

**Teacher self-efficacy of Technology and Livelihood Education 7 teachers
in the Schools Division of Quirino**

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ABSTRACT

Teaching TLE 7 requires teachers to manage practical and pedagogical demands while sustaining meaningful learning. Despite extensive research on teacher self-efficacy, evidence on TLE 7 teachers in Philippine public schools, particularly in the Schools Division of Quirino, remains limited. This study determined the teacher self-efficacy of 50 TLE 7 teachers from 50 public secondary schools. Using a descriptive research design, data were gathered through a questionnaire and analyzed using frequency, percentage, ranking, weighted mean, and chi-square test of independence. The findings showed very high teacher self-efficacy, particularly in lesson planning, classroom environment, mentoring, assessment, and collaboration. Mastery experiences emerged as the strongest source of self-efficacy. However, excessive workload, inadequate teaching materials, overcrowded classrooms, time constraints, and insufficient equipment were reported as moderate setbacks. Significant differences in perceptions of setbacks were found only according to educational attainment. The findings highlight the need to sustain teacher efficacy while addressing workplace conditions that constrain effective teaching.

Keywords: Teacher self-efficacy, Technology and Livelihood Education, TLE 7 teachers, teaching challenges, Schools Division of Quirino.

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INTRODUCTION

Teaching is a demanding and complex profession. Beyond transmitting knowledge, teachers are expected to design meaningful learning experiences, manage classrooms, address learners' diverse needs, assess learning, and adapt to changing educational demands. These responsibilities require not only professional knowledge and skills but also a strong belief in one's capability to perform teaching tasks effectively.

This belief is referred to as self-efficacy. Bandura (1997) defined self-efficacy as people's beliefs in their capabilities to organize and execute the courses of action required to attain designated performances. It is task- and context-specific rather than a generalized sense of confidence. In teaching, teacher self-efficacy concerns teachers' judgments of their

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capability to organize and carry out actions necessary to accomplish instructional goals (Tschannen-Moran & Woolfolk Hoy, 2001).

Teacher self-efficacy has important implications for teaching practice. According to Zee and Koomen (2016), stronger teacher self-efficacy is associated with classroom processes, student academic adjustment, and teacher well-being. Klassen and Tze (2014) likewise found a positive association between teacher self-efficacy and observed teaching performance. Holzberger et al. (2013) further demonstrated that the relationship between self-efficacy and instructional quality may be reciprocal: efficacy beliefs can influence instructional quality, while successful instructional experiences can subsequently strengthen efficacy beliefs.

Bandura (1997) identified four major sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological and affective states. For teachers, successful classroom experiences, observation of competent colleagues, constructive professional feedback, and the management of stress may influence perceptions of teaching capability. Usher and Pajares (2008) emphasized that these sources operate within particular contexts and may be interpreted differently by individuals.

The construct is particularly relevant to Technology and Livelihood Education (TLE), where teachers are expected to integrate subject knowledge, practical skills, pedagogy, technology, assessment, and classroom management. Philippine studies have documented challenges among TLE teachers involving insufficient resources, technological demands, training, specialization, and pedagogical adaptation (Alcaide & Blancia, 2024; Gumban et al., 2024; Jaurigue-Sublay, 2023; Pamor et al., 2024; Taripe, 2024). For example, Pamor et al. (2024) identified insufficient materials, equipment, and skills as challenges experienced by TLE teachers, while Alcaide and Blancia (2024) found a significant positive relationship between TLE teachers' technology proficiency and their instructional module-writing ability. These findings highlight the varied competencies required in TLE instruction.

Teacher self-efficacy is also potentially responsive to professional development and changing educational conditions. Gordon et al. (2023) observed that educational reforms may influence teachers' efficacy beliefs, whereas professional learning can provide support during periods of change. More recently, Täschner et al. (2025) found through a systematic review and meta-analysis of 115 studies involving 11,284 teachers that interventions produced a significant positive effect on teacher self-efficacy. Self-efficacy may therefore be strengthened through appropriate professional experiences and interventions.

