Pedagogy: Educators' Efficacy and Its Role on Instructional Management

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Abstract: *Students' educational outcome can be attributed to how teachers influence the performance of their students. Creating a positive learning environment through one's self-efficacy and instructional management can serve as barometer for students' success. This study aims to find out the correlation of teachers' efficacy and instructional management being important predictors of students' scholastic performance. The study employed quantitative descriptive method using descriptive statistics. It was conducted at Surigao del Sur State University, Philippines tapping the teachers and students of the College of Teacher Education as the respondents. Complete enumeration was employed for the faculty; while stratified random sampling for the students. It was conducted during the first semester of 2018-2019. The result revealed that the teachers' sense of efficacy manifested a positive Mean for behavioral management strategies. For the level of instructional management, teachers frequently implement a constructive instructional management. A significant relationship exists between the teachers' efficacy and their level of instructional management. On problems met, the most prevailing problem is on the overlapping work assignments that impeded instructional delivery of teachers; and the students' weaknesses to express themselves.*
Keywords: Self-Efficacy, Instructional Management, Student Engagement, Instructional Practices, Behavioral Management Strategies

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I. Introduction

Teachers' sense of efficacy is deemed to have an affirmative outcome on students' learning. The review of Dibapile (2012) on teacher efficacy indicated that the paramount consideration on the equality of education of any country depends largely on its teachers. Teachers who are effective can succeed in planning and carrying out their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. They are able to choose their instructional objectiveness to create a refined instruction as part of their instructional management (Tournaki et al., 2009). Thus, teachers are expected to take responsibility for students' success. In this manner, it is vital to look into the teachers' sense of efficacy taking into account students' engagement, instructional practices and behavioral management, and correlate this with the teacher's instructional management; thus, this study.

Effective teachers are viewed as experts in instructional management. They develop student learning through interactive instruction. Greenberg (2005) articulated that teachers can create a laboratory of learning when they place great value to every member of the class and when they develop an understanding of the process of learning and the classroom atmosphere enhances the possibilities of high quality learning experiences. Woolfolk and Davis (2005) stressed that there are existing studies that underscore self-efficacy as a predictor on students' performance. According to Bandura in the study of Davis and Kozel (2009), self-efficacy

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pertains to the individuals' belief that they can establish and accomplish essential engagements so that they can attain anticipated outcome.

Gordon (2002); Jepson & Forrest (2006) quipped that in the teaching and learning process, instructional management has plagued classroom outcomes. They also stressed that teachers' stress and burnout have contributed to the overall self-efficacy of teachers. Instructional management has become a distressing problem among novice teachers. In SDSSU, instructors are sent to attend research colloquiums and conferences; but, are seldom exposed to trainings and seminars on instructional management. These trainings are important because they contribute to the development of certain competencies that could address practical approaches that will encourage a positive instructional management.

With this in mind, this study endeavors to look into the teachers' sense of efficacy and its role on instructional management. The offshoot of this study can be used as basis for crafting an intervention to come up with curriculum enhancements in terms of instructional delivery as well as professional development to contribute to students' teaching and learning process.

According to current studies (Rosas and West, 2009), teachers' self-efficacy or self-control is a determining factor in the teachers' ability to attain the desired scholastic outcome of their students. In the research locale, there is a scarcity of information relative to the construct. Gaining an understanding on this concept will better give academic administrators a more positive perspective in addressing issues relating to self-efficacy and instructional management, so that teachers can adequately provide their students a meaningful pedagogic experience. With the growing interest of how efficacy affects teachers' instructional management, valid information in the locale need to be established to contribute to the enhancements of curricular delivery and faculty development plans that the program deliver quality instruction to its teacher education clienteles.

Theoretical/Conceptual Framework

This study claims that when teachers do not have a sense of control in the classroom due to some circumstance, they will have a declined self-efficacy that will affect their instructional management. From this personal precept, this study is conceived.

