satisfaction increased after participating in mentorship programs that support the emotional and social aspects of the teachers (Galang & Rosete, 2016).

Job Commitment and Professional Intentions serve as the final indicator of teachers' working conditions. The successful teacher demonstrates sincere dedication to teaching and genuinely cares for each child (Mart, 2018). In addition, Tindowen (2020) discovered that high school educators exhibit considerable dedication and loyalty to their profession, particularly 9th-grade instructors who are devoted to their organization and profession, resulting in a heightened sense of contentment with their job. However, Bennet (2007) argued that job commitment and professional intentions are vital factors in education's success, impacting teachers' performance, absenteeism, burnout, and turnover and influencing students' improvement and attitudes toward school. The commitment and engagement of teachers have been recognized as one of the most crucial factors in the success and future of education (Huberman, 1993; Irene & Lopez, 2018; Nias, 1981).

Therefore, a teacher must conduct himself/herself to show commitment to the profession of education (Berk, 2005; Ma, 2022). Teachers can develop or strengthen their commitment to various factors, including student behavior, support from colleagues and administrators, parental expectations, and national education policies





(Broers, 2008; Mart, 2018). Over the years, reform policies in numerous countries have resulted in a decline in teachers' working conditions, leading to demotivation, attrition from the profession, increased absenteeism, and an adverse effect on the quality of education (Chinooneka & Mupa, 2015; Day, 2019).

In conclusion, teachers' working conditions encompassed indicators such as time, facilities and resources, empowerment, leadership, professional development, mentoring, and job commitment. Addressing these indicators is crucial for creating an environment where teachers thrive, improving student outcomes and overall educational success.

### ***Teachers' Sense of Efficacy***

The quality of teaching is closely linked to teacher efficacy, which is the most significant factor in student achievement within the school setting. As such, identifying and enhancing teacher effectiveness to improve overall student achievement should be a priority for school leaders. Teachers' level of preparation, professional knowledge, experience, enthusiasm, flexibility, perseverance, and specific instructional practices are all factors that can have an impact on student achievement (Afalla & Fabelico, 2020; Nias, 1981; Pretorius, 2013; Sapon, 2009; Wenglinsky, 2008).

Teachers play a significant role in shaping what and how students learn. There is ample evidence that specific teachers, content knowledge, and experience are key contributors to student achievement. (Kraft & Blazar, 2017; Lee, 2019).

The first indicator of teachers' sense of efficacy is student engagement, which showed the correlation between teacher self-efficacy and student achievement. Teachers with strong efficacy had a warm classroom atmosphere and supported students' needs (Ashton & Webb, 1986; Kurtović & Bajramovic, 2021). Filipino teachers effectively got students to learn, emphasizing that teacher efficacy is a strong predictor of student engagement, with a higher efficacy perception and student involvement (De Vera, 2021). Thus, helping teachers in their education is a good way to boost excellent teachers' confidence and students' interest in the class. Being an effective teacher means changing from year to year, day to day, or minute to minute, considering the needs of the learners, class, and students. As teaching changes constantly, the meaning of effective teachers also changes (Dibapile, 2012; Lay, 2022).

Instructional Strategies is a critical factor in teachers' efficacy. Teaching efficacy is associated with the capacity to deliver instruction that addresses the diverse needs of students, integrates learning objectives, and evaluates the effectiveness of different modes of learning among students (Paolini, 2015). Teaching proficiency of educators in subjects such as digital literacy, evaluation, and essential life abilities is connected to students' academic performance (Henry, Mercado & Mais-Math, 2022). When teachers have a plan prepared and present it effectively in an effective teacher's classroom, students might notice it (Faroun, 2020; Taskin, 2017). Teacher efficacy was found to have a more significant impact on students' achievements, such as having the initiative to implement intervention strategies to help students who have difficulty in reading. (Shahzad & Naureen, 2017; Bas, 2022)



The final indicator of teachers' sense of efficacy is classroom management, which involves the skillful implementation of strategies to establish an optimal learning environment for all students, including those with special needs (De Boer, Doolaard, Harms, Korpershoek, & Van-Kuijk, 2014; Margareth, 2019). Classroom practices are also critical to learning because teaching inside the four corners is important (Geraldine, 2018; Schunk, 2012). The researcher on classroom management suggests mostly employing an interventionist approach, establishing clear rules to ensure a well-run classroom. They use reinforcement strategies to encourage positive behaviors and discourage negative behaviors. (Matovu, 2018; Oliver & Reschly, 2007). Teachers who express impatience when faced with challenging situations and resort to criticizing students for their failures are more likely to have lower levels of teaching efficacy (Barni, Danioni & Benevene 2019).

