Journal of Namibian Studies, 33 S3 (2023): 4730-4756 ISSN: 2197-5523 (online)

Teaching Efficacy And Use Of Instructional Strategies Of Public Secondary School Teachers In Sulu

Asso.Prof. Alnadzma U. Tulawie, Ed.D

Sulu State College, Philippines

ABSTRACT

This study ascertained the extent of teachers' efficacy and instructional strategies use among secondary junior and senior high school teachers at DepEd-Sulu during school year 2018-2019 and the significant differences in categories subsumed under these components when data are grouped according to teachers' sex, age, civil status, length of service, position and highest educational qualification. It answered the research questions based on the following hypotheses: (1) There is no significant relationship between teaching efficacy and instructional strategies use of junior and senior high school teachers in Sulu; (2) There is no significant difference in teaching efficacy of junior and senior high school teachers in Sulu when data are classified according to sex, age, educational attainment, length of service and position; and (3) There is no significant difference in instructional strategies use of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position. This study employed the descriptive-quantitative research design with 170 secondary school teachers at DepEd-Sulu during the school year 2018-2019. The frequency counts and percentage score were used to determine the socio-demographic profiles; mean and standard deviation were used to determine the extent of teaching efficacy and instructional strategies use. The t-Test for independent samples, One-Way ANOVA and Pearson Correlation Coefficient were used to determine the significant differences and degree of correlation of teachers' perceived teaching efficacy and instructional strategies use. This study seems to support Bandura's (2001) Social Cognitive Theory which focuses on cognitive, vicarious, self-regulatory, and self-reflective processes. Bandura stressed that people are self-

organizing, proactive, self-reflecting, and self-regulating, and they are not just reactive organisms directed by the environmental events or inner forces. This theory further emphasized that efficacy beliefs affect the way people think either positively or negatively, the kind of aims they would like to achieve and also their commitments to achieve the results of their efforts. Having high levels of self-efficacy motivates people to have higher goals and as the result they persevere if they face any obstacles or adverse situation and also, they will perform much better.

INTRODUCTION

At the midst of globalization of educational goals, educational systems across the continents envision from building locally talented to globally competent individuals, from training for citizenship of a nation to globally competitive citizen, making each individual significant contributor to the demands of global economy and lead a more successful life.

Thus, the Philippine educational system has been tailored to be responsive to the global demands at hands. It has been investing on human resource development through producing Filipino learners who are globally competitive, properly equip with 21st century core skills, albeit digital age literacy, inventive thinking, effective communication, and high productivity, and above all be functionally literate. To meet this goal; nevertheless, more effective and competent teachers who are in the field and at the front line of curricular program implementation, must be those who are efficacious and adept with the use of instructional strategies.

Teacher efficacy, according to Bandura (1995) is “the teacher’s belief in his or her capability to organize and execute courses of action required to accomplish successfully a specific teaching task in a particular context”. Consequently, teachers’ efficacy plays a powerful role in schooling which means greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy (Tschannen-Moran, Woolfolk Hoy and Hoy, 1998). As an important concept in the field of teacher education, efficacy has been studied

since its inception and continues to be the focus of research (Molnar, 2008).

Efficacy beliefs affect the way people think in both positive or negative poles, the kind of aims they would like to achieve and also their commitments to have the results of their efforts (Bandura, 2001). Hence, it follows that having high levels of self-efficacy encourages people to set higher goals and as a result they persevere if they face the obstacles or any adverse situation and also they will perform much better. Since self-efficacy means the teacher's belief in his/her capability to organize and perform the actions needed to fulfill a particular teaching task in a specific context successfully (Tschannen-Moran et al., 1998), this can be manifested in teacher's efficacy for student engagement, instructional strategies, and classroom management. This is, however, can be equated to teacher's pedagogical knowledge and skills in teaching.

Teaching efficacy is the belief that one's teaching can affect certain educational outcomes. A teacher's efficacy beliefs are related to their behavior in the classroom and the amount of effort they invest in teaching. There is a relationship between what a teacher believes and how they interact and work with students in the classroom (Dalanon and Matsuka, 2017). That is, teacher's teaching efficacy is reciprocal to his/her pedagogical actions and behavior above and beyond his/her opinions of the results of such actions. Also, effectiveness may predict a teacher's overall motivation for teaching (Bandura, 1997; Tschannen- Moran et al., 1998). Teaching efficacy determines the kind of strategies used during teaching and meanwhile, the use of strategies shows the level of teaching efficacy of the teacher. To be efficacious, then, a teacher needs to be well-grounded with adequate use of instructional strategies; vis-à-vis mechanical and communicative aspects.

A number of educational researches works tried to connect the use of certain kinds of instructional strategies to the teaching efficacy of the teacher; but seldom of such kind of research has been reported in the local context, especially in the southernmost part of the country particularly in Sulu which is the concern of this study. Therefore, this study was conducted in Sulu among junior and senior high school teachers so as to gather

empirical data neither to support nor deny the above claims on the influence of teaching efficacy on instructional strategies use.

Statement of the Problem

This study determined the Teaching Efficacy and Instructional Strategies Use of teachers at public junior and senior high schools in Sulu during the school year 2018-2019.

