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Examining teachers' sense of efficacy at Isabela State University, Echague campus, Philippines

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ABSTRACT

This study explores the self-efficacy of teachers at Isabela State University, Echague Campus, focusing on their abilities in instruction, motivation, and classroom management. Using a quantitative descriptive correlational design, data were collected from 36 faculty members through the Teachers' Sense of Efficacy Scale (TSES). The results show that teachers have a high level of self-efficacy in all areas, especially in adapting instructional strategies and managing classroom behavior. However, some difficulties were noted in addressing the needs of low-performing and challenging students. Demographic factors such as age, sex, and years of service had little impact on self-efficacy, with only minor correlations found. Overall, the findings suggest that ISU teachers are confident and effective, but additional professional development may further strengthen their ability to support and manage struggling students. This study emphasizes the role of self-efficacy in creating a positive learning environment and improving student success.

1. Introduction

In educational research, teacher efficacy—educators' belief in their ability to positively influence students' learning outcomes—plays a crucial role in shaping the quality of instruction and overall student achievement. Higher teacher efficacy has been linked not only to improved academic performance but also to increased student motivation and well-being. This concept is grounded in Bandura's social cognitive theory, which emphasizes the impact of self-belief on motivation and performance. Teachers with stronger self-efficacy tend to be more resilient and persistent in overcoming classroom challenges (Alibakhshi et al., 2020).

Isabela State University (ISU), a prominent educational institution in the Philippines, offers a diverse teaching workforce with varying experiences and backgrounds. However, there has been limited research on how these teacher characteristics influence self-efficacy within ISU. While previous studies have highlighted factors such as demographics, professional development, and school climate as contributors to teacher efficacy, this study seeks to fill the gap by specifically examining ISU's teaching profile and its correlation with teacher self-efficacy (Torres-Muros et al., 2025).

2. Methods

The study was a quantitative descriptive correlational study aimed at determining the profile of teachers and the level of their self-efficacy. The data gathered were classified, tallied, tabulated, and subjected to statistical analyses using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, such as frequency, percentage, and mean, were used to elaborate on the data collected. Pearson's r was applied to analyze the relationship among the variables of the study.

The study was conducted at Isabela State University, Echague Campus, Philippines, with the respondents being faculty members of the College of Teacher Education. The number of respondents was determined through total enumeration.

To achieve the study's objectives and address the research problems, the instrument contained information on the teachers' profiles, including age, sex, marital status, highest educational attainment, and years of service. The Teachers' Sense of Efficacy Scale (TSES) was adopted for the study. This scale, revised and developed by Nie et al. (2012) from the instrument created by Tschannen-Moran and Hoy

(2001), demonstrated good internal consistency and reliability. Factor analysis results indicated that specific teacher efficacy beliefs could be collapsed into a general factor. The questionnaire was grouped into four scales: (1) Teacher's Self-Efficacy, with three subscales—efficacy for instruction, motivation, and classroom management—each consisting of four items; (2) Behavior management strategies with seven items; (3) Instructional strategies with seven items; and (4) Motivational strategies with four items.

The responses to the items were recorded and interpreted using a five-point scale. A score between 4.50 and 5.00 was classified as "most of the time," indicating frequent occurrence. A score from 3.50 to 4.49 was labeled "often," reflecting regular but not constant occurrence. Responses within the 2.50 to 3.49 range were described as "sometimes," suggesting occasional occurrence. Scores from 1.50 to 2.49 were categorized as "seldom," indicating infrequent occurrence. Finally, a score between 1.00 and 1.49 was interpreted as "never," meaning the event or behavior did not occur at all.