Teachers with high teaching efficacy are less likely to resort to punitive measures such as using authority, verbal abuse, or removing students from the classroom during learning (Ashton & Webb, 1986; Sarkar & Kundu, 2021). Instead, they require training to select and implement appropriate strategies based on the unique needs of their students. Furthermore, (Bate, Go, Golbin, & Velos, 2020) emphasized that confident teachers in the Philippines were likely to have positive classroom management practices. The efficacies of classroom management predicted that confident teachers could manage behavior and emphasize mutual respect, love, and tolerance in teacher-student relations (Akman, 2020).

In conclusion, teacher efficacy is vital for student achievement, and school leaders should value enhancing teacher effectiveness. Student outcomes are impacted by preparation, experience, content knowledge, learning styles, teaching approaches, and classroom management.

## **CORRELATION BETWEEN MEASURES**

There is a significant connection between the two variables in which teachers' working conditions relatively influence as it develops and improves the teachers' sense of efficacy. Several sources (Lazarides & Warner, 2020; Puncher & Taylor, 2006; Wheatley, 2005) indicate that a teacher's level of efficacy is positively associated with their effectiveness in the teaching profession. In addition, Bandura (1997) states that teacher self-efficacy significantly impacts teachers' instructional practices and student outcomes. Teachers who are high in self-efficacy can lead to job satisfaction in working conditions and enable teachers to be more open to new teaching methods, can manage themselves to more challenging goals, can exhibit good decisions, and can organize easily. Thus, teachers' sense of efficacy can give excellent working conditions through its environment; it can build a harmonious working condition wherein every employee helps hand in hand to perform a task. It also leads to job satisfaction.

Teacher efficacy is related to the quality of teaching and may be the single most important school-related factor in student achievement (Ayllón, Alsina & Colomer, 2019; Pretorious, 2013;). Teachers influence how and what students learn in such a way. Evidence shows that teachers' content knowledge and experience contribute to student achievement. Student achievement can be related to productive working conditions. When teachers gain much achievement through their learners, it could correlate to a teacher's efficacy in the classroom, and students'



achievement can be related to the working conditions of the schools. Therefore, teachers' working conditions and sense of efficacy can be related to students' achievement shown in the school.

Administrative support and teacher control over the working environment are crucial components of teachers' working conditions (Kaniuka, 2020). The sense of teachers' efficacy is primarily the responsibility of managers or administrators (Becchio, Rios, & Roshande 2019). Thus, the administrator's job is to provide good working conditions for the teachers to have a high sense of efficacy. When an administrator can provide excellent working conditions to their subordinates, it correlates directly to teachers' sense of effectiveness in performing the task.

The work cited helps generate ideas and support the research's presentation, results, and findings. By exploring the relationship between teacher working conditions and their sense of efficacy, this study aims to shed light on how these variables impact student achievement and teaching effectiveness.

## **THEORETICAL FRAMEWORK**

The study is anchored on Bandura's Social Cognitive Theory (1997) which emphasizes that teacher self-efficacy significantly impacts their instructional practices and student outcomes. Teachers with a high sense of efficacy will likely set challenging goals, persist in the face of difficulties, and use effective instructional strategies. Self-efficacy is developed through mastery, experiences, observations, social persuasion, and emotional arousal.

In addition, a theory from Tschannen-Moran and Woolfolk (2001) proposed a multidimensional model of teacher efficacy. According to the study, teacher efficacy consists of three components: efficacy for instructional strategies, classroom management, and student engagement. The theory suggests that when teachers have a high sense of efficacy across these dimensions, they are more likely to demonstrate proactive behavior, persist in facing challenges, and promote positive student outcomes.