Specifically, this research answered the following questions:

- What is the socio-demographic profile of junior and senior high school teachers in Sulu in terms of age, sex, educational attainment, length of service, and position;
- What is the extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of a) Efficacy for student engagement, b) Efficacy for classroom management, and c) Efficacy for instructional strategies;
- What is the extent of instructional strategies use of junior and senior high school teachers in Sulu in terms of mechanical and communicative aspects;
- Is there a significant relationship between teaching efficacy and instructional strategies use of junior and senior high school teachers in Sulu;
- Is there a significant difference in teaching efficacy of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position; and
- Is there a significant difference in instructional strategies use of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position?

Hypotheses

This study is guided by the following hypotheses:

1. There is no significant relationship between teaching efficacy and instructional strategies use of junior and senior high school teachers in Sulu;
2. There is no significant difference in teaching efficacy of junior and senior high school teachers in Sulu when data are classified

according to sex, age, educational attainment, length of service and position; and

3. There is no significant difference in instructional strategies use of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position.

Objectives

This study aimed to determine each of the following:

1. The socio-demographic profile of junior and senior high school teachers in Sulu in terms of age, sex, educational attainment, length of service and position;

2. The extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of a) Efficacy for student engagement, b) Efficacy for classroom management, and c) Efficacy for instructional strategies;

3. The extent of instructional strategies uses of junior and senior high school teachers in Sulu in terms of mechanical and communicative aspects;

4. The significant relationship between teaching efficacy and instructional strategies use of junior and senior high schools' teachers in Sulu;

5. The significant difference in teaching efficacy of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position; and

6. The significant difference in instructional strategies use of junior and senior high school teachers in Sulu when data are classified according to age, sex, educational attainment, length of service and position.

Theoretical Framework

This study is anchored on the following theories:

- Social Cognitive Theory (Bandura, 2001)
- Efficacy Theory (Bandura, 1997; Tschannen- Moran, Woolfolk Hoy, & Hoy, 1998)

Social Cognitive Theory

Social cognitive theory focuses on cognitive, vicarious, self-regulatory, and self-reflective processes (Bandura, 2001). Bandura stressed that people are self-organizing, proactive, self-reflecting, and self-regulating, and they are not just reactive organisms directed by the environmental events or inner forces. Accordingly, in society the belief that people have in their effectiveness in order to be able to have control over the events in their life is the most important element. If people believe that they can make favorable influences and prevent the unfavorable ones by their performances, they will be motivated enough to act.

Bandura (2001) further emphasized that efficacy beliefs affect the way people think either positively or negatively, the kind of aims they would like to achieve and also their commitments to achieve the results of their efforts. Having high levels of self-efficacy motivates people to have higher goals and as the result they persevere if they face any obstacles or adverse situation and also, they will perform much better.

Similarly, Barnyak and McNelly (2009) claimed that social cognitive theory presents the way people create the beliefs based on their abilities which will ultimately shape their goals in life. In addition, the beliefs that people have about their capabilities will manifest their success in some situations. It is explained that when people cannot understand something, they think of taking advantage of the learning process in order to increase their understanding if they the motivation to do so. It is also claimed that high levels of self-efficacy for specific goals will specify the level of success for those goals. Hence, it is assumed that teacher's efficacy leads to successful implementation of teaching strategies in the classroom.

Efficacy Theory

Self-efficacy is a component of Bandura's social cognitive theory (Bandura, 1997). People's thoughts, motivation and actions are influenced by self-efficacy in conjunction with the other elements of the theory. Perceived self-efficacy is the beliefs in one's abilities in order to organize and carry out the actions which are needed to produce the given achievements (Bandura, 1997).

Self-efficacy studies have not only focused on students' performance but also on the effect on the teachers. Self-efficacy of the teachers can be explained as an opinion on abilities to affect student learning and engagement, especially difficult or unmotivated ones (Pajares & Urdan, 2006).

Conceptual Framework

Based on the abovementioned principles and theories, in this study the levels of teaching efficacy of junior and senior high school teachers in Sulu such as a) Efficacy for student engagement, b) Efficacy for classroom management, and c) Efficacy for instructional strategies are treated as independent variable. Meanwhile, the instructional strategies use such as a) mechanical and b) communicative aspects are treated as dependent variable. Finally, the respondents' profile is treated as the moderating variable of this study. The interplay of these variables is shown in Figure 1 below:

Significance of the Study

This study will give significant contributions to each of the following groups of people:

1. School Administrators. This study will contribute baseline data on the level of teachers' teaching efficacy and instructional strategies use which can guide secondary school administrators in designing, implementing and evaluating teachers' professional development programs;

2. Classroom Teachers. This study will enrich teachers' background knowledge in relation to their teaching ability by recognizing the varied factors related to their teaching efficacy. This will also provide them additional inputs on the use of the different instructional strategies so as to enrich and help them clarify on matters that are practical and reasonable benefits that their school administrators can afford to provide them. Similarly, additional inputs will help them enrich or redirect their teaching strategies in relation to students' achievements and the success of secondary school curriculum implementation.

3. Researchers in Education. This study will provide further avenues on these areas of research in some other settings so that more studies related to this field can be conducted along the

framework of determining teaching approaches, methods and strategies.

