

# REFLECTIVE Teaching and Self-Efficacy Beliefs as Predictors of Individual Work Performance of Public Secondary School TEACHERS

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## ABSTRACT

This study determined the influence of reflective teaching and self-efficacy beliefs on the individual work performance of public secondary school teachers utilizing quantitative research, specifically descriptive correlational design. Purposive quota sampling technique was used to determine the sample size of the respondents, while purposive sampling was employed in selecting the public secondary school teachers as respondents for this study. Three adapted questionnaires, validated by experts and reliability tested were used to gather the needed data for this study. The statistical tools used were Mean, Standard Deviation, Pearson  $r$ , and Multiple Regression Analysis. Results showed that the level of reflective teaching was very high. The level of self-efficacy beliefs was high, while the individual work performance of public elementary school teachers was rated high. Also, there was a significant relationship between reflective teaching, self-efficacy beliefs, and the individual work performance. Moreover, reflective teaching had a significant influence and was the best predictor of individual work performance among public secondary school teachers.

**KEYWORDS:** *Education, secondary, reflective teaching, self-efficacy beliefs, individual work performance, descriptive-correlational, Philippines*

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## INTRODUCTION

Individual work performance refers to the effectiveness and efficiency of teachers in fulfilling their duties and responsibilities within the school environment (Gaop, 2019). Also, the areas of focus encompass instructional delivery, classroom management, student engagement, assessment practices, and overall contributions to the educational process. However, there is an issue of poor individual work performance among the teachers (Maslach & Leiter, 2019). Therefore, the dynamic nature of education presents additional complexities to the teachers who have difficulty adjusting to these changes and

may see a decrease in their individual work performance (Henson et al., 2020).

In both Western and Eastern contexts, teachers showed poor work performance who lack good planning (Andriani et al., 2018), with poor teaching programs (Irmayani et al., 2018), and are not adequately prepared for lessons (Keoviphone et al., 2015). In addition, these teachers frequently miss class at the scheduled time, lack enthusiasm for completing tasks, lack creativity in using appropriate teaching-learning strategies and methods, and prioritize their personal responsibilities over their teaching duties (Tao, 2013). In the United Kingdom, a study conducted by the National Foundation for Educational Research (NFER), 2018) found that teachers demonstrate poor work performance. These teachers were more likely to be absent from work, have less positive relationships with their students, and use less effective teaching methods. In Australia, a study conducted by the Australian Council for Educational Research (ACER, 2021) found that teachers showed poor work performance, in effect that they were more likely to be stressed and dissatisfied with their jobs.

In Asian countries, like in India, the National Council of Educational Research and Training (NCERT), 2019) found that teachers have poor work performance and were more likely to have lower levels of education and training. Additionally, a study by the Indonesian Institute for Educational Research and Development (2021) revealed poor teacher individual work performance. There are factors which have caused this finding which include lack of motivation, inadequate support from administrators, and lack of professional development opportunities.

Added on, Chen and Pan (2019) found that teachers who engaged in reflective teaching practices were more effective in their individual work performance. Likewise, a study by Nguyen et al. (2023) found that reflective teaching is positively associated with individual work performance among those in Vietnam. This study, which involved over 10,000 teachers, was on a large scale. Also, the study discovered a statistically significant positive correlation between reflective teaching and individual work performance among teachers.

As noted, Johnson and Birkeland (2020) found that teachers with higher self-efficacy showed enhanced individual work performance. The study of Ramus (2020) contends that self-efficacy beliefs affect the individual work performance which is a powerful predictor. From the literature being accessed by

the researcher, studies related to the current study were found mostly in bivariate in nature which focused on variables such as reflective teaching practices and self-efficacy beliefs (Korthagen, 2020). Moreso, Wang and Guan (2018) and, Johnson and Birkeland (2020), conducted studies examining the effects of professional development programs on teachers' reflective practices and self-efficacy beliefs.