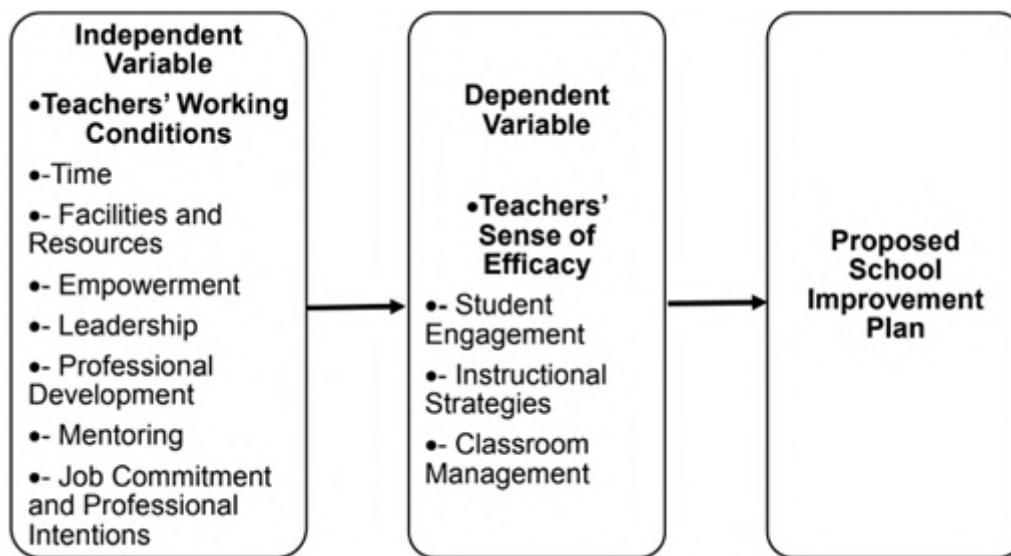
Lastly, Hattie's Visible Learning Theory (2012) emphasizes many factors influencing student achievement. Teacher efficacy is one of the key components highlighted. Teacher high sense of efficacy has a substantial impact on student learning outcomes. In addition, when teachers believe they can make a difference

in their students' learning, they are more likely to implement effective teaching strategies, provide constructive feedback, foster a growth mindset, and develop teachers' beliefs in their ability to influence student learning positively.

## **CONCEPTUAL FRAMEWORK**

Shown in Figure 1 is the conceptual framework of the study representing the independent and dependent variables. The independent variable is the working condition of teachers by Aubry (2010) as the following indicators: time means the number of hours; facilities and resources are provided material needed instruction; empowerment is the motivation that too is given to the individual; leadership refers to the way on how the administration run the institution; professional development it is how the individuals grow professionally in the

field; mentoring refers to how are those who are experts in the field guide those who need help; job commitment and professional intentions refers to what extent did the individuals dedicate themselves in the workplace.



**Figure 1. The conceptual framework of the study**

## RESEARCH METHOD

The research utilized a quantitative, non-experimental research design using a correlational technique, the most employed approach in determining whether the independent and dependent have a significant relationship using statistical data (Patidar, 2013). It is used when the researcher wants to measure the degree of the two variables in one study (Creswell, 2012). This study did not manipulate any variable but instead observed and measured whether there was a statistical relationship between the variables and, if so, the strength and direction of the relationship (Cohen, 1988). Moreover, the study's primary purpose was to determine the domains of teachers' working conditions and how they significantly influence teachers' efficacy.

In addition, non-experimental quantitative research was utilized to determine the nature of a situation existing in this study. This study employed non-experimental research as it did not involve manipulation of the variables. Thus, this was an appropriate research design to describe teacher working conditions and a sense of efficacy.

Further, a correlational technique was utilized to identify the relationship between two or more variables. The study employed a correlational approach as it measures the strength and direction of variables moving together and in what order, whether it's a positive or negative relationship (Hair, Black, Babin & Anderson, 2019).

The study was conducted in the Municipality of Compostela, one of the municipalities of Davao de Oro or formerly known as Compostela Valley Province, Region XI Philippines. The municipality of Compostela belongs to the first congressional district of Davao de Oro, wherein 16 barangays are situated in the area. Davao de Oro is known for its natural beauty, mining industry, and agricultural activities. It was conducted from September 2022 – December 2022 among the Public Schools in the Municipality of Compostela. The researcher opted to conduct the study in





this area because the location is rural, and the transportation, internet connection, and cellular signals are inconvenient for the people. The respondents of the study were 150 teachers from ten public schools in the Compostela West-East district. The study respondents were teachers having permanent positions with three or more years of service as public school teachers out of 235 public school teachers in the total population. The Slovenian formula was used to determine the appropriate respondents for the study. A sample size of around 100-200 participants is typically recommended for correlational studies (Tabachnick & Fidell, 2019). Therefore, a sample size of 150 respondents can be considered adequate for a correlational study. A proportionate stratified sampling method was used in the collection of study respondents. The total population was divided into subgroups based on the characteristics, and a proportionate number of participants was then selected. The method reduced the sampling bias of the study (Kish, 1965). Everybody in the population had an equal chance to be selected (Shredder, Gregorio & Wood, 1993).