4. Teacher-Training Institutions – This study will provide teacher-training institutions with the baseline data for the enrichment of their programs toward preparation of in-coming teachers on teaching efficacy and instructional strategies which are akin to teaching effectiveness that are required in dealing with teaching in the secondary school level. Finally, the results of this study will provide useful information for teachers and administrators in suggesting the possible relationships between different factors to be explored in this research. However, the implications of this research will not be confined only to the Philippine educational context. But, it is assumed that it might be extended to a broader context of all secondary school teachers where instructional strategies are applied to the students, higher educational level.

Scope and Delimitation of the Study

This study was conducted in Sulu by utilizing the public secondary schools during the school year 2018-2019 with junior and senior high school teachers as respondents. Variables are contained to teachers' teaching efficacy and instructional strategies use.

Operational Definition of Terms

- Age – refers to the chronological age of the respondents. In this study, the age of the respondents will be categorized into four brackets such as: 30 years old and below; 31 to 3 years old; 36 to 40 years old; and 41 years old and above.

- Sex – refers to the biological traits of the respondents. In this study, the sex of respondents will be categorized as male and female.

- Educational Qualification – refers to highest level of school that the respondents have attained. In this study, it is classified into five brackets: a) plain baccalaureate degree which is either Bachelor of Arts (BS) or Bachelor of Science (BS); b) AB/BS plus some units in master's program; c) Full-fledged Master of Arts or Master of Science (MA/MS); d) MA/MS plus some units in doctoral program; an e) Full-fledged Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.).

- Length of Service – refers to the number of years of experience in teaching. In this study, the length of service will be categorized into four groups such as: 10 years and below; 11-20 years; and 21 years and above.

- Teaching Efficacy – refers to the overall ability of the teacher to undergo effective implementation of the lesson in the classroom. In this study, it involves the ways junior and senior high school teachers in Sulu implement classroom teaching activities.

- Efficacy for student engagement – refers to the ability of the teacher on how get learners involve in the classroom activities. In this study, it involves how junior and senior high school teachers engage students to participate actively in classroom teaching activities.

- Efficacy for classroom management – refers to the ability of the teacher to manage learners in order to follow rules and regulations. In this study, it involves how junior and senior high school teachers in Sulu management the disrupting behavior of the students.

- Efficacy for instructional strategies – refers to the ability of the teacher to adopt alternative strategies to make classroom instructive more effective. In this study, generally, it involves how junior and senior high school teachers in Sulu implement varied instructional techniques so as to arrive at more effective classroom dynamics.

- Use of Instructional Strategies – refers to the proper application of procedures in required in lesson implementation. In this study, it involves the overall skills of junior and senior high school teachers in effective ways of involving students in the classroom activities.

- Mechanical strategies – refers to the proper sequence of making students learn and master the lessons. In this study, it involves the ways junior and senior high school teachers in Sulu make students apply proper procedure in mastering their lessons.

- Communicative strategies – refers to the ability of the teacher to engage learners in communicative activities. In this this, it involves the ways how junior and senior high school teachers of Sulu to make students become more participative in expressing themselves both in oral and written channels of communication.

RESEARCH METHODOLOGY

This chapter presents the research method that was adopted in the conduct of this study. Specifically, it deals with research design, locale, respondents of the study, sampling design, research instrument, data gathering procedure, and statistical treatments of data.

Research Design

According to Bless and Higson-Smith (1995), research design as "a program that guides a researcher in collecting, analyzing and interpreting observed facts" (p.63). Similarly, Babbie and Mouton (2001, p.75) define research design as "the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives." A descriptive-correlational type of research method was employed in this study, that is, with purport to describe, quantify, and infer the phenomenon of teaching efficacy and use of instructional strategies among the junior and senior high school teachers in Sulu with regard to their perceptions of these variables when data are grouped according to sex, age, length of service, position and educational qualification.

Junior and senior high school teachers in Sulu were the main source of data which were quantified and treated with appropriate statistical tools to answer the research questions in this study. Library and internet research were the sources of information that were used as bases to structure and enrich the theoretical and conceptual frameworks of this research.

Research Locale

This study was conducted in Sulu by utilizing the junior and senior high school teachers during the school year 2018-2019 as the target respondents. These juniors and senior high schools are operated within some secondary schools in the province of Sulu, namely: Sulu National High School, Jolo School of Fisheries, MSU-Laboratory High School and SSC- Laboratory High School. These secondary schools in the province of Sulu are being administered and supervised through the leadership of the principal, head teacher, teacher-in-charge and coordinators.

Respondents of the Study

The respondents of this study were the junior and senior high school teachers at the secondary schools in Sulu. At least 170 respondents which compose of junior high school and senior high school teachers that were chosen as representative samples from each of the secondary schools operating both junior and senior high school levels. Out of 75 male respondents, 19 male students represented by each of the following schools: Sulu National High School, Jolo School of Fisheries, MSU-Laboratory High School and SSC-Laboratory High. Similarly, out of 95 female respondents, 24 female students represented by the same schools.

Sampling Design

A non-probability sampling method through purposive sampling procedure was adopted in this study. That is, due to access, availability and time constrains, representative samples from junior and senior high schools in Sulu were chosen purposively as samples of this study. The use of purposive sampling procedure was employed to ensure the collection of desired quality and quantity of data that were used in this study.