Despite the extensive international literature on teacher self-efficacy, context-specific evidence concerning TLE 7 teachers in Philippine public secondary schools remains limited. This gap is important because TLE instruction involves distinctive practical, technical, and pedagogical demands. Teachers' efficacy beliefs may also vary according to their professional characteristics, teaching experience, educational attainment, training, and working conditions. Examining these factors in the Schools Division of Quirino may therefore provide useful evidence for teacher development and instructional improvement.

The present study examines teacher self-efficacy from the perspective of teachers teaching TLE 7 in the public secondary schools of the Schools Division of Quirino. It describes the respondents' personal and professional characteristics, examines their perceptions of self-efficacy, identifies its sources and manifestations, determines strategies for promoting it in the classroom, and examines the setbacks encountered by teachers. It also determines whether perceptions of these setbacks differ according to selected personal and professional characteristics.

This study is anchored in Bandura's Social Cognitive Theory and the theory of self-efficacy (Bandura, 1986, 1997). Social Cognitive Theory proposes that human functioning results from the reciprocal interaction of personal factors, behavior, and environmental

conditions. Individuals are therefore active participants in their development and behavior rather than passive recipients of environmental influences.

Self-efficacy is a central construct in this theory. In the words of Bandura (1997), efficacy beliefs influence the goals people establish, the effort they exert, their persistence in difficult situations, and their emotional responses to challenges. Applied to teaching, teacher self-efficacy refers to teachers' beliefs about their capability to perform the actions required to facilitate student learning effectively (Tschannen-Moran & Woolfolk Hoy, 2001).

According to Bandura (1997), efficacy beliefs develop primarily through four sources: mastery experiences, vicarious experiences, social persuasion, and physiological and affective states. Successful teaching experiences provide evidence of capability. Observing competent colleagues may provide models for effective practice. Feedback and encouragement may strengthen efficacy beliefs, while stress and negative emotional states may influence judgments of capability. These sources provide an appropriate theoretical basis for examining the experiences and perceptions of TLE 7 teachers.

Teacher self-efficacy is also dynamic. Holzberger et al. (2013) found reciprocal relationships between teacher self-efficacy and instructional quality. Likewise, Täschner et al. (2025) established that interventions can significantly promote teacher self-efficacy. Thus, self-efficacy is viewed in this study not as a fixed personal attribute but as a belief system that may be shaped by professional experience, learning opportunities, feedback, and the teaching environment.

Guided by this theoretical perspective, the study examines teacher self-efficacy among TLE 7 teachers in the Schools Division of Quirino, particularly its nature, sources, manifestations, promotion, and the setbacks that may affect its development.

Statement of the problem

This study aimed to determine the teacher self-efficacy of teachers teaching Technology and Livelihood Education 7 (TLE 7) in the public secondary schools of the Schools Division of Quirino.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, civil status, highest educational attainment, latest performance rating, present position, length of teaching experience, and relevant in-service training attended?
2. How do the respondents assess the philosophy or fundamental principles underlying self-efficacy?
3. How may teacher self-efficacy be described in terms of objectives, sources, types, characteristics of teachers with high and low self-efficacy, strategies for promoting self-efficacy in the classroom, and setbacks encountered?
4. Is there a significant difference in the respondents' perceptions of the setbacks encountered in relation to teacher self-efficacy when they are grouped according to age, gender, civil status, highest educational attainment, latest performance rating, present position, and length of teaching experience?
5. Based on the findings, what recommendations may be proposed to strengthen teacher self-efficacy among TLE 7 teachers in the Schools Division of Quirino?

METHODOLOGY

The study employed a descriptive research design to determine and describe the prevailing conditions concerning teacher self-efficacy among teachers teaching Technology and Livelihood Education 7 (TLE 7) in the Schools Division of Quirino. Descriptive research is appropriate for examining existing conditions and characteristics of a population. Costales and Zulueta (2003) explained that descriptive research is used to describe phenomena based on observable conditions. Similarly, Van Dalen and Meyer (1999) noted that descriptive research goes beyond simple fact gathering and may be used to identify relationships among variables. Whitney (1999) further described the descriptive-normative approach as one concerned with determining prevailing conditions and establishing facts associated with a particular situation.