The respondents were asked to answer the survey questionnaire and were selected upon meeting these criteria: regular/permanent public teacher with more than three years of service in Compostela East-West District; a kinder teacher/class adviser/ or academic teacher. However, on-leave teachers, supervisors, school heads, secondary teachers, retired teachers, ALS teachers, SPED teachers, students, and parents have been excluded from the conduct of the study. Furthermore, teachers could withdraw anytime from the study if they felt uncomfortable. Also, teachers who were absent at the time of conduct of the research and those who refused to answer the survey questionnaire for any reason were considered and, therefore, respected and were excluded in the population and sampling.

The researchers used two sets of questionnaires in this study. The first questionnaire is the independent variable of the study. It measures the teacher's working conditions adapted from the study of Aubry (2010), whose indicators area as follows: time, facilities and resources, empowerment, leadership, professional development, mentoring and job commitment, and professional intentions. This survey instrument established reliability with a Cronbach alpha coefficient of 0.971, signifying that the items have a comparatively high internal uniformity since the coefficient of reliability of .70 higher is acceptable.

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The following are the numeric equivalent and descriptive interpretations used in determining the interpretation of respondents' responses in teacher working conditions. The first draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations. After improving its presentation with the included and integrated corrections, the final copies were submitted to the panel of experts composed of four



internal validators from the University of Mindanao and one external validator for refinement. The final revision was made with the inclusion of the corrections, comments, and suggestions by the expert validators. The overall result of the validation of five experts for the questionnaire obtained a mean average of 3.25, which was described as good.

## RESULTS AND DISCUSSION

The level of teacher working conditions with an overall mean score of 4.34 with its corresponding overall standard deviation (SD) of 0.44, which is less than 1, which is described as very high, indicating that most of the items under teacher working conditions are constantly observed and that the respondents' responses are convincingly consistent. Likewise, seven indicators of teacher working conditions: time, empowerment, leadership, professional development, mentoring, job commitment, and professional intentions, obtained mean scores of 4.29, 4.39, 4.43, 4.27, 4.31, and 4.55, respectively, which are described as very high. The other indicator: facilities and resources, got a mean score of 4.16, which is described as high. Moreover, job commitment and professional intentions got the highest mean score among all indicators, while facilities and resources obtained the lowest mean.

**Table 1: Level of Teacher Working Conditions**

Indicators	SD	Mean	Descriptive Level
Time	0.58	4.29	Very High
Facilities and Resources	0.63	4.16	High
Empowerment	0.49	4.39	Very High
Leadership	0.67	4.43	Very High
Professional Development	0.58	4.27	Very High
Mentoring	0.62	4.31	Very High
Job Commitment and Professional Intentions	0.46	4.55	Very High
<b>Overall</b>	<b>0.44</b>	<b>4.34</b>	<b>Very High</b>

Sense of Efficacy is the dependent variable of the study, where the parameters are efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The level of sense of efficacy with an overall mean score of 4.59 with its corresponding overall standard deviation (SD) of 0.37, which is described as very high, indicating that the teacher's sense of efficacy is always observed and that the respondents' responses are convincingly consistent. Generated overall mean score is the result acquired from the mean scores of 4.63 or very high for Efficacy in Student Engagement, 4.56 or very high for Efficacy in Instructional Strategies, and 4.58 or very high for Efficacy in Classroom Management. Of the three indicators of sense efficacy, Efficacy in Student Engagement obtained the highest mean of 4.63, which is described as very high. This is followed by Efficacy in Classroom Management with a mean of 4.58 or very high and Efficacy in Instructional Strategies with a mean of



4.56 or very high. The standard deviation is 0.37, less than 1, implying that the respondents' responses are strongly consistent.

**Table 2: Level of Sense of Efficacy**

Indicators	SD	Mean	Descriptive Level
Efficacy in Student Engagement	0.39	4.63	Very High
Efficacy in Instructional Strategies	0.42	4.56	Very High
Efficacy in Classroom Management	0.37	4.58	Very High
<b>Overall</b>	<b>0.37</b>	<b>4.59</b>	<b>Very High</b>

The correlation between Teacher Working Conditions and a Sense of efficacy. The overall correlation has a computed r-value of .572 with a probability value that is lower than 0.05 levels of alpha. It is suggested to reject the first null hypothesis stating that teacher working conditions and sense of efficacy have no significant relationship.