Data Gathering Procedure

In the collection of data, the following steps were applied in this study:

- A permit to administer the questionnaire was secured from the Dean of the School of Graduate Studies of the Sulu State College and then from the principals, head teachers, teacher-in-charge and coordinators of the junior and senior high schools in Sulu; and

- The launching and administering as well as the retrieval of the questionnaire were done personally by the researcher.

Research Instrument

A self-report questionnaire was the main instrument used to gather data on teachers' demographic profiles, teaching efficacy and use of instructional strategies. The integration of short version of the Teacher Self-Efficacy (Tschannen- Moran & Woolfolk Hoy, 2001) Adapted version of the self-reported strategy scale (Moe et al., 2001) was the main research instrument adopted in collecting data from the respondents of this study.

There are three parts of the research instrument used in this study. First part of the questionnaire focused on collection of data on the socio-demographic profiles of teacher-respondents which includes age, sex; educational attainment, length of service and position. The second part dealt with the collection of data on teachers' teaching efficacy which includes a) Efficacy for student engagement, b) Efficacy for classroom management, and c) Efficacy for instructional strategies.

The third part of the questionnaire used to gather data on teachers' use of instructional strategies includes a) Mechanical strategies and b) Communicative strategies.

Validity and Reliability

The research instrument used in this study was patterned and adapted from the short version of the Teacher Self-Efficacy (Tschannen- Moran & Woolfolk Hoy, 2001) Adapted version of the self-reported strategy scale (Moe et al., 2001). This was the main research instrument used in collecting data from the target respondents. These Questionnaires were already adopted in both foreign and local studies; thus, their validity and reliability are already established. However, to suit its applicability with the setting of the present study, this research instrument was subjected for perusal of at least two experts from among the faculty members of the School of Graduate Studies of the Sulu State College.

Statistical Treatment

Both descriptive and inferential statistical tools were employed in the treatments of data gathered for this study, namely:

- Mean, percentages and standard deviation were employed to determine the following: the socio-demographic profiles of both junior and senior high school teachers in terms of age, sex, length of service, position and educational attainment;

- t-test for independent samples was employed to determine the significant difference in both junior and senior high school teachers' perceptions on teaching efficacy and use of instructional strategies when data are grouped according to gender;

- One-way Analysis of Variance (ANOVA) was employed to determine the significant differences in teachers' perceptions on

teaching efficacy and use of instructional strategies when data are grouped according to age, length of service, position and educational attainment;

- Multiple regressions test was employed to determine the significant correlation among the sub-categories subsumed under teachers' perceptions of teaching efficacy and use of instructional strategies.

SUMMARY OF THE RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of results based on the data gathered for this study. It also tackles the extent of Teaching Efficacy and Instructional Strategies Use of teachers at public junior and senior high schools in Sulu during the school year 2018-2019 as perceived by teachers themselves as well as their differences when data are grouped according to sex, age, length of service, position, and highest educational qualification.

Based on the appropriate scoring and statistical treatments of data obtained for this study, the following are the presentations, analyses and interpretations of results which correspond to each of the research questions:

1. What is the socio-demographic profile of junior and senior high school teachers in Sulu in terms of age, sex, educational attainment, length of service, and position?

When data are categorized according to the demographic profile in terms of sex, female teachers constitutes 55.90% while their male counterparts constitute 44.10% of the total 170 samples. In terms of age, 64.00% of the teachers belong to age range of 31-40 years old. In terms of years of experience, both 30 years and below and 31-40 years constitute 36.50% each while 41-50 years is 27.10 of the 170 teachers. Fifty-seven-point sixty percent (57.60%) of the teachers have served 10 years and below, 51.20% Teacher I and about 38.20% are AB/BS + MA/MS Units of educational qualification.

2. What is the extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of a) Efficacy for student engagement, b) Efficacy for classroom management, and c) Efficacy for instructional strategies?

- In Terms of Student Engagement

Table 2.1 shows the extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of Efficacy for Student Engagement. With weighted mean scores of 8.51911 and standard deviation of .05577, teachers rated this category as Very High Extent. This means that secondary school teachers in DepEd-Sulu are very highly efficient with regards to engaging their students' participation in learning processes.

- In Terms of Efficacy for Classroom Management

Table 2.2 shows the extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of Classroom Management. With weighted mean scores of 8.7368 and standard deviation of .86186, teachers rated this category as Very High Extent. This means that secondary school teachers in DepEd-Sulu are very highly efficient with regards to classroom management. This also means that the teachers can handle very well their students in terms of imposing classroom order and discipline.

- In Terms of Efficacy for Instructional Strategies

Table 2.3 shows the extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of Efficacy for instructional strategies use. With weighted mean scores of 8.7235 and standard deviation of 1.59280, teachers rated this category as Very High Extent. This means that secondary school teachers at DepEd-Sulu perceived themselves as highly efficient with regards to implementing teaching strategies. This also means that the teachers can execute very well their ways of questioning and monitoring students' progress in learning the lessons.

3. What is the extent of instructional strategies use of junior and senior high school teachers in Sulu in terms of mechanical and communicative aspects?

- In terms of Mechanical Aspects

Table 3.1 shows the extent of instructional strategies use of junior and senior high school teachers in Sulu in terms of Mechanical Aspect. With weighted mean scores of 4.1336 and standard deviation of .42691, teachers rated this category as High Extent. This means that secondary school teachers in DepEd-Sulu are

highly adept with regards to employing teaching strategies via mechanical aspect. This also means that the teachers can execute very well the sequences and procedures in implementing their lessons. This means that secondary school teachers in DepEd-Sulu are very highly efficient with regards to employing teaching strategies.