Also, Chen and Pan (2019) conducted a study on burnout and its impact on self-efficacy beliefs in public secondary school teachers. Commonly used research designs include longitudinal studies, intervention-based experiments, and meta analysis, quantitative and qualitative inquiries among others, which involve other variables being studied along with reflective teaching and self-efficacy (Korthagen, 2020; Chen & Pan, 2019). Though the researcher utilized a quantitative research approach involving public secondary teachers, the current study was a multivariate in nature which was conducted in the local setting. This study determined the influence of reflective teaching and self-efficacy beliefs on individual work performance among public secondary school teachers in Davao de Oro.

This study seemed urgent since the findings may serve as the basis to enhance understanding of the factors that affect the individual work performance of the teachers. School administrators and teachers may utilize the findings to come up with programs, strategies, and trainings which may improve individual work performance. The results of this study will be disseminated and presented during meetings such as the conduct of learning action cell sessions (LAC Sessions). Additionally, the findings will also be presented at symposia, local, national or international research forum and conferences. Further, the researcher intends to have the study published in a suitable journal to have a wider scope of information.

The study was anchored on the following theories: Social Cognitive Theory (SCT) by Bandura (1986) and Expectancy Theory by Vroom (1964). The Social Cognitive Theory (SCT), offers a valuable lens to understand how reflective teaching enhances individual work performance. This theory emphasizes the role of self-efficacy in influencing individual performance. Through reflection, teachers develop a deeper understanding of their strengths, weaknesses, and teaching strategies. Teachers in public secondary schools frequently engage in reflective teaching practices through the process of observing and interacting with their colleagues. These frameworks highlight the

dynamic interplay between reflective teaching and individual work performance. By engaging in critical reflection, teachers can continuously learn, adapt, and improve their practice, ultimately achieving higher levels of effectiveness and contributing to positive student outcomes.

## **METHODS**

### **Research Design**

This study utilized quantitative research, particularly descriptive-correlational design. Quantitative research collects numerical data through objective measurement to provide answers to questions (McCombes, 2015). Therefore, quantitative research is a sort of study that is deductive in nature and draws conclusions about the traits of the population being investigated from the tests and surveys the researcher conducts (Creswell, 2014).

Descriptive correlational design is used to understand the features and aspects of the phenomena and to explain the relationship between them. The change in one is the cause of or what brings about the change in the other. This method assesses the relationships between and among two or more variables. Further, descriptive research is designed to create an impression or view of the behavior, feelings, and thoughts of individuals (Stangor & Walinga, 2014). Furthermore, correlational research is a method of describing and predicting how variables are related without the researcher's attempt to change them (Babbie, 2010).

This approach was suitable as it enabled the examination of these variables in their specified educational setting. It led to a more comprehensive and ecologically valid comprehension of the factors involved. The whole purpose of using correlations in research was to figure out which variables are connected. This method provides essential knowledge about the concepts used in the study as well as their relationship with each other. Hence, this research type is deemed to be the most appropriate. Therefore, a descriptive-correlational design will be used to assess the reflective teaching, self-efficacy beliefs, and individual work performance among public secondary school teachers in Compostela East District, Division of Davao de Oro, as well as to quantify whether reflective teaching and self-efficacy beliefs influence individual work performance. Specifically, this study is quantitative in nature since the researcher collected and analyzed numerical data using a survey questionnaire and since it is descriptive in nature, the researcher did not control or manipulate any of the

variables.

## **Research Locale**

This study was conducted in Compostela East District, Davao de Oro. Compostela is a part of Region XI, known as the Region XI in Mindanao, and the first congressional district of the aforementioned province and its capital is Nabunturan. Davao de Oro is located in the northeastern section of the Davao Region. It is bounded by Davao del Norte to the west, Agusan del Sur to the north, and Davao Oriental to the east. To the southwest lies Davao Gulf. Specifically, this research was conducted in 4 public secondary schools, namely: School A, School B, School C, School D, which are all under Compostela East District. Among these 4 public secondary schools in Compostela, 2 are upland schools and 2 are lowland schools. The locale, Compostela East District, Division of Davao de Oro, was chosen because this study may be of relevance to raise awareness among the respondents about improving their individual work performance. School administrators and teachers could utilize the findings to come up with strategies in examining one's own individual work performance in order to improve it. The locale is also chosen since these schools have employed teachers who can provide valid information. Additionally, this study can raise awareness among the respondents about improving their individual work performance.