Numerous studies have been proven to be a deciding factor in student success. Poulou (2007) cited Bandura's (1997) Model on Self-Efficacy that underscores mastery of experiences. This refers to the effective presentation of specified tasks, in this study; it pertains to the pedagogic activities that could affect students' outcomes. He also articulated that teachers' self-assurance in their ability to perform could lead to students' learning. A teacher's psychological and emotional state can heavily influence his/her level of self-efficacy.

Another important theory from which this study is anchored is that of Piaget's Constructivism. He proposed that knowledge is constructed if teachers' shift to a more student-centered environment which is beneficial for both students and teachers (Boghossian, 2006). The theory is supported by Kounin (1997) who postulated that teachers' actions and abilities impact students' engagements to make them actively involved in the class. Kounin further denoted that how a teacher acts in the classroom creates a "Ripple Effect" that tremendously impacts the educational field. This effect pertains to either the positive or negative outcome on the students' performance which can emanate from either an increased or decreased self-efficacy of teachers.

The predictors are self-efficacy, instructional management and the problems met on the implementation of the instructional management. Understanding these precepts will lead both teachers and administrators to better understand how the curriculum can be tailored that will suit to the 21st century classrooms. Furthermore, probing on issues that beset the teachers in their instructional delivery will also give administrators the information that they need so that they can better design-in-house trainings that can address evident gaps on self-efficacy and instructional management. With these things being given attention, teachers' instructional delivery is expected to positively impact students' scholastic performance.

II. Objectives of the Study

This study aimed to investigate on the correlation between teachers' sense of efficacyon the instructional management of the SDSSU's faculty members. Its Implicationsto Pedagogy. Specifically, this study probed on the level of the teachers' sense ofefficacy as perceived by the instructors and the students in terms of the following indicators:Student engagement;Instructional practices; Behavioral management strategies; the level of the teacher's instructional management as perceived by both students and teachers; Significant relationship between the level of teachers' efficacyand the instructional management of the SDSSU Faculty as perceived by the two groups of respondents, and the problems met by the teachers in the implementation of their instructional management.

III. Methodology

This study employed the quantitative descriptive design because it aimed to describe a phenomenon relating to the influence of self-efficacy on the instructional management of the faculty of the College of

Teacher Education of Surigao del Sur State University.The study was conducted during the first semester of the AY 2018-2019. A total of 18 faculty members were tapped as respondents; while from the population of 350 students, 187 were identified as sample.

The researcher made use of a researcher-made test. It went through content validation from education specialists. The first part looked into the self-efficacy of teachers taking into account the: student engagement, instructional practices, and behavioral management strategies of the teachers. The second part is on the instructional management; while the last part looked into the problems encountered on the instructional management of the teachers. The questionnaire was subjected to both validity and reliability tests; result for the content validity showed a 4.53 Mean described as excellent by the content validators of five education specialists. For the Reliability Test using Cronbach Alpha, a result of 0.87 was noted. This denotes that the test is reliable.Descriptive statistics were used to pursue the objectives of the study. Specifically, it used Weighted Mean and Pearson Product Moment Correlation.

IV. Results and Discussions
Table 2
Level of the Teachers' Sense of Efficacy as Perceived by the Instructors and the Students

Indicators on Teachers' Sense of Efficacy	Mean (teachers)	Adjectival Rating	Mean (Students)	Adjectival Rating
Students' Engagement	3.52	Disagree	3.01	Undecided
Instructional Practices	3.23	Undecided	3.43	Agree
Behavioral Management Strategies	3.81	Agree	4.10	Agree
Total	3.52	Agree	3.51	Agree

Table 2 underscores the results for the teachers' sense of efficacy considering the parameters that include students' engagement, instructional practices and behavioral management strategies over the perception of both students and teachers. From the table, it can be observed that on the teachers' standpoint, it can be noted that there is an increase of mean for behavioral management strategies compared with the other two parameters. The same result can be construed for students. However, on the indicator with the least mean, for teachers, instructional practices gained a slightly lesser mean; while for the students, students' engagement showed a reduced mean.