3. Results and discussion

3.1. Profile of the respondents

The demographic profile of the 36 respondents shows a diverse and experienced group of educators. The largest age group falls within 41-50 years old (30.56%), followed by 21-30 years old (27.78%), 31-40 years old (22.22%), and 51-60 years old (19.44%). A slight majority of the respondents are female (55.56%), while males make up 44.44%. Most respondents are married (61.11%), with 27.78% single, 8.33% widowed, and 2.78% separated. In terms of educational attainment, 58.33% hold doctoral degrees, 19.44% have master's degrees with doctoral units, 13.89% possess a master's degree, and 8.33% have a bachelor's degree. Regarding teaching experience, 44.44% have 11-20 years of service, 38.89% have 1-10 years, 13.89% have 21-30 years, and 2.78% have 31-40 years. Overall, the respondents are highly educated and experienced professionals contributing significantly to their academic community (Table 1).

3.2. Perceived extent of teachers' self-efficacy

The results presented in Table 2 indicate that teachers at Isabela State University, Echague Campus, exhibit a high level of self-efficacy in instruction, motivation, and classroom management. Teachers demonstrate particular strength in instructional efficacy, as seen in their confidence in responding to difficult questions (mean score of 4.56) and providing alternative explanations when students are confused (mean score of 4.81). This aligns with Bandura's (1997) assertion that self-efficacious teachers are more inclined to implement innovative instructional methods, enhancing their ability to meet diverse student needs. The high mean score of 4.53 for offering alternative strategies underscores their capability to adapt and innovate in their teaching practices, ensuring effective learning experiences for their students. When comparing this study to findings in Southeast Asia, similar patterns emerge. Jayanti and Wahyudin (2019) reported that Indonesian teachers exhibit higher self-efficacy than their Malaysian counterparts, largely due to their strong emphasis on engaging students in learning. Similarly, the high instructional efficacy among ISU teachers may stem from their focus on engaging students and adapting teaching methods to their needs.

Table 1: Profile of the respondents

Profile	Frequency n=36	Percentage
Age		
21-30	10	27.78
31-40	8	22.22
41-50	11	30.56
51-60	7	19.44
Gender		
Male	16	44.44
Female	20	55.56
Marital status		
Single	10	27.78
Married	22	61.11
Widow/er	3	8.33
Separated	1	2.78
Highest educational attainment		
Bachelor's degree	3	8.33
Bachelor's degree with Master's units	0	0.00
Master's degree	5	13.89
Master's degree with Doctoral units	7	19.44
Doctoral degree	21	58.33
No. of years in the service		
1-10 years	14	38.89
11-20 years	16	44.44
21-30 years	5	13.89
31-40 years	1	2.78

In the domain of motivation, teachers reported high efficacy in fostering a positive learning environment, specifically in helping students value learning (mean score of 4.72) and motivating those with low interest in schoolwork (4.53). These findings are in line with research suggesting that teachers' beliefs about their ability to motivate students can significantly impact student engagement and achievement (Tschannen-Moran and Hoy, 2001). However, the teachers' efficacy in addressing the needs of struggling students was slightly lower. They reported lower scores for tasks such as improving the understanding of failing students (4.33) and reaching the most difficult students (4.31). This suggests that while teachers are generally effective in motivating students, they may benefit from additional support and strategies to effectively engage and support students who require more intensive intervention.

Regarding classroom management, the teachers demonstrated strong efficacy, particularly in managing classroom disruptions (mean score of 4.61) and maintaining a smooth flow of lessons (4.53). These findings align with Klassen et al. (2011), who emphasized the crucial role of effective

classroom management in creating a conducive learning environment. However, the slightly lower efficacy in handling difficult students indicates a potential area for further development. Studies have shown that effective classroom management strategies, such as positive reinforcement, clear expectations, and consistent consequences, can be particularly beneficial in managing challenging student behaviors.