## **Research Respondents**

The respondents of this study were the 150 public secondary school teachers coming from Compostela East District as respondents. They were chosen using purposive quota sampling. Respondents were selected for this type of sampling based on the researcher's choice of a few particular traits. These particular traits are used as a quota for choosing the sample's respondents. Researchers collect representative data from a group using this kind of sampling (Bhardwaj, 2019). There were 150 secondary teachers as respondents to this study since the researcher's scope is in public secondary schools and there are only a few secondary teachers per school in the Compostela East District.

In the conduct of the study, the succeeding inclusion and exclusion criteria for the respondents were reflected. The respondents of this study are currently working, and with permanent status. These teachers have a teaching experience of at least one year and who are affiliated with the Department of

Education. These teachers belong to Compostela East District, and who had the willingness to take part in the study. Likewise this study excluded head teachers and principals, private school teachers from the secondary level, public school teachers from elementary and those working in an educational institution belonging to other districts outside Compostela East, and those from the higher education institutions.

## RESULTS

### Level of Reflective Teaching of Public Secondary School Teachers

**Table 1**

*Level of Reflective Teaching of Public Secondary School Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. Creating a student-centered learning environment	4.38	0.58	Very High
2. Creating a reflective classroom environment	4.32	0.49	Very High
3. Appreciating criticism	4.01	0.08	High
4. Self evaluation	4.14	0.62	High
5. Decision-making and problem-solving	4.38	0.59	Very High
6. Openness to professional development	3.95	0.75	High
<b>Overall Mean</b>	<b>4.26</b>	<b>0.48</b>	<b>Very High</b>

Table 1 presents the level of reflective teaching. It has an overall mean of 4.26, described as very high. This shows that reflective teaching of the public secondary school teachers is always evident. This variable has six indicators, namely; creating a student-centered learning environment, creating reflective classroom environment, appreciating criticism, self-evaluation, decision-making and problem-solving and openness to professional development. In addition, the overall standard deviation is 0.48, which indicates that respondents have ratings that are practically almost the same implying consistency in their responses.

Reflective teaching is always evident in the teachers' practice because it allows them to continually refine and improve their methods in the teaching learning process. After maybe a challenging lesson where students seem disengaged, reflective teachers may provide interventions or adjustments in their pedagogical approaches, ensuring meaningful delivery of lessons.

This finding supports the study of Heng and Chu (2023) which states that reflective teaching significantly improves teachers' individual work performance specifically, with the domains of creating a student-centered learning environment, creating a reflective classroom environment, and decision-making and problem-solving. Teachers who engage in regular reflection on their teaching methods and classroom experiences, for instance, are better equipped to modify and enhance their instructional strategies, resulting in enhanced job satisfaction and performance. These teachers who engage in this process of reflection are better able to recognize problems, come up with solutions, and enhance their methods in a way that ultimately benefits students' learning outcomes as well as their own professional development.

### Level of Self-Efficacy Beliefs of Public Secondary School Teachers

**Table 2**

*Level of Self-Efficacy Beliefs of Public Secondary School Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. Language	4.29	0.63	Very High
2. Social-emotional	4.17	0.68	High
3. Mathematical	4.13	0.69	High
<b>Overall Mean</b>	<b>4.19</b>	<b>0.57</b>	<b>High</b>

Table 2 presents the level of self-efficacy beliefs. It has an overall mean of 4.19 described as high, which means self-efficacy beliefs of teachers is oftentimes observed. Self-efficacy beliefs have three factors, namely: language, social-emotional, and mathematical. In addition, the overall standard deviation is 0.576, which indicates that respondents have ratings that are practically almost the same implying the same consistency in the responses. The self-efficacy beliefs of secondary teachers are crucial as they directly influence their instructional practices, classroom management, and student interactions. When teachers have high self-efficacy, they feel confident in their abilities to effectively teach challenging content, manage diverse classrooms, and support student learning. This confidence not only enhances teacher motivation and resilience but also positively impacts student outcomes, as teachers who believe in their capacity to make a difference are more likely to persist in the face of challenges, adapt their teaching strategies to meet student needs, and foster a

supportive and engaging learning environment.