From the findings, it is noted that teachers agree that they have employed behavioral management strategies. These strategies involved establishing rules and consequences for students' behavior by monitoring them and employing disciplinary practices. They also apply reflections when their students exhibit behavioral problems. This educational setting exemplifies conditioning as part of Behaviorism Theory (Williams, 2008). Cherry (2008) pronounced that conditioning as a method of learning can transpire through rewarding or punishing a behavior. The cornerstone of a classroom emphasized that behavioral perspectives are needed to reduce misbehavior inside the classroom. Students may also be engaged as they will be more enthusiastic to involve themselves actively inside the classroom adopting constructive behaviors. Boghossian (2006) supported this when he vanguards the Constructivist Approach allowing children to be part of the decision making process and instigating self-governance techniques

For the reduced values, teachers noted instructional practices, while students recognized students' engagement as the least in the parameters. Teachers quipped that there are challenges on meeting the competencies and stimulating and challenging students to learn. Remedial instructions for students lagging behind are also not imposed. This is also runs parallel with the students' observations on the decline of teachers' supplement for learning support services that could help students improve in their academic work. Gordon (2002) posited that teachers cannot overcome educational obstacles if they will not employ nurturing and motivational techniques to help their students perform well in the classroom.

Table 3: Level of Teachers' Instructional Management

Benchmark Statements	Mean	Adjectival Rating	Mean	Adjectival Rating
1. Monitor Students' instructional progress.	4.29	Always	4.56	Always
2. Take Feedbacks on students' instructional needs	4.07	Frequently	4.89	Always
3. I make myself available to discuss instructional issues.	3.69	Frequently	4. 34	Always
4. Develop plans for students' progress.	3.54	Frequently	4.11	Frequently
5. Communicate students' progress with guardians/parents.	2.11	Rarely	4.04	Frequently
6. Review students' work when evaluating classroom instruction.	3.21	Sometimes	3.88	Frequently
7. Solve issues related to discipline to maximize	3.05	Sometimes	4.07	Frequently

instructional time.				
8. Discuss with other teachers matters related to instruction.	2.84	Sometimes	3.71	Frequently
9. Guide students in their use of instructional resources.	4.67	Always	3.02	Sometimes
10. Integrate technology in the instructional process.	2.99	Sometimes	2.97	Sometimes
Overall Mean	**3.45**	**Frequently**	**4.00**	**Frequently**

As to the level of the instructional management, it can be noted that students' responses have presented an evidently higher overall mean with a difference of .55 from that of the teachers. This slight increase presents that students view their teachers with an augmented positive efficacy compared to how teachers view themselves. Students are able to observe of the teachers' feedbacks on the former's instructional needs that contribute to their progressing academic outcomes. Teachers who are armed with feed backing mechanisms and instructional strategies help their students move to the desired results (Marzano, 2001). Nonetheless, teachers are also beset with communicating students' progress with parents and guardians. Unlike in the elementary and secondary years, parents are encouraged to be part of their children's scholastic formation by taking part in various school activities and by attending academic meetings and gatherings. However, in tertiary education, since students are coming from different municipalities and even from another province, teachers do not have the indulgence of setting up meetings with parents, and encouraging parent academic support and involvement in parent-teacher-conferences (Walker and Slear 2011).

Nonetheless, students also noted that there is a slight decline in the guidance of teachers on the students' use of instructional resources. Would-be teachers enrolled in the College of Teacher Education of SDSSU are trained to produce their materials as part of their training in the teacher education curriculum. However, Hallinger, (2011) said that there is a need for teachers to address the instructional needs of the students by delivering resources and materials to enable them to meet the students' academic objectives. Suitable materials for the educational program and its skillful implementation can become an avenue to support effectively teacher education curriculum of SDSSU.

