

A Path Analysis of Teaching Performance as Estimated by Self Efficacy, School-Based Management and School Climate

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Abstract: *In the educational sector, there are unpredicted circumstances that may affect teacher's teaching performance. Undeniably, this is one of the serious and central concerns that needs to be addressed and determine the root of this dilemma and recognize its solutions. Thus, a study was conducted to determine the influence of self-efficacy, school-based management and school climate on teaching performance among teachers in Davao Oriental. The study was utilized descriptive correlational design. There were 60 teachers who had participated in this undertaking. The researcher has selected these participants using purposive sampling technique. To gather the data, researcher used sets of survey questionnaire instruments from the respondents. The researcher used Meanto identify the levels of self-efficacy, school-based management, school climate and teaching performance of teachers. The researcher of this study was also used Pearson product moment correlation to investigate the relationship between variables. Partly, Multiple regression analysis was used to analyze the influence of self-efficacy, school-based management and school climate on teaching performance among teachers. The results revealed that the levels of self-efficacy and school climate is high, while the extent of school-based management is moderate. Moreover, the self-efficacy and school climate were found to have significant positive relationship with teaching performance. Furthermore, both the self-efficacy and school climate significantly influence the teaching performance of teachers in Davao Oriental.*

Keywords: School-based Management, self-efficacy, school climate, teaching performance, path analysis, quantitative design, Philippines

1. Introduction

After home, the school is the most important venue for students to learn something and enhance their educational and social competencies. In addition, this is too the place where teacher's teaching performance is one main factor to cogitate that would help achieve higher organizational performance. Notedly, instructed related performance of teachers becomes lower due to different building blocks such as leadership styles, school condition and self-interest that can be manifested in a certain institution.

Internationally, survey has revealed that teaching performance has been critical issue which is affected by management factor then followed by working conditions. (Hasbay & Altindag, 2018). However, Duze (2012) emphasized that teaching job performance in Nigeria is very low because of the autocratic leadership shown by the educational leaders who control over all decisions. As a result, teacher's suggestions, advices and judgement are not respectively recognized. On the other hand, Ashraf (2015) has revealed in the study that education is the biggest problem in Pakistan because of the unqualified teachers who lack of proper training, low qualification and teach the students with a typical style that results to poor teaching performance.

In the Philippines, public school teacher's performance is always at risk because they are not only limited to teaching but in other non-teaching tasks as well. Additionally, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that they play in their respective institution. Aside from this, it was also proven in

the study that the failure of the students is the fault of the teachers that they have to write a report to be presented before the principal explaining and justifying the status of each student (David, Albert and Vizmanos, 2019). Because of this circumstance, this quantitative research came into existence to explore the distinct influences that affect the teacher's teaching performance in Banaybanay District, Philippines. As a result, the findings of this study may give benefits to teachers, school heads and administrators and educational policy makers to understand better how these public teachers take on the quality of teaching performance.

2. Theoretical Framework

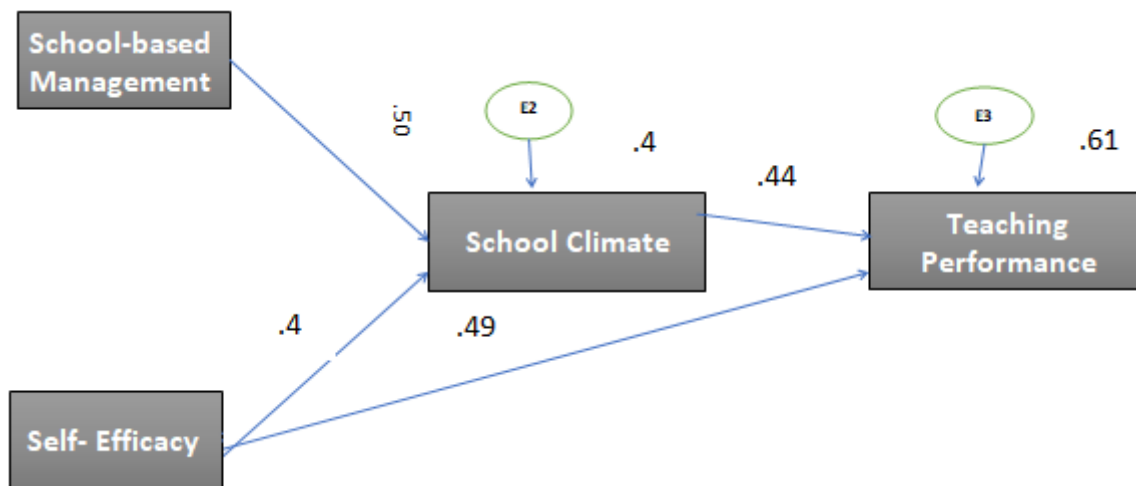
This study is aligned to the findings of the investigation conducted by Gemnafle, Waimuri, and Batlolona (2010) which has proven that one factor that significantly contributes to teaching performance is the school climate. In addition, it was revealed in the study that positive school climate will continue to encourage teachers to de-vote everything they have, relating to aspects of achievement. Without a doubt, a teacher as a member of a school organization always perceives and responds to every circumstance, speech, attitude and or behavior that occur around it.