Table 2: Teacher sense of self-efficacy

Efficacy for instruction	Mean	Description
1. How well can you respond to difficult questions from your students?	4.56	Most of the time
2. How well can you provide appropriate challenges for very capable students?	4.56	Most of the time
3. How well can you implement alternative strategies in your classroom?	4.53	Most of the time
4. How well can you provide an alternative explanation or example when students are confused?	4.81	Most of the time
Efficacy for motivation		
5. How well can you help your students value learning?	4.72	Most of the time
6. How well can you motivate students who show low interest in schoolwork?	4.53	Most of the time
7. How well can you improve the understanding of a student who is failing?	4.33	Often
8. How well can you get through to the most difficult students?	4.31	Often
Efficacy for classroom management		
9. How well can you make your expectations clear about student behavior?	4.56	Most of the time
10. How well can you get students to follow classroom rules?	4.5	Most of the time
11. How well can you control disruptive behavior in the classroom?	4.61	Most of the time
12. How well can you keep a few problem students from ruining an entire lesson?	4.53	Most of the time

Table 3 highlights the high levels of self-efficacy reported by teachers in implementing behavior management strategies, such as classroom monitoring (mean score of 4.78) and discouraging misbehavior (4.78). These findings emphasize the teachers' competence in maintaining a well-managed and conducive learning environment. Rido and Sari (2018) noted that the educational cultures of Indonesia and Malaysia share similarities due to historical and professional exchanges, including the importation of Indonesian teachers and lecturers to Malaysia. This shared cultural context influences educational behaviors and classroom management strategies, as educators in both countries prioritize structured routines and corrective measures to manage student behavior effectively. This cultural alignment is evident in the strong emphasis on preventative and corrective classroom management strategies observed in both countries, as noted by Emmer and Stough (2001). Teachers at ISU mirror these practices, demonstrating efficacy in establishing rules (mean score of 4.61) and rewarding positive behavior through praise (4.58). However, the slightly lower efficacy in maintaining consistent disciplinary practices (4.36) underscores the need for further professional development. Marzano (2003) argued that consistent implementation of disciplinary measures significantly reduces classroom disruptions—a principle that resonates with the interconnected educational strategies of Malaysia and Indonesia. By drawing from shared cultural and pedagogical practices, educators in both contexts can continue to enhance their behavior management strategies and create supportive classroom environments.

Table 4 illustrates teachers' self-efficacy in employing various instructional strategies, with consistently high ratings across all items. The strategy that teachers feel most confident in using is rephrasing questions when students do not understand, as indicated by the highest mean of 4.83, suggesting that teachers are responsive to student needs and adapt their communication to ensure comprehension. Closely following this is the teachers' efficacy in checking student understanding of lessons (4.78), reinforcing the importance of continuous assessment during instruction.

Table 3: Behavior management strategies

	Mean	Description
1. I establish specific rules and consequences for student misbehavior	4.61	Most of the time
2. I monitor the entire classroom	4.78	Most of the time
3. I correct misbehavior immediately	4.75	Most of the time
4. I reward (e.g., praise) good behavior	4.58	Most of the time
5. I use consistent disciplinary practices	4.36	Often
6. I discourage misbehavior	4.78	Most of the time
7. I discuss behavioral problems with students to get their perspectives	4.53	Most of the time

Table 4: Instructional strategies

	Mean	Description
1. I present new material in small steps	4.44	Often
2. I explain difficult ideas in a simple way	4.67	Most of the time
3. When the student does not understand the question, I rephrase it	4.83	Most of the time
4. I check that the students understand the lesson	4.78	Most of the time
5. I am well prepared	4.64	Most of the time
6. I systematically review previously taught materials	4.58	Most of the time
7. I give the students feedback on their exams or tests	4.53	Most of the time

Teachers also report strong self-efficacy in explaining difficult ideas in a simple manner (4.67) and being well-prepared for lessons (4.64). This aligns with the understanding that preparation and clarity are crucial for effective teaching, as supported by Hattie (2008), who found that teacher clarity and

preparedness are strongly linked to student achievement. Additionally, the practice of systematically reviewing previously taught material, which received a mean score of 4.58, indicates that teachers value reinforcement in learning, a strategy that has been shown to enhance retention and understanding. Although slightly lower, the mean score of 4.44 for presenting new material in small steps still indicates a frequent use of this instructional strategy. This approach is often recommended for teaching complex content incrementally, allowing students to grasp foundational concepts before moving on to more challenging material, as emphasized by Rosenshine (2012) in his principles of effective instruction. Teachers also report giving feedback on exams and tests most of the time (4.53), underscoring the role of feedback in guiding student progress and improving learning outcomes.