More specifically, teachers involved in this study are in high agreement on the following items: “Ask students to take notes during the lesson”, “Draw a graph or outline on the blackboard the topics read in the book or explained”, “Dictate some definitions, if needed translate in their mother tongue” and “Summarize the content of a book orally, if necessary mother tongue will be used”.

Table - Extent of instructional strategies use of junior and senior high school teachers in Sulu in terms of Mechanical Aspect

Statement	**Mean**	**S.D.**	**Extent**
• Ask students to take notes during the lesson	4.1059	.66214	High
• Dictate some definitions. If needed translate in their mother tongue	4.1412	.80902	High
• Draw a graph or outline on the blackboard the topics read in the book or explained	4.2882	.78776	High
• Summarize the content of a book orally. If necessary mother tongue will be used	3.9412	.81194	High
• Ask students to read aloud from the book	4.1235	.87166	High
• Draw an outline, graph or table before the lesson	4.1176	.83435	High
• At the end of an explanation, ask students to summarize the main concepts orally or in writing	4.0471	.85528	High
• Summarize the concepts taught. Use mother tongue to clarify the concepts	4.0706	.81826	High
• Ask students to write down key words on the topic described	4.1412	.78677	High
• Summarize previous topics before introducing new ones, in case of need will get the help	4.2412	.82531	High
• At the beginning of the lesson, list the topics that are to be taught	4.0765	.78449	High
• Provide a summary chart of the main concepts, written out by yourself	4.0529	.87206	High
• Ask students to point out the main concepts in their books	4.0941	.86515	High

• Give a brief explanation of the key concepts, and then read them in the book	4.1824	.82615	High
• Read the book (teacher or students) and then explain	4.1471	.82607	High
• Note rules, formulas or properties on the blackboard	4.2294	.78466	High
• Provide summaries of topics to be taught, e.g. outline chart	4.2706	.77518	High
Weighted Mean	**4.1336**	**.42691**	**High**

- In Terms of Communicative Aspect

Table 3.2 shows the extent of instructional strategies use of junior and senior high school teachers in Sulu in terms of Communicative Aspects. With weighted mean scores of 4.1975 and standard deviation of .36409, teachers rated this category as High Extent.

This means that secondary school teachers in DepEd-Sulu perceived themselves as highly efficient with regards to employing communicative strategies. This also means that the teachers can deliver very well procedures and sequences of teaching and learning activities when explaining and conducting the lessons.

More specifically, teachers involved in this study rated with very high extent on the following items: “Invite students to ask questions during an explanation”, “Use a variety of educational games to let the students enjoy and learn simultaneously”, “Communicative situations will be provided to help the interaction among the students” and “Give indications about the content of the following lesson, or ask questions about possible developments of a topic”.

Table 3.2 Extent of the teaching efficacy of junior and senior high school teachers in Sulu in terms of Efficacy for Communication Strategies

Statement	**Mean**	**S.D.**	**Extent**
• Invite students to ask questions during an explanation	3.9941	.79568	High
• Introduce the topic covered using a problem-solving strategy, i.e. by asking questions	4.2471	.79801	High
• Use a variety of educational games to let the students enjoy and learn simultaneously.	4.1059	.82165	High
• Students work together in groups of two or three	4.2235	.81228	High
• Errors are tolerated and will be notified later	4.1294	.88763	High

• Summarize concepts already known on the topic and ask the students to discuss their ideas and/or what they know	4.1235	.85798	High
• Use drama or show experiments in the classroom or lab	4.1588	.83102	High
• Communicative situations will be provided to help the interaction among the students.	4.2882	.80998	High
• The students discuss what they have learned in the class.	4.1647	.84050	High
• Introduce a new topic using familiar examples	4.2176	.84597	High
• Create links between different topics and subjects	4.1471	.83320	High
• Education is most effective when it is experience-centered, when it relates to students' real needs.	4.3000	.74461	High
• Activate students' learning through playing English games of L1	4.2647	.78102	High
• Use multimedia, such as DVD, web navigation	4.2118	.89170	High
• Play music, songs to motivate the students' learning	4.1941	.82345	High
• Ask students if they are encountering any difficulties in studying the topic in question	4.1647	.83343	High
• Organize working groups during the lessons	4.0941	.84438	High
• Students are invited to talk about how they felt during the lesson.	4.1706	.83579	High
• Teacher will try to support students' confidence by not over correcting their mistakes	4.1765	.85901	High
• Use pictures to illustrate a theoretical topic (slides, drawings, charts, and so on)	4.2588	.76387	High
• The teacher leads the class in discussing the problem, ending with students responding with solutions to the problem.	4.2706	.77518	High
• A student makes an error. The teacher and other students ignore it.	4.1588	.95059	High
• Build logical chains using temporal links	4.2059	.84893	High
• Give students a riddle and ask them to solve it in pairs	4.1941	.87230	High
• Discuss study topics during lessons	4.2294	.79960	High
• Students' interaction in their groups is emphasized.	4.2941	.78180	High
• Give indications about the content of the following lesson, or ask questions about possible developments of a topic	4.3235	.79646	High
• The students are invited to talk about the experience they have had that day in the class.	4.2176	.77286	High

