



Teachers Self-Efficacy and Instructional Practices as Predictors of Individual Work Performance of Teachers: A Convergent Design

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ABSTRACT

This study explored the influence of teacher self-efficacy and instructional practices on individual work performance among public elementary teachers in Region XI. Using a mixed-methods approach with a convergent design, the study collected quantitative data through adapted survey questionnaires and qualitative data through in-depth interviews and focus group discussions. The study involved elementary teachers from public schools in Region XI and used statistical tools like mean, standard deviation, and multiple linear regression for quantitative analysis, while thematic analysis was employed for qualitative data. The results showed that teachers' self-efficacy and instructional practices were very high, and both significantly influenced individual work performance. The qualitative phase of the study revealed three essential themes: manifestation of highly efficient teaching, spirit of positivity, and fostering a supportive environment. Additionally, two themes emerged on the role of experiences in shaping teachers' beliefs and attitudes: teaching is a multifaceted profession and strong support systems promote sympathetic working relationships. The integration of quantitative and qualitative findings confirmed the significant influence of teacher self-efficacy and instructional practices on individual work performance. The study also found that experiences shape teachers' beliefs, attitudes, and commitment towards their work, highlighting the importance of supportive environments and teacher efficacy. The convergent design allowed for a comprehensive understanding of the complex relationships between these variables, providing insights into the ways teachers' experiences shape their beliefs and attitudes towards individual work performance. Overall, the study's findings have implications for teacher professional development and school administration.

Keywords: convergent design, education, individual work performance, Philippines instructional practices, teacher self-efficacy

INTRODUCTION

Individual work performance is the effectiveness and efficiency of individuals within an organization (Stronge, 2018). In the educational scenario, a decline in the individual work performance is noted particularly among teachers who are threatened by the challenges posed by factors such as changing landscape in education, change of curriculum, various roles, job expectations, and heavy workload (Cooper et al., 2022). If teachers are not able to cope these challenges, they may not be effective and could bring negative impact to their individual work performance (Bawa, 2020).

In China, Wei et al. (2020) reported that individual work performance among teachers declined when a new instructional method of teaching is implemented by effectively integrating technology into the classroom when it is expected of teachers to use resources and technology into their lesson plans. Related to this, the study in Latin American countries, Mark (2015) confirmed that the individual work performance decreased when teachers do not perform the expected task because they have insufficient recognition, appreciation, or professional growth opportunities, or when school leaders fail to provide professional development opportunities that help teachers enhance their teaching methodologies. Likewise, Bray and Hajar,(2023) showed that in the schools in Abu Dhabi, the individual work performance among teachers decreased because of the surfacing of an unsupportive or toxic work environment marked by extensive negativity, lack of collaboration, and insufficient professional respect.

Adding on, a study conducted in the Philippines noted poor teacher individual work performance surfaced when faced with excessive workload, inadequate resources, insufficient professional development opportunities, or when educational policies undergo frequent and disruptive changes (Scott, 2019). Also, the critical role of teachers as reflected in their low individual work performance on the learning outcomes of their students is noted (Tupas et al., 2023). Moreover, Hudtohan (2023) confirmed that schools in some areas in Luzon have trouble in achieving expected students learning outcomes because there are some teachers who fail to religiously function their roles and tasks in the organizations.

Further, it is noted that teacher self-efficacy is a contributing factor to the individual work performance of teachers (Akman, 2021). Likewise, Bean et al. (2021) affirmed this idea by emphasizing that teachers needed trainings and seminars to improve their skills and knowledge in teaching instructions. These enhancements provide teachers with adept knowledge and skills to develop teaching methodology, which is one of the factors in improving individual work performance. Also, Ku and Gadanecz (2022) investigated the relationship between teacher self-efficacy and its positive influence on the mechanisms that contribute to individual work performance. The findings suggested that teachers with a strong sense of self-efficacy, or belief in their ability to perform effectively, are more likely to excel in their individual work performance.

Furthermore, Perera et al. (2019) stated that teachers with a high sense of self-efficacy are more likely to approach their work with confidence. Self-efficacy can positively improve their instructional practices, their individual work performance. Moreover, Harris and Jones (2018) revealed that instructional practices at school had a positive significant influence to individual work performance of teachers. According to Chan (2020), effective instructional practices, such as implementing well-organized and engaging lessons in a conducive learning environment and effective classroom management showed to have an improvement on teacher individual work performance.