This undertaking is in consonance with the findings of the investigation of Magno&Sembrano (2010) which revealed that leaner-centered approaches was practiced by teachers and execute their self-efficacy to be effective in teaching. As part of the result of the study, it was too revealed that being effective does not result in high teaching performance ratings based on student assessment.

3. Conceptual Framework

Figure 1 presents the conceptual framework that shows the link of the variables. The independent variables are self-

efficacy, school-based management and school climate while teaching performance is the dependent variable.



4. Methodology

Research Design

The researcher of this study was utilized quantitative research method, descriptive and causal relationship research design. Notedly, quantitative research was utilized to quantify the problem by way of generating numeral data that can be transformed into applicable statistics. Moreover, the researcher was utilized quantitative research approach in the generation of the best fit. A Path Analysis Model was employed as it aims to attain with a best fit model of the quality of teaching performance which is a leading multivariate approach to investigate the multiple dependence relationships among variables at once (Singh, 2009).

In the present study, three independent variables were included namely: teachers’ sense of efficacy, school-based management and school climate. While the dependent variable is the quality of teaching performance.

Respondents of the Study

The researcher had identified first the number of possible teachers to answer the questionnaire. Additionally, the researcher was utilized the technique of random sampling in selecting the respondents of this undertaking who were the teachers of some schools in Banaybanay District under the Division of Davao Oriental. The researcher has randomly selected Grade 7 to Grade 10 teachers in some schools of the said district. The number of respondents was determined which should be 60 appropriate for Path Analysis Model.

Instrument of the Study

There were four sets of questionnaires used in gathering data from the respondents and were adopted and modified in order to complete the questions and to suit in the

environment where to be conducted. The research instruments used in this undertaking are the : Teachers’ sense of Efficacy Questionnaire (Moran, 2001); School-based Management (Tapayan, 2016); School Climate (La Salle, 2018); and questionnaire on the Quality of Teaching Performance (Mary, 2010). The respondents of this undertaking are well informed on how to answer the survey questionnaire.

Statistical Treatment

The data of the study were analyzed statistically to postulate answer to the research questions. In this study, mean was used to examine the levels of self-efficacy, school-based management, school climate and teaching performance. Part of the investigation, the researcher employed the Pearson Product Moment Correlation to investigate the relationship between the variables. Moreover, the Multiple Regression Analysis was employed by the researcher to measure the influence of self-efficacy, school-based management, and school climate on teaching performance.

5. Results And Discussion

Self-Efficacy

Table 1 shows the level of self-efficacy among teachers in terms of student engagement, instructional strategies and classroom management. The results revealed that the overall mean score is 4.09 which described as high. This implies that the self-efficacy is relevantly evident and observed. Among the three indicators, Classroom Management got the highest mean score of 4.13 described as high and then followed by the Student Engagement which posted a mean score of 4.11 described as high.; Instructional Strategies got the mean score of 4.01 which is described as high.