Table 4: Significant Relationship between the Level of Teachers' Efficacy and the Instructional Management of the SDSSU CTE Faculty as perceived by the Two Groups of Respondents

Variables Tested	Computed r	P-value	Decision	Conclusion
Teachers' Efficacy and its Level of Instructional Management as perceived by the teachers	0.465	0.041	Reject Null Hypothesis	Significant
Teachers' Efficacy and its Level of Instructional Management as perceived by the teachers as perceived by the students	0.13	0.037	Reject Null Hypothesis	Significant

Results showed that there is a significant relationship between the teachers' efficacy and its level of instructional management. It can be deduced that how teachers carry out students' engagement, instructional practices and behavioral management strategies affect how teachers implement instructional management as perceived by both teachers and students. Both groups of respondents pointed that teachers' instructional management is determined with the teachers' efficacy. Melby (1995) reported that teachers with low efficacy were identified to be stressed and are easily angered of misbehaviors instead of managing them effectively. They also tend to be retributive rather than emotionally-calm in dealing with misconducts in the classroom. Further, they tend to emphasize the subject matter rather than the students' progress. With this in view, the researchers assume that if teachers understand their instructional functions and deliver them with positive self-control (efficacy), they will be able to instill favorable attitudes of the students towards their efforts to learn by employing advantageous instructional management. Conversely, the National Board for Professional Teaching Standards (2005) added that teachers with high self-efficacy are committed with their students' learning. They become responsible in managing and monitoring their students' progress. Moreover, because they believe that they are part of a system that nurtures holistic formation of the students, they strive to contribute to the learning community using effective instructional strategies (Marzano, 2001). The relationship between the variables posted may underscore individual expectations that could determine students' success and impact classroom outcomes.
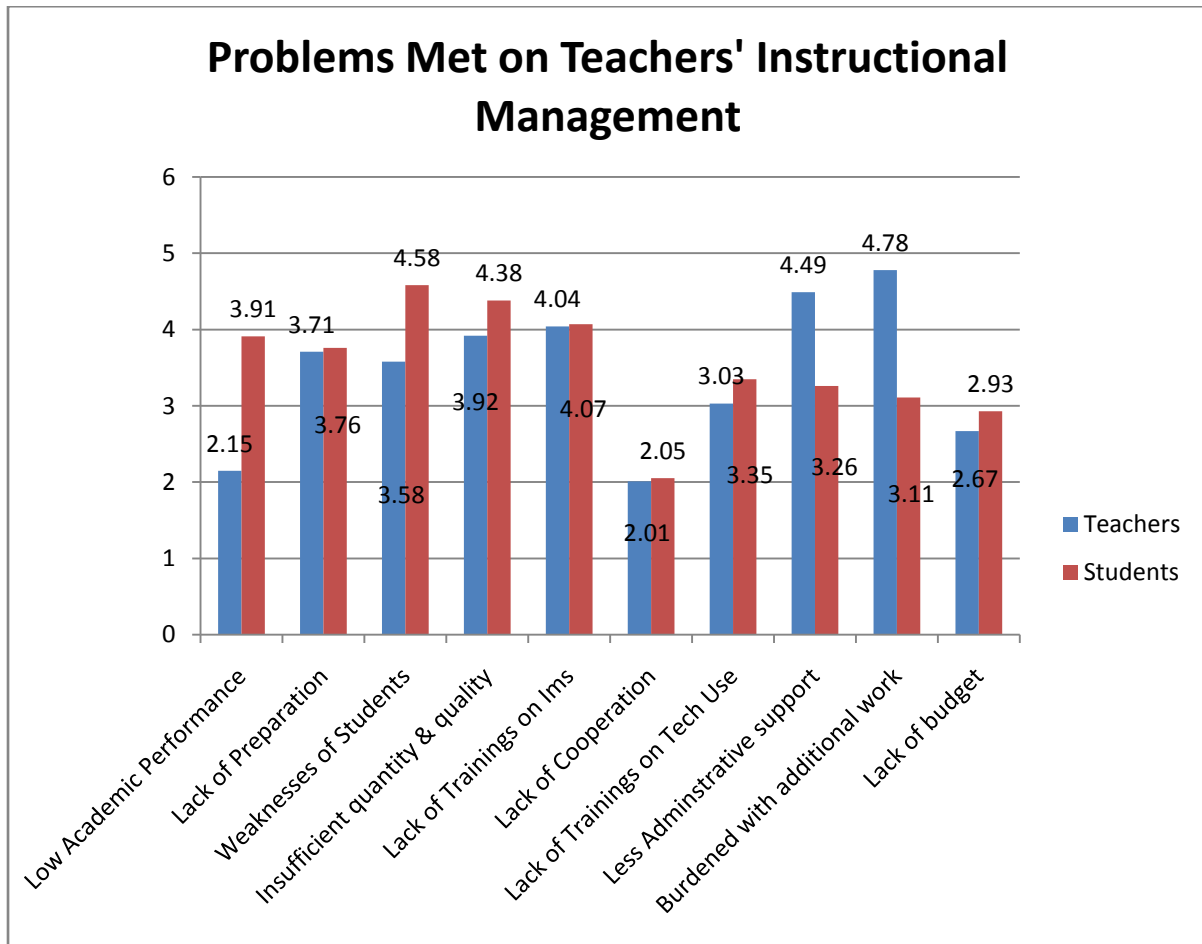
Figure 2. Problems met on the implementation of instructional management