The researcher has accessed literature and noted that some studies were purely quantitative and bivariate in nature (Perera et al. 2019; Jones, 2018; Kun & Gadanecs, 2022). Some studies were conducted mostly among the higher education students focusing on motivation, academic performance, leadership skills, assessments, to mention a few (Bond et al., 2020; Danie et al., 2017). While the current study determined the significance of the influence of teacher self-efficacy and instructional practices on individual work performance among public elementary school teachers in Region XI, a multivariate study employing mixed methods research particularly convergent design.

It is believed that the study could be of great help among the stakeholders of the public schools especially the teachers in enhancing their productivity and work performance to generate quality learning outcomes. The results of the study may also serve as basis in planning

faculty development programs.

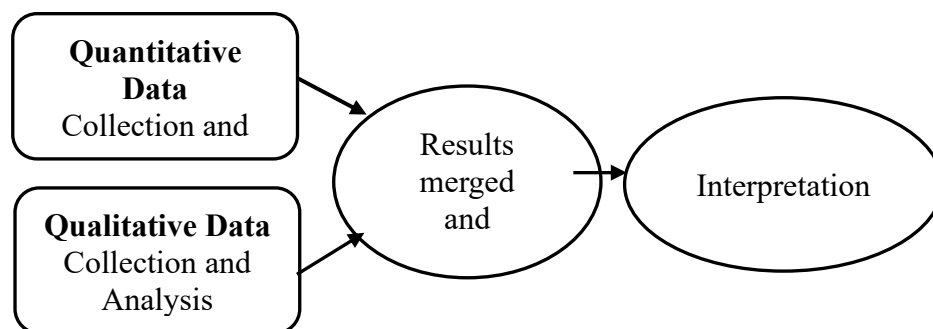
The results of this study will be disseminated during faculty meetings or in the school learning action cells (LAC) sessions, seminars and training programs of the schools division offices of the Department of Education (DepEd), Region XI. Also, the results of this study will be presented in the national or even in the international research conferences. In addition, an online publication of this study will also be considered by the researcher for easy access and wide dissemination of the research work.

METHOD

Provided in this chapter were comprehensive overviews of the research design, place of study, participants, research instruments, data gathering procedure, data analysis, trustworthiness of the study, and ethical considerations.

This study utilized a mixed methods approach specifically the convergent design. The mixed methods design entails accumulating distinct but complementary data, which will be separately analyzed and then combined for the final analysis (Creswell, 2013). This design combines quantitative and qualitative methods, complementing each other and providing a more comprehensive view of the relationships between the variables (Creswell & Creswell, 2018). Adding on, this method will enable the researcher to identify patterns and discrepancies that may emerge from analyzing the two data types (Creswell & Plano Clark, 2018). Likewise, in mixed methods research, the combination of quantitative and qualitative data includes the collection, analysis, and integration of both results in a single or multiphase study (Creswell, 2013).

Figure 3. Convergent Design



Convergent design is an iterative and strategic methodology that systematically integrates disparate ideas, concepts, or elements to arrive at a cohesive solution, thereby navigating the complexities of creative processes and problem-solving (Ada et al., 2013). This approach can be used for complex problems and product design, entails generating information, examining several options, and gradually focusing on the best elements. Convergent design stimulates creativity and expedites the development process by combining the best features of multiple options and eliminating the less desirable ones. The end product is a more refined and optimized solution that is in line with predetermined goals or objectives (Creswell & Creswell, 2018).

In the quantitative phase of this study, a descriptive correlation design was utilized, a research method that focuses on describing the relationship between variables without attempting to establish causal relationships (Tabachnick & Fidell, 2019). In this method, the researcher collected the data by administering structured surveys or questionnaires to the participants. These surveys will contain a set of predetermined questions designed to measure the variables of interest. The participants will respond to these questions based on their

experiences, opinions, or behaviors. The researcher will analyze the data collected through these surveys using statistical techniques to determine the nature and strength of the correlation between the variables (Trochim & Donnelly, 2008; Creswell & Creswell, 2017).

Likewise, in the qualitative phase, the phenomenological inquiry was used to explore and understand individuals' lived experiences, perceptions, and meanings related to a particular phenomenon. According to Qutoshi, 2018, The purpose of phenomenological inquiry is to uncover the essence and fundamental structures of these experiences, allowing researchers to gain a deeper understanding of the phenomenon from the perspective of the participants.