The study was conducted in the public secondary schools of the Schools Division of Quirino, covering the districts of Aglipay East, Aglipay West, Cabarroguis, Diffun I, Diffun II, Maddela I, Maddela II, Nagtipunan North, Nagtipunan South, and Saguday. The participants were teachers handling TLE 7 in the public secondary schools of the division. A total of 50 teacher-respondents from 50 schools participated in the study, with one respondent representing each school. The 50 respondents constituted the entire group included in the study.

The primary instrument was a researcher-developed questionnaire supplemented by an unstructured interview. The questionnaire consisted of eight parts covering the respondents' personal circumstances; the philosophy or fundamental principles of self-efficacy; objectives, sources, and types of self-efficacy; characteristics of teachers with high and low self-efficacy; strategies for promoting self-efficacy in the classroom; and setbacks encountered in relation to teacher self-efficacy.

The questionnaire was subjected to a try-out among teachers from nearby school divisions who were not included in the actual study. The participants in the try-out were asked to accomplish the instrument and provide comments and suggestions. Their feedback was considered in revising the questionnaire. The instrument was also presented to the Dean of Graduate Studies and the researcher's adviser for review. The recommendations obtained from the pretesting and academic review were incorporated into the final version before its administration.

An unstructured interview was conducted with selected respondents to obtain additional information relevant to the study and to check and counter-check the responses obtained through the questionnaire. The interviews were conducted informally during the retrieval of the accomplished questionnaires. Selected respondents were also invited to participate in an online interview through Google Meet. Documentary analysis was likewise employed. With permission from the school heads, the researcher obtained the respondents' latest performance ratings for School Year 2024–2025, which formed part of their professional profile.

Before data collection, the researcher secured permission from the Schools Division Superintendent of the Schools Division of Quirino. After approval was obtained, the researcher coordinated with the school heads of the participating schools. The questionnaire was distributed electronically through a link sent to the school heads, who informed the identified teacher-respondents about the study. The respondents accessed and completed the questionnaire according to the instructions provided. After questionnaire administration, selected respondents participated in informal interviews through Google Meet. These interviews provided supplementary information and helped check the consistency and adequacy of the questionnaire responses. Documentary data, particularly the respondents' latest performance ratings for School Year 2024–2025, were obtained with appropriate permission.

The collected data were organized, tallied, and statistically analyzed using descriptive and inferential statistical procedures. Frequency, percentage, and ranking were used to describe the respondents' personal and professional characteristics, including age, gender, civil status, highest educational attainment, latest performance rating, present position, teaching experience, and relevant in-service training. Weighted mean was used to summarize the

respondents' assessments concerning the philosophy or fundamental principles of self-efficacy and its objectives, sources, types, characteristics, classroom promotion strategies, and setbacks encountered. The Chi-square test of independence was used to determine whether significant differences existed in the respondents' perceptions of setbacks encountered in relation to teacher self-efficacy when they were grouped according to selected personal and professional characteristics. The study adopted a 0.05 level of significance as the basis for determining statistical significance.

The statistical procedures were based on the research-method and statistics references cited in the original manuscript, including Costales and Zulueta (2003), Van Dalen and Meyer (1999), Whitney (1999), Pagoso et al. (1992), and Bruto (2006).

RESULTS AND DISCUSSION

The study involved 50 TLE 7 teacher-respondents from the public secondary schools in the Schools Division of Quirino. The respondents were predominantly female (72%) and married (72%). Two-thirds (66%) held a master's degree, while 10% had doctoral degrees. Most occupied the position of Teacher III (72%), and 84% had an Outstanding performance rating. In terms of teaching experience, the largest group (34%) had served for 11–15 years, followed by 28% with 16–20 years of experience. All respondents had attended school- and division-level in-service training, while 27 had participated in district-level training. These characteristics suggest that the respondents were generally experienced and professionally established teachers.

The respondents demonstrated a high level of understanding of the fundamental principles of self-efficacy, with an average weighted mean of 4.31, interpreted as fully aware. The strongest area was the belief that self-efficacy concerns one's capability to use existing skills effectively (4.37). The finding is consistent with Bandura's (1997) view that self-efficacy is not simply possession of skills but a person's judgment of what he or she can accomplish using those capabilities. The respondents also strongly recognized the relationship between self-efficacy and well-being (4.35) and the role of efficacy beliefs in shaping behavior and outcomes (4.33). The results indicate that the teachers generally understood self-efficacy as a belief system that influences action rather than as a measure of self-worth.