Table 1: Level of Self-Efficacy

	Mean	Description
Student Engagement		
1. How much you can do to motivate students who show low interest in school work	4.2	High
2. How much you can do to get students to believe they can do well in school work	4.3	High
3. How much can you do to help your students value learning	4.27	Very High
4. How much can you assist families in helping their children do well in school	3.73	High
Instructional Strategies		
1. To what extent can you craft good questions for your students	3.95	High
2. How much can you use a variety of assessment strategies	3.93	High
3. To what extent can you provide an alternative explanation or example when students are confused	4.20	Very High
4. How well can you implement alternative strategies in your classroom	3.96	High
Classroom Management		
1. How much you can do to control disruptive behavior in the classroom	3.95	High
2. How much can you do to get children to follow classroom rules	4.22	Very High
3. How much can you do to calm a student who is disruptive and noisy	4.28	Very High
4. How well can you establish a classroom management system with each group of students	4.1	High
Overall	4.09	HIGH

School - based Management

Table 2 shows the extent of School-based management in terms of Budget allocation, effective leadership, staff development, curriculum and instruction and resources, management strategies. The overall mean score is 2.87 which is described as moderate. This implies that the school-based management is moderately evident and observed. Among six indicators, Management Strategies got the

highest mean score of 3.32 described as moderate. Followed by Resource with the mean score of 3.13 described as moderate; curriculum and instruction got a mean score of 3.07, described as moderate; Staff development has a mean score of 2.83 described as moderate; Effective School Leadership got the mean score of 2.66, described as moderate. Lastly, the budget allocation got a mean score of 2.13 which is described as moderate.

Table 2: Level of School-based Management

	Mean	Description
Effective School Leadership		
1. I am involved in making such decisions when there are problems with administrative matters such as scheduling.	2.83	Moderate
2. I am involved in making such decisions when a new faculty member is to be hired in your school or department.	2.4	Low
3. I am involved in resolving a problem when a faculty member has a grievance.	2.48	Low
4. I am involved in making such decisions when my teaching assignments as a teacher or my administrative tasks as an administrator are considered	2.95	Moderate
Budget Allocation		
1. I am involved in the preparation when school and department budgets are planned.	2.13	Low
2. I am involved in decisions concerning the expenditures such as what to purchase for the school or the department.	2.18	Low
3. I am involved in making such decisions like when new building facilities are needed or if existing facilities need upgrading.	2.08	Low
Management Strategies		
1. I am involved in making such decisions like when new student-related policies and procedures are suggested.	2.97	Moderate
2. I am involved in decisions concerning the students such as how to solve the problem of student's frequent absenteeism.	3.82	High
3. I am involved in decisions concerning the school's policies regarding students with special needs.	3.3	Moderate
4. I am involved in decisions concerning the communication between school and community.	3.21	Moderate
Self- development		
1. I am involved in the preparation of school development plan.	2.8	Low
2. I am involved in such planning when teachers' professional developments are planned.	2.92	Moderate
3. I am involved in decisions concerning developing the performances of your colleagues in the department or school.	2.76	Moderate
Curriculum and Instruction		
1. I am involved in making such decisions when new programs or projects are to be adopted or implemented in your school.	2.88	Moderate
2. I am involved in deciding how to resolve the problem when one of your school programs is found to be ineffective.	2.92	Moderate
3. I am involved in making decisions whether or not adopt when new instructional methods are suggested.	3.08	Moderate
4. I am involved in decisions concerning the type of extra-curricular activities in your school.	3.2	Moderate
5. I am involved in decisions concerning the policies and procedures of student's assessment.	3.28	Moderate
Resources		
1. I am involved in any decision concerning the use of school facilities.	3.07	Moderate
2. I am involved in making such a Decision when new educational resources is to be adopted for your subject or other subjects in your school.	3.11	Moderate
OVERALL	2.87	Moderate

School Climate

Table 3 presents the level of the third variable which school climate in terms staff connection, structure for learning, school safety, physical environment, peer and adult relation, and parental involvement. The overall mean score is 3.98 which is described as high. This implies that the school climate is relatively evident and observed. Among six indicators, Structure for Learning got the highest mean score

of 4.23 described as high. Staff connection has a mean score of 3.98 described as high; school safety with a mean score of 3.97 described as high; physical environment got the mean score of 3.87 described as high; Peer and Adult Relation with a mean score of 3.86, described as high. Lastly, the indicator got the lowest mean score of 3.7 is posted to Parental Involvement.