Weighted Mean	**4.1975**	**.36409**	**High**

- Is there a significant relationship between teaching efficacy and instructional strategies use of junior and senior high school teachers in Sulu;

Table shows the degree of correlation between teachers' teaching efficacy and use of instructional strategies as perceived by teachers themselves. It can be gleaned from this table that the value of Pearson r = 5.16 is significant at alpha .05. This means that those teachers who rated very high in their perceptions towards their teaching efficacy are possibly the same group of teachers who perceived with high extent in their use of instructional strategies. In this study, it implies that teachers' efficacy is directly proportionate to use of instructional strategies. This implies further that the increase in the extent of teaching efficacy is coupled with the increased in the extent of use of instructional strategies. Therefore, the hypothesis that states: "There is no significant relationship between teaching efficacy and instructional strategies use of junior and senior high school teachers in Sulu" is rejected.

POST HOC

Post Hoc Analysis using Scheffe's Test was conducted to determine which among groups classified according to age to have different levels of mean in areas subsumed under teachers' efficacy as perceived by teachers themselves at secondary schools in DepEd-Sulu.

The result of the analysis which is shown in Table 5.2.1 indicates that the difference in the means of Efficacy for Student Engagement and Efficacy for Classroom Management among secondary school teachers is obtained by way of lower group mean minus higher group mean.

- On Efficacy for Student Engagement Category: It shows that 31-40 years group of teachers obtained the mean difference of -.42339* with Standard Error of .17941 and p value of .000 which is significant at alpha=.05 over 30 years and below. So under this sub-category, no other groups of secondary school teachers supposed to have better ways of perceiving the extent of teachers' efficacy

in terms of Efficacy for Student Engagement than those at age range of 31-40 years.

- On Efficacy for Classroom Management Category: It shows that 31-40 years group of teachers obtained the mean difference of .86944* with Standard Error of .15220 and p value of .023 which is significant at alpha=.05 over 30 years and below. So under this sub-category, no other groups of secondary school teachers supposed to have better way of perceiving the extent of teachers' efficacy in terms of Efficacy for Classroom Management those at age range of 31-40 years.

SUMMARY OF Findings

This following are findings of the study:

1. On students' demographic profile

1.1. In terms of sex, 55.90% are female and 44.10% are of the total 170 samples;

1.2. In terms of age, 64.00% of the teachers belong to age range of 31-40 years old.

1.3. In terms of length of service, 57.60% have served 10 years and below

1.4. In terms of position, 51.20% are Teacher I.

1.5. In terms of highest educational attainment, 38.20% are AB/BS + MA/MS Units.

2. On extent of Teaching Efficacy

- On Efficacy for Student Engagement - teachers rated this category as Very High Extent.

- On Classroom Management - teachers rated this category as Very High Extent.

- On Efficacy for Instructional Strategies - teachers rated this category as Very High Extent.

- On Extent of Instructional Strategies Use:

- On Mechanical Aspects - teachers rated this category as High Extent.

- On Communicative Aspects - teachers rated this category as High Extent.

4. On Correlation between Teaching Efficacy and Instructional Strategies Use:

4.1 There is high correlation between teaching efficacy and instructional strategies use of junior and senior high school teachers in DepEd Sulu.

- On differences in Teaching Efficacy

- By Sex, no significant difference in teaching efficacy of junior and senior high school teachers in DepEd Sulu when data are classified according to sex;

- By Age, there is significant difference in the extent of teachers as perceived by teachers' themselves when data are classified according to age. 31-40 years old are better perceivers of the extent of teachers' efficacy in terms of Efficacy for Student Engagement and Efficacy for Classroom Management.

- By Educational Attainment, there is significant difference in the extent of teachers' efficacy as perceived by teachers' themselves when data are classified according to educational attainment. AB/BS + MA/MS Units are better perceivers of the extent of teachers' efficacy in terms of Efficacy for Student Engagement.

- By Length of Service, there significant difference in the extent of teachers' efficacy as perceived by teachers' themselves when data are classified according to length of service. 10 years & below of years of experience are better perceivers of the extent of teachers' efficacy in terms of Efficacy for Student Engagement. But 11-20 years of experience are better in perceiving the extent of teachers' efficacy in terms of Efficacy for Student Engagement.

- By Position, there is significant difference in the extent of teachers' efficacy as perceived by teachers' themselves when data are classified according to position. Teacher III position are better perceivers of extent of teachers' efficacy in terms of Efficacy for Student Engagement.

- On Differences in Instructional Strategies Use

- By Sex, no significant difference in instructional use of junior and senior high school teachers in Sulu when data are classified according to sex;

- By Age, there is significant difference in the extent of teachers' instructional strategies use as perceived by teachers' themselves when data are classified according to age. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Mechanical Aspects than those at age range of 31-40 years. No other groups of secondary school teachers supposed to have better way of perceiving the extent of instructional strategies use in terms of Mechanical Aspects than those at age range of 31-40 years.

- By Educational Attainment, there is significant difference in the extent of teachers as perceived by teachers' themselves when data are classified according to educational attainment. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Mechanical Aspects than those with AB/BS + MA/MS Units.