The objectives of self-efficacy were likewise rated highly, with an average weighted mean of 4.31, interpreted as fully attained. The highest-rated objective was boosting motivation and productivity (4.35), followed by promoting goal achievement (4.33) and enhancing performance (4.32). Developing resilience received the lowest rating within the group, although it remained high at 4.25. The pattern suggests that the respondents primarily associated self-efficacy with motivation, goal pursuit, and performance. This interpretation is consistent with Bandura's (2006) position that efficacy beliefs influence people's goals, motivation, effort, and perseverance in the face of difficulty.

The respondents were also fully aware of the major sources of efficacy, with a grand weighted mean of 4.29. Mastery experiences obtained the highest rating (4.32), followed by vicarious experiences (4.30), emotional and physiological states (4.29), verbal persuasion (4.28), and imaginal experiences (4.26). The prominence of mastery experiences is theoretically significant. According to Bandura (1997), successful performance provides the most direct evidence of one's capability. For teachers, successfully handling a lesson, overcoming classroom difficulties, or completing a challenging practical activity can therefore reinforce their belief that they are capable of handling similar demands in the future. The

relatively close ratings across the five sources also indicate that teachers recognize self-efficacy as developing through several complementary experiences rather than through success alone.

With respect to the types of efficacy, the respondents showed an overall high level of adherence, with a grand weighted mean of 4.26. Self-efficacy ranked first (4.30), followed by collective efficacy (4.28), while means efficacy received the lowest rating (4.19). The results suggest that the respondents placed greatest emphasis on their individual capability, but they also recognized the importance of working collectively with colleagues. The comparatively lower rating for means efficacy is noteworthy because the availability and adequacy of tools and resources can affect teachers' confidence in accomplishing particular tasks. This is especially relevant to TLE, where instruction frequently depends on equipment, materials, facilities, and other practical resources.

The respondents strongly agreed with the characteristics associated with teachers who possess high self-efficacy. The overall weighted mean was 4.31. The strongest characteristic was the belief that teachers can influence student success through continuous learning (4.40). Goal orientation and commitment to lifelong professional learning both received 4.37. These results portray high self-efficacy as closely connected with professional growth, purposeful action, and a willingness to continue learning. Such findings support the view that efficacy beliefs encourage teachers to persist in improving their practice rather than regard professional competence as something already completed.

The respondents also strongly recognized characteristics associated with low self-efficacy, obtaining an average weighted mean of 4.29. Feelings of inadequacy and risk of burnout received the highest rating (4.35), followed by inconsistency and disorganization (4.34) and anxiety or emotional instability (4.33). The pattern is important because it shows that the respondents did not view low self-efficacy merely as a lack of technical competence. They associated it with emotional, behavioral, and professional consequences. This is consistent with Bandura's (1997) explanation that efficacy beliefs influence affective states, persistence, and how individuals respond to difficult situations.

Teacher self-efficacy was manifested at a very high overall level, with a grand weighted mean of 4.24 across the identified teaching roles. Lesson planning obtained the highest rating (4.32), followed by building a positive learning environment (4.30), mentoring (4.27), assessment of learning (4.25), and collaboration (4.23). Research and implementation of new techniques received the lowest rating at 4.09, although it remained within the high category.

The particularly strong result for lesson planning suggests that the respondents felt most capable in organizing instruction, identifying learning objectives, designing activities, adapting lessons, and preparing assessments. This may be related to the teachers' relatively long teaching experience and strong professional performance. More importantly, however, the lower score for research and implementation of new techniques points to an area that may require greater attention. Teachers appear highly confident in established instructional responsibilities but somewhat less confident when expected to investigate, experiment with, and implement new approaches. For a practical subject such as TLE, this distinction matters because technological and occupational competencies continue to change. Sustained professional development should therefore go beyond routine training and provide teachers with opportunities to experiment, evaluate innovations, and refine new practices.

The teachers' ability to build positive learning environments was also strong. Fostering student connections received the highest rating in this area (4.40), followed by creating a comfortable physical environment (4.35) and maintaining open communication (4.32). These findings suggest that the respondents viewed relationships and classroom climate as important dimensions of effective teaching. Their strong ratings in mentoring and collaboration further indicate that self-efficacy extends beyond individual classroom performance. Teachers appear to perceive themselves as supporters, collaborators, and professional models.