Therefore, teacher working conditions and a sense of efficacy have a significant relationship. Additionally, it can be observed that time, facilities and resources, empowerment, leadership, professional development, mentoring, job commitment, and professional intentions showed a significant relationship to student engagement, instructional strategies, and classroom management with a probability value of which less than 0.05 significance level. Thus, the result is significant. The teacher's working conditions, and sense of efficacy relationship are evident.

**Table 3: Significance of The Relationship Between Working Conditions and Sense of Efficacy**

Teacher Working Conditions	Sense of Efficacy			
	Student Engagement	Instructional Strategies	Classroom Management	Overall
Time	.459** .000	.289** .000	.294** .000	.374** .000
Facilities and Resources	.279** .001	.263** .001	.353** .000	.320** .000
Empowerment	.462** .000	.460** .000	.398** .000	.476** .000
Leadership	.420** .000	.410** .000	.376** .000	.435** .000
Professional Development	.488** .000	.425** .000	.420** .000	.480** .000
Mentoring	.367** .000	.391** .000	.332** .000	.394** .000
Job Commitment and Professional Intentions	.628** .000	.620** .000	.574** .000	.658** .000
<b>Overall</b>	<b>.565** .000</b>	<b>.519** .000</b>	<b>.503** .000</b>	<b>.572** .000</b>

\*Significant at 0.05 significant level



The regression analysis results showing the significance of the influence of teacher working conditions and sense of efficacy. Data revealed an influence of teacher working conditions and sense of efficacy with the F value 19.086 with a p-value of less than 0.05. The R<sup>2</sup> value of .485 implies that the sense of efficacy influences the teacher's working conditions. Explicitly, the regression model results suggest that the dimensions of teacher working conditions are highly significant in explaining the influence on the sense of efficacy. The teacher's working conditions directly impact their sense of efficacy and job satisfaction. Furthermore, the p-value in the regression results is less than the significance level set at 0.05, indicating a statistically significant relationship between teacher working conditions and the sense of efficacy. Therefore, the null hypothesis is rejected, and there is a domain or domain of teacher working conditions that best influence the sense of efficacy. The domains of teacher working conditions that significantly influence the sense of efficacy are leadership, mentoring, and job commitment, and professional intentions. These findings suggest that effective leadership, supportive mentoring, strong job commitment and professional intentions are important factors in developing teachers' sense of efficacy.

**Table 4: Significance of The Influence of Teacher Working Conditions And Sense Of Efficacy**

Teacher Working Conditions	Sense of Efficacy			
	B	B	t	Sig.
Constant	1.905		7.782	.000
Time	.052	.082	1.088	.278
Facilities and Resources	-.036	-.062	-.747	.456
Empowerment	.084	.112	1.294	.198
Leadership	.125	.229	2.420	.017
Professional Development	.088	.139	1.548	.124
Mentoring	-.133	-.224	-2.162	.032
Job Commitment and Professional Intentions	.415	.521	6.287	.000
R	.696			
R <sup>2</sup>	.485			
ΔR	.459			
F	19.086			
ρ	.000			

Proposed School Improvement Plan

**GENERAL OBJECTIVES**

This proposed school improvement plan hopes to achieve the following:

1. To provide professional development opportunities for teachers to improve instructional practices, content knowledge, and classroom management skills.
2. To create a culture of collaboration and teamwork among teachers by creating structured opportunities for them to share ideas, resources, and best practices.





3. To establish clear and efficient communication channels between teachers, administrators and other stakeholders.

**A. TITLE:** Proposed School Improvement Plan

**B. BRIEF DESCRIPTION:** This school improvement plan is created to enhance the quality of education by providing activities or strategies for improvement in job commitment and professional intentions, mentoring, and leadership.

**C. OBJECTIVES:** The primary concern of this school improvement plan is to enhance the educational environment through strategies or activities focusing on job commitment and professional intentions, mentoring and leadership. Through this, teachers can enhance their working conditions and sense of efficacy. This plan aims to support a dynamic, supportive educational community that maximizes student success.

**D. PLAN OUTLINE**

**a. Proposed School Improvement Plan 1**

**i. Area of Concern:** Job Commitment and Professional Intentions

**ii. Specific Objective:** Implement professional development workshops and training sessions that enhance teachers' instructional practices, content knowledge, and classroom management skills to improve student engagement and academic achievement.