Figure 2 underscores the problems met in the implementation of instructional management. It can be noted from the figure that both teachers and students perceived parents lack of cooperation to be not serious at all. In the tertiary education, students have developed a sense of independence; hence they have become more organized and have exuded resilience in their academic experience as they pursue a degree in tertiary education. The most serious problem encountered on the part of the teachers that impede the implementation of their instructional management is the overlapping works which could refer to activities, designations and assignments. These things hamper the teachers' positive strategies for instructional management which include monitoring students' progress, solving behavioral problems, integration of technology for instruction, guidance in the use of instructional resources. Students, on the other hand, believe that what obstruct their teachers' efficacy are the weaknesses of students to express themselves. They find their teachers beset with frustrations when students are not being cooperative and expressive in class. They tend to show a feeling of anxiety if students are not receptive of their instructional delivery. This can be explained by the Ripple Effect posited by Kounin (1997). Kounin denoted that how a teacher acts in the classroom creates a "Ripple Effect" that tremendously impacts the educational field. This effect pertains to either the positive or negative outcome on the students' performance which can emanate from either an increased or decreased self-efficacy of teachers

One way to increase self-efficacy is through vicarious experience. Observing and discerning on others performance are important components of vicarious experience (Hoy &Spero, 2005). Developing self-efficacy needs to be understood not only through self-performance but also from the actions of others. Teachers can then develop their self-efficacy and acquire helpful instructional practices without resorting to trial and error method (Pajares, 2002). There is no need for the teachers to wait for certain circumstance to make them understand the views on self-efficacy and instructional management; but they can take it from the experiences of their colleagues and how they have managed to traverse certain footpaths that challenge their beliefs towards their profession. It is important, that one has a good retrospection on the experiences of others to learn important inputs that they can apply in their own sphere.

V. Conclusions

From the findings, it is noted that teachers agree that they have employed behavioral management strategies. These strategies involved establishing rules and consequences for students' behavior by monitoring them and employing disciplinary practices. This educational setting exemplifies conditioning as part of Behaviorism Theory

The significant relationship between instructional management and teachers' efficacy can be seen as a cyclical process wherein a teachers' perception and precepts most likely affect how he/she implements instructional management and vice versa. Although specific indicators of efficacy were not tested as to their relationship with instructional management, but generally, it can be construed that a teacher's knowledge of how he/she carries out the three indicators largely affect how he she carries out instructional management in his/her classroom; the more the teachers exude a positive efficacy, the more that he will be able to create a positive environment that caters to students needs and progress.

Part of the trend on the problems met is the overlapping works that could impede instructional management. Top-down pressures obstruct teachers and they lose their creativity and independence in constructing a positive learning environment for their students.

Pedagogical Implications

Studies and result reflected in this paper show that teachers' efficacy affect teachers' instructional management. Since efficacy is a self-construct, it is also important that academic administrators help teachers by exposing them to trainings on instructional strategies, and other pedagogical practices that could meet their needs to improve their teaching skills. They should be exposed to variety of instructional experiences including the use of technological innovations that could help both novice and experience-wise teachers so that they can better perform inside the classroom that could also contribute to students' academic growth.

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