Moreso, phenomenological inquiry is typically conducted through in-depth interviews or focus group discussions, where participants are encouraged to reflect on their experiences and provide rich descriptions. The data collected in phenomenological inquiry focuses on capturing the participants' subjective interpretations, emotions, and perceptions, rather than seeking generalizability or statistical representation (Creswell & Poth, 2018). Moreover, according to Creswell & Plano Clark, 2018; Demir & Pismek, this research method strengthens its findings by comparing quantitative statistics and qualitative findings.

In this study, the mixed methods approach specifically convergent design is considered as the most appropriate design to address the purpose of the study and the research questions. The researcher explored the experiences, stories and perceptions of the participants and corroborated with quantitative data with regard to the variables under study.

RESULT AND DISCUSSION

Provided in this chapter were the findings based on the analysis of both quantitative and qualitative data. These results were displayed and presented in a descriptive and tabular format.

Level of Teacher Self-efficacy

Shown in Table 1.1. is the level of teacher self-efficacy. It has an overall mean of 4.70, which is described as very high. It implies that teacher self-efficacy is always manifested. Further, the overall standard deviation provided a result of .458, indicating that it has low dispersion, making the responses consistent. It also confirmed that all responses for this variable are grouped around the mean. The level of teacher self-efficacy contains three indicators, efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement.

Efficacy for Instructional Strategies. The efficacy for instructional strategies has the category mean of 4.53, described as very high. Further, it is noted that the mean ranges from 4.54 to 4.73. The statement, adjusting my lessons to the proper level for individual students, has a mean score of 4.73 while providing an alternative explanation or example when students are confused, has a mean score of 4.54.

Efficacy for Classroom Management. Classroom management has a category mean of 4.58, which is described as very high. Additionally, the ratings for items in this category range from 4.51 to 4.68. Specifically, the item getting children to follow classroom rules received a mean score of 4.68, while responding to defiant students scored 4.51.

Table 1.1|*Level of Teacher Self –efficacy*

Efficacy for Instructional Strategies	Mean	Standard Deviation	Description
1. using a variety of assessment strategies.	4.57	.495	Very High
2. providing an alternative explanation <u>or</u> example when students are confused.	4.54	.499	Very High
3. crafting good questions for the students.	4.58	.582	Very High
4. gauging student comprehension of what have been taught.	4.65	.551	Very High
5. responding to difficult questions from students.	4.56	.618	Very High
6. adjusting lessons to the proper level for individual students.	4.73	.468	Very High
7. implementing alternative strategies for my students.	4.60	.505	Very High
8. providing appropriate challenges for very capable students.	4.55	.518	Very High
Category Mean	4.53	.500	Very High
Efficacy for Classroom Management			
1. controlling disruptive behavior in the classroom	4.56	.497	Very High
2. getting children to follow classroom rules	4.68	.514	Very High
3. calming a student who is disruptive or noisy.	4.65	.531	Very High
4. stablishing a classroom management system with each group of students.	4.65	.478	Very High
5. keeping a few problem students from ruining an entire lesson	4.59	.573	Very High
6. responding to defiant students.	4.51	.544	Very High
7. establishing routines to keep activities running smoothly.	4.54	.504	Very High
Category Mean	4.58	.495	Very High

Efficacy for Student Engagement			
17. getting students to believe they can do well in schoolwork.	4.70	.460	Very High
17.helping students value learning.	4.79	.440	Very High
18. motivating students who show low interest in <u>school work</u> .	4.78	.434	Very High
19. assisting families in helping their children to do well in school.	4.69	.464	Very High
20. improving the understanding of a student who is failing.	4.59	.523	Very High
21. helping students think critically.	4.61	.508	Very High
22.fostering students' creativity.	4.78	.435	Very High
23.getting through to the most difficult students.	4.73	.458	Very High
Category Mean	4.69	.465	Very High
Overall Mean	4.70	.458	Very High

Efficacy for Student Engagement. The efficacy for student engagement, has a category mean of 4.69, which is described as very high. Additionally, the mean ratings range from 4.59 to 4.78. Specifically, the statements, motivating students who show low interest in schoolwork and fostering students' creativity both received a mean score of 4.78. Similarly, the item, improving the understanding of failing students, got a mean score of 4.59.