- By Length of Service, there is significant difference in the extent of teachers as perceived by teachers' themselves when data are classified according to length of service. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Mechanical Aspects than those with 21 years & above years of experience. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Communicative Aspects than those with 11-20 years of experience.

- By Position, there is significant difference in the extent of teachers' instructional strategies use as perceived by teachers' themselves when data are classified according to position. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Mechanical Aspects than those with 21 years & above years of experience. No other groups of secondary school teachers supposed to have better ways of perceiving the extent of instructional strategies use in terms of Communicative Aspects than those with Teacher III position.

Conclusions

This study concluded that majority of teacher-respondents are female, at middle age, have served 10 years and below, Teacher I and with AB/BS + MA/MS Units and rated the extent of teaching efficacy and use of instructional strategies as high which signify that junior and senior high school teachers are adept with pedagogical knowledge and skills. Except for sex, variables age, length of service, educational attainment and position observed to have significant influence on teachers' perceptions towards discerning the extent of teaching efficacy and instructional strategies use.

Moreover, this study seems to support Bandura's (2001) Social Cognitive Theory which focuses on cognitive, vicarious, self-regulatory, and self-reflective processes. Bandura stressed that people are self-organizing, proactive, self-reflecting, and self-regulating, and they are not just reactive organisms directed by the environmental events or inner forces. This theory further emphasized that efficacy beliefs affect the way people think either positively or negatively, the kind of aims they would like to achieve and also their commitments to achieve the results of their efforts. Having high levels of self-efficacy motivates people to have higher goals and as the result they persevere if they face any obstacles or adverse situation and also, they will perform much better.

Recommendations

This study recommended that junior and senior high school teachers of secondary schools at DepEd Sulu must be aware of the influences of teaching efficacy and instructional strategies use in pedagogical practices. Hence, they must be mindful in helping students' to proficiencies; considering the low stock and collection of instructional materials, teachers should be encouraged to pour-in resources so that adequate and up-dated teaching materials can be provided; the secondary high school administrators must provide the necessary support to teachers through trainings and seminars to update their pedagogical knowledge and skills relevant to the implementation of the k-to-12 curriculum and needs of the students; and finally student-researchers in the field of Mathematics education are encouraged to conduct similar study but to include other factors affecting Math instruction such as motivation and achievement in some other settings.

REFERENCES CITED

BOOKS

Baker, Therese L. (1999).Doing Social Research. New York: McGraw-Hill

Companies, Inc.

Daleon, Sixto O. et al. (1989). Fundamentals of Statistics. Philippines: National

BookStore, Inc.

Downie, N.M. and Heath, R.W. (1984).Basic Statistical Methods. Philippines:

Harper and Row Publishing, Inc.

Fraenkel, Jack R. &Wallen, Norman E. (2003). How to Design and Evaluate

Research in Education.5th Edition. New York: McGraw-Hill Companies, Inc.

Smith, Andrew et al. (2000). The Scale of Occupational Stress. Crown Copyright 2000 Saint Clements House, 2-16 Colegate, Norwich NR3 1BQ.

JOURNALS

Alibakhshi, Goudarz (2011) On the Impacts of Gender and Personality Types on Iranian EFL Teachers' Teaching Efficacy and Teaching Activities Preferences Iranian Journal of Applied Linguistics (IJAL), Vol. 14, No. 1, March 2011, 1-22

Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. Teacher Education and Special Education, 17, 86-95. doi:10.1177/088840649401700203

Alvarez-Nunez, Tanya Mae (2003). Teacher Self-Efficacy: A Link to Student Achievement in English Language and Mathematics in Belizean Primary Schools Amin,

Agsalud, Priscilla L. Teaching Effectiveness of the Teacher Education Faculty Members in Pangasinan State University Asingan Campus, Philippines. Asia Pacific Journal of Multidisciplinary Research Vol. 5 No.1, 16-22 February 2017 P-ISSN 2350-7756 E-ISSN 2350-8442 www.apjmr.com

Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher

education. Journal of Teacher Education, 35, 28-32.

Ashton, P., & Webb, R. (1986). Making a difference: Teachers' sense of efficacy and

student achievement. New York: Longman.

Aquino, Jessie B., (20130. “Adversity Quotient, Leadership Style and Performance of Secondary School Heads and Commitment to Organizational Values of Teachers in the Province of Tarlac. University of St. La Salle Bacolod City.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change.

Psychological Bulletin, 84, 191–215.

Bandura, A. (1986). Social foundations of thought and action. New Jersey: Prentice Hall.

Bandura, A. (1989). Goal concepts in personality and social psychology: Self-regulation

of motivation and action through internal standards and goal systems. New

Jersey: Lawrence Erlbaum Associates.

Bandura, A. (1994). Self-efficacy. In Ramachaudren (Ed.), Encyclopedia of Human

Behavior. New York: Academic Press.

Bandura, A. (1995), “Comments on the crusade against the causal efficacy of human thought”. Journal of Behavior Therapy and Experimental Psychiatry, 26, 179-190.

Bandura, A. (1995). Perceived self-efficacy in cognitive development and functioning.

Educational Psychologist. 28(2). 117-148.Bandura, A. (1997), Self-efficacy: The exercise of control. New York: W. H. Freeman and Company.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman

and Company.