Table 5 highlights teachers' strong self-efficacy in employing motivational strategies to engage students effectively in the learning process. The highest-rated strategy—prioritizing understanding over memorization, with a mean score of 4.83—emphasizes fostering critical thinking and deeper cognitive engagement. This approach aligns with Dweck's (2006) growth mindset theory, which posited that promoting conceptual understanding encourages students to develop a more profound mastery of subjects, leading to long-term academic success. Furthermore, the high confidence in making subjects interesting (mean score of 4.69) demonstrates the teachers' deliberate efforts to stimulate intrinsic motivation, echoing Deci and Ryan's (2000) self-determination theory, which highlighted the critical role of engaging, meaningful content in sustaining student interest and performance.

Guilloteaux and Dörnyei (2008) further argued that motivational practices not only improve student engagement but also enhance the instructional process by creating a more encouraging and positive classroom atmosphere. Teachers at ISU demonstrate these principles through their consistent efforts to connect lessons to students' everyday lives (mean score of 4.64), emphasizing the importance of relevance in education. This strategy aligns with Wigfield and Eccles' (2000) findings that students are more motivated when they perceive learning tasks as meaningful and applicable to their personal experiences. Additionally, the incorporation of creative and imaginative tasks (mean score of 4.61) highlights teachers' ability to nurture creativity and innovation, reflecting the educational and motivational synergy described by Guilloteaux and Dörnyei (2008). By applying these practices, teachers not only engage students effectively but also cultivate a dynamic, supportive learning environment that fosters academic and personal growth.

Table 5: Motivational strategies

	Mean	Description
1. I make a special effort to give my students work that is creative and imaginative	4.61	Most of the time
2. I make a special effort to give my students work that has meaning in their everyday lives	4.64	Most of the time
3. I make my subject/s really interesting	4.69	Most of the time
4. I stress to students that I want them to understand the work rather than just memorize it	4.83	Most of the time

The findings from Table 6 provide valuable insights into the limited influence of demographic factors on teachers' self-efficacy, emphasizing the importance of professional development and contextual factors in shaping instructional capabilities. The moderate positive correlation between age and the ability to implement alternative strategies ($r=0.466$, $p=0.004$) suggests that older teachers, likely drawing from extensive classroom experience, are better equipped to adapt their methods to diverse student needs. This aligns with the findings of Tschannen-Moran and Hoy (2001), who emphasized that experience enhances teachers' confidence and ability to diversify their instructional strategies. However, the absence of significant correlations for other aspects of instruction indicates that self-efficacy in teaching is not inherently tied to demographic traits but rather shaped by ongoing professional growth and institutional support.

The lack of significant relationships between demographic variables and teachers' motivation efficacy underscores the role of intrinsic beliefs and external support systems in fostering motivational practices. Klassen et al. (2011) noted that internal beliefs, such as teachers' sense of competence and the quality of school support, are more predictive of motivation efficacy than demographic factors. Similarly, the absence of significant demographic correlations in classroom management supports the argument by Wolters and Daugherty (2007) that effective classroom management depends more on structured policies, teacher training, and the classroom context than on demographic traits like age or experience. These findings highlight the critical role of school leadership and targeted interventions in enhancing teachers' efficacy across all domains, reinforcing the idea that self-efficacy is dynamic and influenced by both individual and systemic factors.