Table 3: Level of School Climate

	Mean	Description
Staff Connection		
1. I am supported by other teachers at my school.	4.12	High
2. I used to get along well with other staff members at my school.	4.12	High
3. I feel like I am an important part of my school.	3.8	High
4. I always enjoy working in teams at my school.	4.13	High
5. I feel like I fit in among other staff members at my school.	3.8	High
6. I am connected to the teachers at my school.	4	High
Structure for Learning		
1. At my school, teachers frequently recognize students for good behavior.	4.1	High
2. At my school, teachers have high standards for achievement.	4.23	Very high
3. At my school, academic success is being promoted for all students.	4.3	High
4. At my school, all students are treated fairly by the adults.	4.2	High
5. At my school, teachers treat students fairly regardless of race, ethnicity, or culture.	4.5	High
6. At my school, teachers work hard to make sure that students do well.	4.47	Very High
School Safety		
1. I always feel safe at my school.	4.2	High
2. At school, I have been concerned about my physical safety.	3.83	High
3. At my school, If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	3.8	High
4. At my school, I feel safe when entering and leaving the school buildings.	4.1	High
Physical Environment		
1. At my school, buildings are well-maintained.	3.83	High
2. At my school, instructional materials are up to date and in good condition.	3.48	High
3. At my school, teachers keep their classrooms clean and organized.	4.06	High
4. At my school, teachers make an effort to keep the school building and facilities clean.	4.1	High
Peer and Adult Relations		
1. At my school, students would help another students who was being bullied	3.9	High
2. At my school, students get along well with one another.	4	High
3. At my school, students treat each other with respect.	3.8	High
4. At my school, students treat other students fairly regardless of race, ethnicity, and culture.	4	High
5. At my school, students show respect to other students regardless of their academic ability.	3.8	High
6. At my school, students demonstrate behavior that allow teachers to teach, and students to learn.	3.8	High
Parental Involvement		
1. At my school, parents attend PTA meetings or parents/teacher conference.	3.91	High
2. At my school, parents frequently volunteer to help on special projects.	3.56	High
3. At my school, parents frequently attend school activities.	3.61	High
OVERALL	3.98	High

Teaching Performance

Table 4 presents the extent of teaching performance in terms of planning, development, and result. The overall mean score is 4.02, described as high. This denotes that the teaching performance among teachers is relatively evident

and observed. Among three indicators Development got 4.05 as the highest mean score which is described as high. Followed by Result with a mean score of 4.01 also described as high. And the indicator which is planning got the lowest mean score of 3.92 which is described as high.

Table 4: Level of Teaching Performance

	Mean	Description
Planning		
1. I allow the students to organize and distribute part of the assignments to be performed in the course.	3.97	High
2. I design and relate the classroom content to the lab content.	3.8	High
3. I efficiently incorporate and employ ICTs.	4	High
4. I have good command of the contents of the course.	3.9	Moderate
Development		
1. I present the minimum content of my subject matter, tailored to the students' knowledge	3.95	High
2. I am easily accessible (tutorials, e-mails, etc.).	3.9	Moderate
3. I allow the student to organize and distribute part of the assignments to be performed in the course.	3.93	High
4. I present the contents following a clear and logical framework, highlighting the important aspects.	3.92	High

5. I allow and encourage students to participate.	4.1	High
6. I promote individual work.	4.15	High
7. I promoteteamwork.	4.15	High
8. I relate the teachings to the professional environment.	4.13	igh
9. I provide initial and final overviews of the session and/or subject in class.	4.1	High
10. I encouragestudent interest and the motivation to learn.	4.2	High
11. I facilitate student-student and student-professor interaction.	4.08	High
12. I attendand respond clearly to questions asked in the class.	4.12	High
13. I adequately attendto the tutorials requested.	3.9	Moderate
14. I maintain an objective and respectful position with the students.	4.1	High
15. I interweave the content of the subject matter with other courses.	4.1	High
16. I interact satisfactorily with the students.	4.1	High
Result		
1. I inform the students of the competencies they will be expected to acquire.	4.15	High
2. I provide me with scientific information that allows me to gain a better and deeper understanding of the subject matter.	4	High
3. I fosterresearch and a critical spirit in students.	3.8	High
4. I apply the established curriculum with a certain amount of flexibility for a better class dynamic.	4.1	High
5. I usematerial resources that facilitate learning.	4.1	High
6. I design the content and develops the course to promote the acquisition of professional competencies.	3.98	High
7. I apply the assessment criteria of the activities as established in the subject's curriculum.	4.05	High
OVERALL	4.02	High

Significant relationship between teaching performance, self-efficacy, school-based management, and school climate

Table 4 presents the three independent variables that show the significant relationship with teaching performance. The R value of self-efficacy and teaching performance is 0.671 with p-value of .000 that shows a positive correlation of 45.02 %. While the R value of school-based management is 0.204 with the p- value of .117 that shows a negative correlation of 04.16%. Lastly, the R value of school climate is 0.641 with the p-value of .000 that indicates a positive correlation of 41.08%.