**iii. Activities/Strategies:**

1. Help teachers create individual development plans (IDPs) aligned with their personal and professional goals.
2. Support teachers' attendance and disseminate information about conferences, workshops, and professional development events related to a subject area or instructional practice by providing incentives like funds, compensatory time off, or overtime pay.

**iv. Person Involved:** Teachers, School Heads/Principals and Human Resource Personnel or the Administrative Staff of each school.

**v. Resources Required:**

1. Printing of Individual Development Plan
2. Print invitations to conferences, workshops and other professional development events.

**vi. Budget:** 1500 for papers and ink for every school year.

**vii. Success Indicators:**

1. The teachers monitored their improvement through their development plan.



2. Teachers participating in workshops, conferences, and professional development availed different incentives after the re-echo activity.

## **b. Proposed School Improvement Plan 2**

### **i. Area of Concern:** Mentoring

**ii. Specific Objective:** Established mentoring program initiatives where teachers can observe and provide feedback to one another by pairing the new or less experienced teachers.

### **iii. Activities/Strategies:**

1. Promote collaborative planning sessions where mentors and mentees can discuss lesson plans, instructional strategies, and best practices by exchanging resources among teachers aiming to have at least two resources from each other monthly.

### **iv. Person Involved:** Teachers, School Heads/Principals

### **v. Resources Required:**

1. Instructional Materials, references, or books

### **vi. Budget:** 1500 for printing the certificate and certificate holder.

### **vii. Success Indicators:**

1. Teachers (mentors or mentees) who performed excellently for the whole school year received a certificate of appreciation from the district supervisor.
2. A periodic evaluation was undertaken to identify and assess the effectiveness.

## **c. Proposed School Improvement Plan 3**

### **i. Area of Concern:** Leadership

**ii. Specific Objective:** To inform teachers, administrators, and stakeholders about the school's achievements, goals, and progress and to foster a shared vision and purpose among all the stakeholders.

### **iii. Activities/Strategies:**

1. Recognize and honor the success and contributions of teachers, students, staff, and administrators to boost morale and motivation by creating an achievement exhibition room that displays various projects, initiatives, and achievements of teachers, students, school administrators, and other stakeholders.

**iv. Person Involved:** Teachers, School Committer, AWARDS Committee, Student Organizations, and PTA Officers.

### **v. Resources Required:**



**vi. Awards, certificates, student achievements from interschool contests, and projects.**

**vii. Budget:** 1500 for decoration of the achievement exhibition room.

**viii. Success Indicators:**

1. The teachers, students, and other stakeholders utilized the establishment of an achievement exhibition room that displays various projects, initiatives, and achievements of teachers, students, school administrators, and other stakeholders.

## CONCLUSION AND RECOMMENDATIONS

The study recommends the improvement of teacher efficacy and teachers' working conditions; this includes strengthening facilities and resources, sustaining and enhancing favorable working conditions, fostering collaborations and support among teachers, continuously addressing teacher needs, and investing in professional development. By addressing these areas, educational institutions can create environments that empower teachers, support professional growth, and enhance classroom effectiveness.

It is important to adapt these recommendations based on the needs of the teachers and involve them in the decision-making process to ensure their effectiveness. In addition, based on the result of significant relationships between the teacher working conditions and sense of efficacy. Schools may provide resources to support student engagement by allocating resources and tools like integrating technology, instructional materials, and extracurricular programs. Empower teachers by letting them be involved in decision-making related to curriculum development, instructional methods, and school policies. Develop effective leadership by promoting collaboration among teachers. Enhance mentoring programs by pairing new or less experienced teachers. Lastly, offer professional development opportunities among the teacher through workshops, conferences, online courses, and peer learning initiatives.

Moreover, the researcher suggested the following recommendations based on the regression analysis result. First, focus on the importance of effective leadership; school leaders may provide clear direction, support, and opportunities for collaboration among the teachers. Second, strengthening mentoring programs like offering guidance and support to the teacher and fostering professional growth. Lastly, promoting job commitment and opportunities for professional growth can positively influence teachers' sense of efficacy.

Regular assessment and evaluation of these interventions are essential to improve working conditions and support teacher well-being continuously. The researcher recommends conducting further research on variables associated with teacher working conditions and a sense of efficacy to validate the present study's results. Future studies can explore additional variables related to teacher working conditions and sense of efficacy. Validating the study's findings through additional research can increase the researchers' confidence in the accuracy and generalizability of the results. Therefore, it is crucial to conduct more studies on this topic to address the gaps in knowledge and develop better strategies for improving teacher working conditions and a sense of efficacy.



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