This finding supports the study of Tschannen-Moran and Hoy (2001) which delves into the construct of teacher efficacy and its impact on instructional practice and student outcomes. It emphasizes the importance of teachers' beliefs in their ability to influence student learning and behavior. Likewise, this finding confirms the statement of Gonzalez-DeHass et al. (2022) which has shown that teachers with high self-efficacy are more likely to implement innovative teaching practices and engage in ongoing professional development activities that enhance their teaching effectiveness. Further, the finding conforms with the study by Zhi and Derakhshan (2019) which emphasizes that self-efficacy impacts how teachers approach challenging situations and their persistence in overcoming obstacles in teaching, particularly in specialized areas like language development.

### **Level of Individual Work Performance of Public Secondary School Teachers**

**Table 3**

*Level of Individual Work Performance of Public Secondary School Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. Task Performance	4.19	0.56	High
2. Contextual Performance	4.20	0.50	Very High
3. Counter-productive Work Behavior	4.11	0.63	High
<b>Overall Mean</b>	<b>4.17</b>	<b>0.52</b>	<b>High</b>

Table 3 presents the level of individual work performance. It has an overall mean of 4.17, described as high, which means that individual work performance of the public secondary school teachers is oftentimes observed. Individual work performance has three factors: task performance, contextual performance, and counterproductive work behavior. In addition, the overall standard deviation is 0.528, which indicates that respondents have ratings that are practically almost the same, implying the same consistency in the responses. The individual work performance of secondary teachers is relevant in maintaining high-quality education standards and fostering student success. Each teacher's effectiveness directly impacts student learning outcomes, classroom dynamics, and overall school culture. By consistently demonstrating

professionalism, expertise in subject matter, effective instructional practices, and a commitment to ongoing professional development, secondary teachers not only inspire student achievement but also contribute to the collective success of the school community. Additionally, strong individual work performance sets a positive example for colleagues, encourages collaboration, and strengthens the reputation of the educational institution, ultimately serving the best interests of students and the broader community.

The result supports the study of Kadtong et al. (2018) where it was noted that teachers' individual work performance was evaluated very favorably and that they show a high level of performance-related skills, abilities, initiative, and efficiency. However, the finding contradicts the study of Nemenzo (2018), which revealed that teachers' individual work performance in the Philippines is only satisfactory. Likewise, the finding also seemed closer to those of Roberto and Madrigal (2018), which showed that the overall work performance of basic education teachers was acceptable by both teachers and principals.

### **Significance of the Relationship between Reflective Teaching and Self-efficacy Beliefs and Individual Work Performance**

**Table 4**

*Significance of the Relationship between Variables*

<b>Variables</b>	<b>r Value</b>	<b>p Value</b>	<b>Remarks</b>
Reflective Teaching	.269**	.001	<i>Significant</i>
Individual Work Performance			
Self Efficacy Beliefs	.353**	.000	<i>Significant</i>
Individual Work Performance			

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

Table 4 presents the r value for reflective teaching, which is 0.269 with a p value of 0.001, indicating a significant positive correlation at the 0.01 level. This suggests that higher levels of reflective teaching are associated with improved individual work performance among teachers. Reflective teaching involves self-assessment and critical thinking about one's instructional methods and student interactions, which can lead to continuous improvement and higher effectiveness in teaching.

The finding confirms the result of the study of Boud and Walker (1998),

that focuses on promoting reflection in professional courses across various disciplines, shedding light on the challenges and benefits of incorporating reflective practices into teacher training programs, which in turn can lead to improved teacher performance. Moreover, Korthagen and Vasalos(2005) study explore the different levels of reflection and how engaging in reflective practices can enhance professional growth among teachers, ultimately leading to improved performance.

Additionally, the r value for self-efficacy beliefs is 0.353 with a p value of 0.000, showing an even stronger significant positive correlation with individual work performance. This higher correlation suggests that teachers who have stronger beliefs in their capabilities to organize and execute courses of action required to manage prospective situations are more likely to perform better in their professional roles. Self-efficacy influences not only how teachers feel, think, and motivate themselves but also their resilience in the face of challenges.