Since the table proves that variables self-efficacy and school climate have the p-value of .000 which is lesser than the level of significance at 0.05. The null hypothesis which states that there is no significant relationship between teaching performance and self-efficacy and teaching performance and school climate is rejected. On the other hand, since the variable school-based management has a p-value of .117 which is greater than the level of significance at 0.05, thus, the null hypothesis which mentions that there is no significant relationship between teaching performance and school-based management is not rejected.

Table 4: Significant relationship between teaching performance, self-efficacy, school-based management, and school climate

	Teaching Performance			Remarks
	R	R-squared	P-value	
Self-Efficacy	0.671	0.4502	.000	Significant
School-based Management	0.204	0.0416	.117	Not significant
School Climate	0.641**	0.4108	.000	Significant

Regression Analysis on the influence of teaching performance on self-efficacy, school-based management and school climate

Table 5 displays the regression analysis on the influence of self- efficacy, school-based management and school climate to the quality of teaching performance. The table proves that F-ratio of 29.66 and probability value of .000 that is lesser than the 0.05 level of significance. The result has indeed allowed the researcher to reject the null hypothesis that says “Teacher’s sense of efficacy, school-based management and school climate do not significantly influence the teaching performance among teachers”. Since the variable self-efficacy and school climate have a beta of .483 and 4.65 with probability value of .000 which is lesser than the level of significance at 0.05, these variables have significant influence to teaching performance while school -based management has a beta of -.041 with a p value of .679 which is greater than the level of significance at 0.05 thus, school-based management is not a material to influence teaching performance among teachers.

The result is supported by the findings of the study of Brandao (1995), which revealed that restructuring activities were perceived as impositions that made it difficult to weigh classroom and responsibilities on School-based management. In addition, it was proven in the study that there was a doubt on the potential of School-based management as a means to enhance the quality of education or a process for producing significant and meaningful achievements.

The R-value of 0.783 signifies a high positive relationship among variables. The R-squared of 0. 614 implies that only 61.4 % of the variance in the level of teaching performance attributed in the level of self-efficacy, school-based management and school climate. The remaining 38.6 % is the possible variation that means that the level of teaching performance would be definitely attributed to the other elements that are not included in this undertaking.

Table 5: Regression Analysis on the influence of teaching performance on self-efficacy, school-based management and school climate

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value	Decision $\alpha = 0.05$
	B	SE	Beta			
Self-Efficacy	0.568	0.11	0.483	5.164	0	Ho is rejected
School-based management	-0.027	0.066	-0.041	-0.415	0.679	Ho is not rejected
School Climate	0.54	0.126	0.465	4.283	0	Ho is rejected

R= 0.783

R²= 0.614

F-ratio= 29.66

P-value= .000

P<0.005

6. Conclusions And Recommendations

Based on the findings, the following conclusions were drawn:

- 1) The level of self-efficacy among teachers is high. This means that the self-efficacy among teachers is relatively evident and observed.
- 2) The level of school-based management is moderate. This denotes that the school-based management is moderately evident and observed.
- 3) The level of school climate is high. This denotes that the school climate is relatively evident and observed.
- 4) There is a significant relationship between self-efficacy and teaching performance. Similarly, the school climate also has significant relationship with teaching performance. However, there is no significant relationship between School-based management and teaching performance.
- 5) Self-efficacy and school climate significantly influence the teaching performance while school-based management has no significant influence to the teaching performance.

Based on the conclusions, the following recommendations were given:

- 1) Teachers should remain motivated in teaching because it renders good teaching performance.
- 2) Educational leaders such as principal and school should continue support the teachers by providing the needed materials in their teaching.
- 3) School-based management program should create and initiate training and development intended for teachers to enhance their teaching prowess.
- 4) It is encouraged that other researchers will test another factors that affect the teaching performance for reliability purposes.

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