Table 7 presents the relationship between teachers' perceived self-efficacy in behavioral management strategies and their demographic profiles. Significant correlations were found for age with two strategies: Monitoring the entire classroom ($r=0.388$, $p=0.019$) and discussing behavioral problems with students ($r=0.419$, $p=0.011$). These results suggest that older teachers may be more effective in overseeing classroom behavior and engaging students in discussions about their conduct. Also, there is a significant correlation between the sex and teachers' self-efficacy in discussing behavioral problems with students

(r=0.349, p=0.037), suggesting that female teachers may be more inclined or effective in engaging students in discussions about their behavior. Female educators often adopt more collaborative and communicative teaching approaches, fostering stronger relationships with students, which aligns with the findings of Natano et al. (2024) on gender-based communication patterns in education. Additionally, marital status played a significant role, particularly in discussing behavioral problems (r=0.496, p=0.002), indicating that married teachers may leverage their interpersonal skills or support systems to enhance their self-efficacy in these areas. Furthermore, higher educational attainment correlated positively with establishing rules and consequences (r=0.390, p=0.019) and discussing behavioral problems (r=0.391, p=0.018), suggesting that teachers with advanced education have a better understanding of structured behavioral management. In contrast, years of service did not show significant correlations with any behavioral management strategies, indicating that simply having more experience does not necessarily improve self-efficacy in managing student behavior.

Table 6: Relationship between the perceived extent of teachers' self-efficacy and their profile

	Age		Sex		Marital status		Highest educational attainment		Years in the service	
Teacher's sense of self-efficacy	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Efficacy for instruction										
1. How well can you respond to difficult questions from your students?	0.241	0.156	-0.104	0.547	-0.015	0.929	0.121	0.484	-0.073	0.672
2. How well can you provide appropriate challenges for very capable students?	0.085	0.620	-0.125	0.468	-0.018	0.915	-0.088	0.609	-0.264	0.119
3. How well can you implement alternative strategies in your classroom?	.466*	0.004	0.146	0.395	0.048	0.782	0.013	0.941	0.000	1.000
4. How well can you provide an alternative explanation or example when students are confused?	0.123	0.473	-0.157	0.361	-0.101	0.556	-0.213	0.212	-0.276	0.103
Efficacy for motivation										
5. How well can you help your students value learning?	0.217	0.203	-0.041	0.812	0.110	0.524	0.151	0.380	-0.108	0.529
6. How well can you motivate students who show low interest in schoolwork?	0.260	0.126	0.050	0.773	0.135	0.431	0.107	0.534	-0.175	0.306
7. How well can you improve the understanding of a student who is failing?	0.048	0.779	0.035	0.838	0.052	0.762	-0.147	0.393	-0.249	0.143
8. How well can you get through to the most difficult students?	0.224	0.188	-0.010	0.953	0.102	0.552	0.221	0.196	-0.036	0.837
Efficacy for classroom management										
9. How well can you make your expectations clear about student behavior?	0.114	0.509	0.083	0.630	-0.015	0.929	0.159	0.353	0.000	1.000
10. How well can you get students to follow classroom rules?	0.064	0.712	0.000	1.000	-0.103	0.550	0.251	0.140	-0.146	0.397
11. How well can you control disruptive behavior in the classroom?	0.096	0.578	-0.140	0.415	-0.165	0.337	0.082	0.635	-0.269	0.112
12. How well can you keep a few problem students from ruining an entire lesson?	-0.042	0.806	-0.259	0.128	-0.102	0.555	0.097	0.574	-0.317	0.059

*: p < 0.05 (significant)

Table 7: Relationship between teachers' perceived self-efficacy in behavioral management strategies and their profile