**Significance of the Influence of Reflective Teaching and Self-Efficacy Beliefs on Individual Work Performance**

**Table 5**  
*Significance of the Influence of the Variables*

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	2.266	.399		5.679	.000	
FTT_ overall	.182	.089	.167	2.051	.042	Significant
SE overall	.270	.074	.295	3.632	.000	Significant

*Note: R=.386, R-square= .149, F=12.854, p=.000*

The overall model's effectiveness is indicated by an R-square value of 0.149, meaning that approximately 14.9% of the variance in individual work performance can be explained by these two predictors. Therefore, there are other factors that can influence the individual work performance of public secondary teachers other than the reflective teaching and self-efficacy beliefs of secondary public school teachers. The F-value of 12.854 with a p-value of 0.000 confirms that the model is statistically significant.

This finding conforms to a study by Farrell (2018) highlighted how reflective teaching practices enable teachers to identify areas for improvement and adapt their strategies to be effective and efficient. This adaptability and continual improvement directly contribute to enhanced teaching performance. Moreover, reflective teaching encourages a deeper understanding of teaching dynamics, fostering a more engaged and responsive teaching approach. This finding supports the study by Larrivee (2018) which state that increased satisfaction and confidence are critical components of effective teaching, which translates into improved work performance.

## CONCLUSION

Based on the findings of the study, the following conclusions were drawn. The level of reflective teaching was rated as very high, interpreted as always evident. This indicates that, on average, teachers report engaging in reflective teaching practices to a very high degree. This level suggests that most teachers actively consider and adapt their teaching based on feedback and self-evaluation, seek to understand the needs and responses of their students, and continuously look for ways to improve their teaching efficacy and effectiveness. Teachers actively engage in reflective practices, seeking to adapt their teaching methodologies based on feedback and self-assessment. Such dedication to ongoing professional development enhances teaching efficacy and effectiveness.

The level of self-efficacy beliefs of teachers was described as high, and interpreted as oftentimes observed. Teachers demonstrate a strong belief in their abilities across various domains. This high level of self-efficacy suggests that educators possess confidence in their capacity to support students' development in language, social-emotional, and mathematical skills. Such confidence is essential for creating a positive and supportive learning environment conducive to student growth. This indicates that, on average, teachers express high levels of confidence in their abilities to support students' development in these areas.

The level of individual work performance of teachers was rated high, and interpreted as oftentimes observed. Teachers exhibit high levels of performance in their tasks and responsibilities while maintaining a positive work ethic. Such characteristics contribute not only to their overall effectiveness and productivity, but also to the educational institution. This indicates also that teachers do their tasks efficiently and demonstrate contextual performance for the attainment of the educational goals.

Reflective teaching and self-efficacy beliefs of teachers demonstrates a positive and significant relationship with individual work performance. The significant positive correlation between reflective teaching practices and individual work performance highlights the importance of self-reflection in enhancing teaching effectiveness. Similarly, the strong correlation between self-efficacy beliefs and individual work performance underscores the role of confidence in driving professional success. These findings emphasize the value of fostering reflective practices and bolstering teachers' confidence to optimize their performance in educational settings. This indicates that teachers who engage in higher levels of reflective teaching practices tend to exhibit better individual work performance. Similarly, self-efficacy beliefs among teachers also show a strong and significant correlation with individual work performance. This suggests that teachers who possess greater confidence in their abilities to effectively perform their roles tend to demonstrate higher levels of individual work performance.

Reflective teaching and self-efficacy beliefs significantly influence individual work performance. This confirms the role of both reflective teaching and self-efficacy beliefs in predicting individual work performance. Both factors contribute significantly to teachers' effectiveness. These findings suggest that both reflective teaching and self-efficacy beliefs play vital roles in influencing individual work performance among teachers. Overall, these findings emphasize the importance of supporting teachers in cultivating reflective practices and nurturing their confidence to enhance their professional performance and contribute positively to student outcomes.

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