Bandura, A. (2001). Social cognitive theory: an agentic perspective. Annual Review

Psychology, 52(1), 1–26.

Bandura, A. (2006). Social cognitive theory. In S. Rogelberg (Ed.). Encyclopedia of Industrial/Organizational Psychology. Beverly Hills: Sage Publications.

Bandura, A. (2007), “Much ado over faulty conception of perceived self-efficacy grounded in faulty experimentation”. Journal of Social and Clinical Psychology, 26(6), 641-758.

Barnyak, N. & McNelly, T. 2009. An urban school district’s parent involvement: A study of teachers’ and administrators’ beliefs and practices. School Community Journal 19: 33-58. Retrieved from ERIC database.

Brown, H. D. (2003). Principles of Language Learning and Teaching. New York:

A Pearson Education Company.

Canivel, Lea Daradal (2010). Principals’ Adversity Quotient: Styles, Performance and Practices. College of Education University of the Philippines Diliman, Quezon City April 2010.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers’ self-efficacy beliefs as determinants of job satisfaction and students’ academic achievement: A study at the school level. Journal of School Psychology, 44(6), 473-490

Çapa, Y. (2005). Factors influencing first-year teachers' sense of efficacy. [Unpublished

PhD dissertation], The Ohio State University, Ohio.

Çapa, Y., Çakıroglu, J., & Sarıkaya, H. (2005). The validity and reliability study of the

Turkish version of teacher sense of efficacy scale. Egitim ve Bilim, 30, 74–81.

Cervone, D., & Shoda, Y. (1999). The coherence of personality: Social cognitive bases

of consistency, variability, and organization. New York: Guilford Press.

Chen, Y.-G., Cheng, J.-N., & Sato, M. (2017). Effects of school principals’ leadership behaviors: A comparison between Taiwan and Japan. Educational Sciences: Theory & Practice, 16, 5–33. http://dx.doi.org/10.12738/estp.2017.1.0018

Coladric, T. (1992). Teachers’ sense of efficacy and commitment to teaching.

Journal of Experimental Education, 16(3), 323-337.

Copia, A. S., 2013. Teaching Methods, Pupils’ Attitudes and their Mathematics Achievement. Master’s Thesis (Philippine Christian University).

Cross, David (1989). Observation and Teacher Evaluation. A Forum Anthology, Development Content And Delivery Modes For Experienced Teachers Development. A Forum Anthology, Volume IV.1984-1988.

Cruz, Villena, Navarro, Belecina & Garvida (2016). Towards Enhancing the Managerial Performance of School Heads. International Review of Management and Research: Vol 5; IssueN0. 2.

Czerniak, C. M., & Schriver, M. L. (1994). An examination of pre-service science teachers' beliefs and behaviors as related to self-efficacy. Journal of Science Teacher Education, 5, 77-86.

Czerniak, C., & Chia-relott, L. (1990). Teacher education for effective science instruction a social cognitive perspective. Journal of Teacher Education, 41, 49-58. doi: 10.1177/002248719004100107

Dunmire, Ryan E. The Use of Instructional Technology in the Classroom: Selection

Enochs, L. G., Scharmann, L. C., & Riggs, I.M. (1995). The relationship of pupil control to pre-service elementary science teaching self-efficacy and outcome expectancy. Science Teacher Education, 79, 3-75.

Emmer, E., & Hickman, J. (1991). Teacher efficacy in classroom management.

Educational and Psychological Measurement, 51(4), 755–765.

Evans, E. D., & Tribble, M. (1986). Perceived teaching problems, self-efficacy, and

commitment to teaching among pre-service teachers. Journal of Educational

Research. 80(2), 81-85.

Ebuenga-Amora, Marlene (2016). Teachers' Organizational Commitment, Teaching Efficacy Belief and Level of Performance in Relation to their Pupils' Attitudes Towards Mathematics. Asia Pacific Journal of Contemporary Education and Communication Technology: isbn (eBook): 97809943656521 issn: 2205-6181; 2016, volume:2, issue 2.

Finocchiaro, Mary (1988). Teacher Development: A Continuing Process. A Forum Development Content and Delivery Modes For Experienced Teachers Development. A Forum Anthology, Volume IV.1984-1988.

Firmaningsih-Kolu, Yunita (2015). The Role of the Principal's Instructional Leadership at Schools in Indonesia. Department of Education Institute of Educational Leadership University of Jyväskylä.

Florido, Alethea M. (n.d). Educational Profile of the Philippines and Best Practices in Filipino Schools and Classrooms. Garinger High School Charlotte Mecklenburg Schools.

Fogal, Gary G. EFL Literature Studies: Student Feedback on Teaching

Gentry, Sr., Gregory Curtis (2002). A Case Study: The Issues High School Principals Encounter with Instructional Supervision. Athens, Georgia, 2002.

Ghasemboland, Farimah (2014). Self-efficacy Beliefs Among English as Foreign Language Teachers in Selected Language Centers. Jurnal Pendidikan Malaysia 40(1)(2015): 43-47

Ghaith, G., & Yaghi, H. (1997). Relationship among experience, teacher efficacy, and

attitudes toward implementation of instructional innovation. Teaching and

Teacher Education, 13(4), 451 458.

Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. Journal of

Educational Psychology, 76, 569– 82.