Assessment practices were likewise rated very highly, with an average weighted mean of 4.25. Summative assessment received the highest rating (4.35), followed by formative assessment (4.33) and providing students with challenging but achievable tasks (4.32). However, providing feedback focused on effort, strategies, and improvement received the lowest rating within this dimension (4.12). This difference deserves attention. Teachers appear confident in conventional assessment procedures, but they may have comparatively less confidence in using assessment as a tool for developing students' learning processes and efficacy beliefs. Professional development may therefore emphasize formative feedback, reflective assessment, and the use of assessment information to strengthen learner persistence.

Despite the generally high level of teacher self-efficacy, the respondents identified several factors that made its promotion moderately difficult. The overall weighted mean for setbacks was 2.69, interpreted as moderately difficult. The most prominent setback was excessive workload (2.80), followed by inadequate teaching materials (2.79), overcrowded classrooms (2.77), and time constraints (2.75). Lack of clear communication about promotion criteria and professional advancement opportunities (2.73) and insufficient modern facilities and equipment (2.72) were also among the more substantial difficulties.

These findings reveal an important distinction in the study. Teachers may possess strong efficacy beliefs while still working under conditions that make effective practice difficult. High self-efficacy does not eliminate structural constraints. A teacher may believe strongly in his or her capacity to teach but may find it difficult to implement an activity when materials are unavailable, classrooms are overcrowded, or time is inadequate. This interpretation is consistent with Social Cognitive Theory, which recognizes the reciprocal interaction of personal beliefs, behavior, and environmental conditions (Bandura, 1986, 1997).

The lowest-rated setbacks were locus of control (2.62), negative mental state (2.63), and emotional reactions to situations (2.64). These results suggest that the respondents generally experienced fewer difficulties from internal psychological factors than from workload, resources, classroom conditions, and time. The implication is significant for school management. Efforts to strengthen teacher self-efficacy should not focus exclusively on changing teachers' attitudes or beliefs. Organizational conditions also need attention. Reducing unnecessary workload, improving access to TLE materials and equipment, managing class size where possible, and providing clear career-development information may create conditions in which teachers' existing efficacy beliefs can be translated more effectively into practice.

The inferential findings provide further insight. There was no significant difference in perceptions of setbacks when respondents were grouped according to age, with a computed χ^2 of 8.767, compared with the critical value of 12.592 at the 0.05 level. Gender likewise produced no significant difference ($\chi^2 = 2.286$, critical value = 3.841). Civil status also showed no significant difference ($\chi^2 = 1.224$, critical value = 5.991). Present position did not produce a significant difference either ($\chi^2 = 5.688$, critical value = 7.815). Finally, years of teaching experience did not reach statistical significance ($\chi^2 = 10.403$, critical value = 11.070).

Taken together, these results indicate that perceptions of setbacks were broadly shared across age, gender, civil status, position, and length of service. Experience and professional rank, therefore, did not appear to shield teachers from the difficulties associated with promoting self-efficacy. The consistency across groups suggests that many of the identified challenges are likely rooted in common workplace conditions rather than in the demographic characteristics of individual teachers.

Educational attainment, however, produced a different result. A statistically significant difference was found when respondents were grouped according to highest educational attainment, with $\chi^2 = 13.700$, exceeding the critical value of 5.991 at the 0.05 level. The

distribution is notable: among the 12 bachelor's degree holders, six were classified in the high category and six in the low category. In contrast, 31 of the 33 master's degree holders were classified as high, while all five doctoral degree holders were in the high category.

This finding suggests that educational attainment may be associated with how teachers perceive or respond to setbacks related to self-efficacy. However, the result should be interpreted cautiously. The study does not establish that obtaining a master's or doctoral degree directly causes higher self-efficacy. The doctoral group, in particular, consisted of only five respondents. Other factors, such as professional experience, training opportunities, specialization, career advancement, or institutional support, may also be associated with educational attainment. The finding nevertheless points to continuing education as a potentially important avenue for professional growth and warrants further investigation.