	Age		Sex		Marital status		Highest educational attainment		Years in the service	
Behavioral management strategies	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
1. I establish specific rules and consequences for student misbehavior	0.129	0.452	0.279	0.099	0.222	0.194	.390*	0.019	-0.058	0.737
2. I monitor the entire classroom	.388*	0.019	0.060	0.729	0.188	0.273	0.143	0.407	-0.105	0.541
3. I correct misbehavior immediately	0.221	0.196	0.258	0.128	0.262	0.122	0.094	0.587	-0.101	0.557
4. I reward (e.g., praise) good behavior	0.182	0.288	0.313	0.063	0.202	0.237	0.036	0.836	0.000	1.000
5. I use consistent disciplinary practices	0.218	0.201	0.186	0.278	-0.015	0.931	0.064	0.712	0.000	1.000
6. I discourage misbehavior	0.266	0.117	0.060	0.729	-0.011	0.949	-0.192	0.262	-0.158	0.358
7. I discuss behavioral problems with students to get their perspectives	.419*	0.011	.349*	0.037	.496*	0.002	.391*	0.018	0.119	0.490

*: p < 0.05 (significant)

The findings in Table 8 indicate that demographic factors, such as sex, play a role in influencing specific instructional strategies, as seen in the significant positive correlation between sex and the strategy of rephrasing questions (r=0.350, p=0.036). This result suggests that female teachers are more likely to excel in rephrasing questions to enhance student understanding. Meece et al. (2006) similarly observed that female teachers are more inclined to adopt student-centered teaching approaches, which include adaptive strategies like rephrasing to improve comprehension and meet diverse student needs. This highlights the role of gender in shaping teaching practices, particularly in fostering an inclusive and supportive learning environment. This result can be further contextualized within the findings of Karpudewan et al. (2023), who emphasized that knowledge and perceived efficacy significantly influence teaching practices, while perceived difficulties present negative relationships. Female teachers' responsiveness and ability to rephrase questions effectively could be attributed to their higher perceived self-efficacy in communication strategies, thereby positively impacting student-centered approaches. Moreover, these adaptive strategies, supported by their knowledge and confidence, help mitigate potential difficulties in student comprehension, ultimately promoting more effective and integrated teaching practices. This underscores the interconnectedness of self-efficacy, adaptive teaching behaviors, and the successful implementation of instructional strategies. Table 9 shows that teachers' perceived self-efficacy in employing motivational strategies is

not significantly related to demographic profiles, emphasizing the pivotal role of intrinsic factors, such as personal beliefs, professional confidence, and teaching philosophy. This finding aligns with research conducted in Indonesia, where Pardimin (2018) observed that teaching experience significantly influences a teacher's ability to involve students actively in learning. While experience can contribute to classroom practices, it does not always directly correlate with perceived motivational efficacy, as demonstrated by the lack of significant findings in this study regarding age and motivation. Similarly, Susilanas et al. (2018) highlighted the interconnected nature of teachers' self-efficacy in curriculum development and instructional effectiveness, suggesting that self-efficacy is shaped by both professional skills and the opportunities for growth within a teaching environment.

Table 8: Relationship between teachers' perceived self-efficacy in instructional strategies and their profile

	Age		Sex		Marital status		Highest educational attainment		Years in the service	
Instructional strategies	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
1. I present new material in small steps	-0.106	0.540	-0.251	0.140	-0.114	0.508	-0.220	0.196	-0.102	0.554
2. I explain difficult ideas in a simple way	0.044	0.798	-0.032	0.852	-0.048	0.783	-0.107	0.534	-0.152	0.377
3. When the student does not understand the question, I rephrase it	0.034	0.843	.350*	0.036	-0.092	0.592	-0.239	0.161	-0.235	0.168
4. I check that the students understand the lesson	0.082	0.636	0.194	0.256	-0.110	0.522	-0.304	0.072	-0.211	0.218
5. I am well prepared	0.163	0.343	0.023	0.893	-0.062	0.719	0.196	0.251	-0.205	0.232
6. I systematically review previously taught materials	0.152	0.377	0.239	0.161	-0.082	0.635	0.081	0.637	0.000	1.000
7. I give the students feedback on their exams or tests	0.142	0.408	0.045	0.794	0.123	0.477	-0.071	0.680	-0.119	0.490

Table 9: Relationship between teachers' perceived self-efficacy motivational strategies and their profile

	Age		Sex		Marital status		Highest educational attainment		Years in the service	
Motivational strategies	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
1. I make a special effort to give my students work that is creative and imaginative	-0.055	0.750	-0.023	0.894	0.233	0.172	-0.098	0.571	-0.162	0.346
2. I make a special effort to give my students work that has meaning in their everyday lives	0.210	0.218	0.232	0.173	0.169	0.324	0.023	0.895	-0.205	0.232
3. I make my subject/s really interesting	0.143	0.406	0.135	0.433	0.222	0.194	0.158	0.357	-0.143	0.407
4. I stress to students that I want them to understand the work rather than just memorize it	0.171	0.319	-0.100	0.562	-0.092	0.592	-0.176	0.304	-0.235	0.168

Moreover, the findings underline the dynamic nature of self-efficacy, which can be enhanced through professional development rather than being predetermined by demographic traits. This resonates with Pujaningsih and Ambarwati's (2020) study, which found that Indonesian teachers' self-efficacy improved significantly after attending collaborative lectures, an example of social persuasion in action. These collaborative experiences provide teachers with the tools and confidence to refine their motivational strategies. Thus, the absence of demographic correlations in this study supports the broader understanding that motivation efficacy is more influenced by continuous learning opportunities and supportive professional environments than by static personal characteristics. This underscores the importance of investing in structured teacher training programs that foster social persuasion and professional collaboration to elevate motivational strategies and overall self-efficacy. The lack of significant relationships between teachers' perceived sense of efficacy in motivational strategies and their demographic profiles can be supported by research conducted by Klassen et al. (2011), which emphasized that internal beliefs and the support provided by the school environment are stronger predictors of motivational efficacy than demographic traits. Additionally, Tschannen-Moran and Hoy (2001) found that teachers' self-efficacy is more closely linked to their experiences and professional development than their demographic characteristics. This aligns with the notion that factors such as personal beliefs, teaching philosophy, and the teaching context significantly influence a teacher's ability to motivate students, overshadowing the impact of age, sex, or years of service.

4. Conclusion and recommendations

The study conducted at the College of Education (CED) of Isabela State University, Echague Campus, revealed that teachers generally exhibit high levels of self-efficacy across instructional, motivational, and classroom management domains. This aligns with Bandura's social cognitive theory, emphasizing the critical role of self-belief in enhancing motivation and performance. The well-qualified teaching staff, predominantly holding advanced degrees and extensive experience, demonstrated strength in adapting instructional strategies, addressing student needs, and managing classroom behaviors. However, slightly lower efficacy scores in motivating students with low interest and managing difficult student behavior highlight areas for growth.

While demographic factors like age, sex, and marital status had minimal influence on overall teacher efficacy, the findings underscore the importance of personal beliefs, professional development, and supportive teaching environments in shaping efficacy levels. Enhancing teacher efficacy requires addressing these areas for improvement while sustaining a positive teaching context.

To support this, the following recommendations are proposed:

- Conduct specialized professional development: Provide workshops focused on motivating disengaged students and managing challenging behaviors using evidence-based techniques.
- Establish a peer mentorship program: Facilitate collaboration by pairing experienced teachers with those seeking support in handling classroom challenges.
- Implement regular feedback and monitoring systems: Use evaluations to assess training needs and track improvements in teacher efficacy post-intervention.

By addressing these recommendations, the CED can further strengthen its teaching staff's efficacy, fostering improved educational outcomes and a more dynamic learning environment.

Compliance with ethical standards

Ethical considerations

Informed consent was obtained from all participants, and confidentiality was maintained. Ethical guidelines were followed throughout the study.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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