Overall, the results portray TLE 7 teachers in the Schools Division of Quirino as professionally confident and highly aware of the principles and sources of self-efficacy. Their self-efficacy was manifested at a very high level, particularly in lesson planning, classroom environment, mentoring, and assessment. At the same time, their confidence exists alongside moderate difficulties arising mainly from workload, inadequate materials, overcrowding, time limitations, and insufficient facilities. The central implication is therefore not that teachers lack self-efficacy. Rather, they possess substantial efficacy beliefs but continue to work within conditions that may constrain their full expression.

The findings support Bandura's (1997) view that self-efficacy develops through experience and operates within a particular environment. Strengthening teacher self-efficacy should consequently involve both individual and institutional measures. Professional development should provide mastery experiences, peer modeling, constructive feedback, and opportunities to try new instructional techniques. At the organizational level, schools and the division should address practical constraints that make effective teaching more difficult. Such a combined approach is more likely to sustain the high level of self-efficacy already demonstrated by the respondents.

CONCLUSION

The study concludes that the 50 TLE 7 teachers in the Schools Division of Quirino generally possess a very high level of teacher self-efficacy. They demonstrated strong awareness of the principles, objectives, sources, and characteristics associated with self-efficacy. Their responses indicate that they believe in their capacity to perform their teaching responsibilities and to respond to the demands of classroom instruction.

Among the areas of teacher self-efficacy examined, the respondents showed particularly strong confidence in lesson planning, building a positive learning environment, mentoring, assessment, and collaboration. Lesson planning obtained the highest level among the teaching roles considered. This suggests that the respondents were most confident in organizing instruction and preparing learning experiences for their students. They also placed considerable value on maintaining positive relationships, supporting learners, working with colleagues, and assessing student learning.

The findings further showed that mastery experiences were the strongest source of self-efficacy. This indicates that actual teaching experiences and successful performance may play an important role in strengthening the teachers' confidence in their professional capabilities. The respondents also recognized vicarious experiences, emotional and physiological states, verbal persuasion, and imaginal experiences as sources of efficacy. These findings support the view that teachers' beliefs develop through varied professional and personal experiences.

Despite their very high level of self-efficacy, the respondents reported that several conditions remained moderately difficult setbacks. The most prominent were excessive

workload, inadequate teaching materials, overcrowded classrooms, time constraints, and insufficient modern facilities and equipment. These findings indicate that strong teacher self-efficacy does not remove the practical difficulties associated with teaching TLE. Teachers may feel capable of performing their duties while still experiencing limitations caused by workload, resources, classroom conditions, and available facilities.

The findings on differences among groups provide an important qualification. There was no significant difference in perceptions of setbacks when respondents were grouped according to age, gender, civil status, present position, and length of teaching experience. Educational attainment was the only variable that showed a significant difference in perceptions of setbacks. This suggests that perceptions of challenges were generally similar across most personal and professional groups. The significant difference associated with educational attainment, however, should be interpreted cautiously because the study does not establish a causal relationship between educational attainment and teacher self-efficacy or perceptions of setbacks.

The findings point to the need for support that is responsive to the actual difficulties experienced by teachers. Excessive workload may be addressed through better task prioritization, realistic scheduling, and appropriate distribution of responsibilities. The shortage of teaching materials and equipment calls for improved resource provision and creative use of available materials. Overcrowded classrooms require effective classroom organization, clear routines, and varied learning activities. Time constraints may be reduced through careful lesson planning and the appropriate use of technology.

The findings also suggest that support for teacher self-efficacy should extend beyond individual teachers. School administrators and other education stakeholders have an important role in creating conditions that allow teachers to use their capabilities effectively. Adequate resources, manageable workloads, supportive supervision, professional collaboration, and relevant training may help sustain the high level of self-efficacy already demonstrated by the respondents.

Overall, the study establishes that the TLE 7 teachers were highly confident in their teaching capabilities, but they continued to encounter practical challenges in their work. Their high self-efficacy is a strength that should be sustained. At the same time, the setbacks identified in the study should not be overlooked. Addressing these concerns may help teachers translate their confidence into more consistent and effective classroom practice. Similar studies may be conducted in other school divisions to determine whether these findings are also evident in different educational settings and to identify other factors that may influence teacher self-efficacy.

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