Level of Instructional Practices

Highlighted in Table 1.2 is the level of instructional practices, showing an overall mean of 4.70, described as very high. This value indicates that the instructional practices of teachers are always demonstrated. It has a standard deviation of 0.460 which signifies low dispersion, reflecting that the answers of the respondents are closely clustered around the mean. Instructional practices as a variable includes three indicators such as planning practices, teaching practices, and assessment practices.

Planning Practices. Planning practices has a a category mean of 4.68, described as very high. The mean ratings for items under this category range from 4.45 to 4.89. Notably, the statement, considering how to create active learning experiences for my students, has a mean score of 4.89, while selecting methods and strategies that accommodate individual needs and interests of specific students, has a mean score of 4.45.

Table 1.2*Level of Instructional Practices*

Planning Practices	Mean	Std. Deviation	Description
1. selecting content that needs the district's curriculum competencies, and/or performance standards.	4.48	.68	Very High
2. selecting instructional materials based upon the knowledge of student's development needs and learning styles	4.75	.435	Very High
3. selecting methods and strategies that accommodate individual needs and interest of specific students	4.45	.498	Very High
4. preparing lessons with high expectations designed to challenge and stimulate all students.	4.47	.557	Very High
5. considering how to build upon student's existing knowledge and experiences.	4.73	.447	Very High
6. considering how to create active learning experiences for students.	4.89	.313	Very High
7. Considering how to create cooperative learning experiences for students.	4.74	.513	Very High
8. Designing lessons that require integration of content from more than one content area	4.75	.436	Very High
9. moving among the students, engaging individually and collectively with them during the learning experiences.	4.58	.524	Very High
10. acting consciously implements a teaching strategy that stimulates higher-order thinking skills	4.75	.496	Very High

Category mean	4.68	.467	Very High
Teaching Practices			
1. creating social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.	4.47	.637	Very High
2. varying the size and composition of learning groups	4.55	.551	Very High
3. discussing with students the importance of courtesy and respect and consciously model for students the types of personal behaviors that promote responsibility and social development among early adolescents	4.64	.549	Very High
4. acting consciously implement two or more learning activities.	4.76	.538	Very High
5. acting consciously implements a learning activity that requires students to read or write in my content area.	4.78	.441	Very High
Category Mean	4.71	.454	Very High
Assessment Practices			
6. conducting pre-test/diagnostic test.	4.84	.372	Very High
7. keeping and update class record.	4.82	.395	Very High
8. preparing TOS- based tests.	4.56	.550	Very High
9. using rubrics when and where applicable.	4.54	.552	Very High
10. using written work, performance tasks, and quarterly assessment adequately in the evaluation of outcomes.	4.57	.617	Very High
11. evaluating learning outcomes through varied means.	4.76	.460	Very High
12. assisting students who are hard-up by re-teaching and giving remedial lessons.	4.36	.721	Very High
13. improving learners' achievement level (considers MPS and median)	4.43	.690	Very High
Category Mean	4.50	.501	Very High
Overall Mean	4.70	.460	Very High

Teaching Practices. Teaching practices has a category of 4.71 which described as very high. It is noted that mean rating of the items in this category ranges from 4.55 to 4.78. The

statement, consciously implementing a learning activity that requires students to read or write in my content area, has a mean score of 4.55, while creating social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities, has a mean score of 4.78,

Assessment Practices. Assessment practices have a category of 4.50 described as very high. It is noted that the mean rating of the items in this category ranges from 4.36 to 4.84. The statement, conducting pre-test/diagnostic test, has a mean score of 4.84, while assisting students who are hard-up by re-teaching and giving remedial lessons, has a mean score of 4.36.

Level of Individual Work Performance

Displayed in Table 1.3 is the level of individual work performance. It has an overall mean of 4.62, described as very high. It implies that the individual work performance of teachers is always evident. Further, it has a standard deviation of .55, indicating limited dispersion of the responses of the respondents which are grouped around the mean. The individual work performance has four indicators including task performance, contextual performance, adaptive performance, and counter-work behavior.

Task Performance. It has a category mean of 3.95. Further, it is shown that the mean range is from 1.34 to 4.72. The statement, being able to separate main issues from side issues at work, has a mean score of 1.34, while having trouble setting priorities in my work, has a mean score of 4.72,

Contextual Performance. Contextual performance has a category mean of 4.87, which is described as very high. The mean ratings for items in this category range from 4.46 to 4.75. The statement, trying to learn from the feedback I got from others on my work, has a mean score of 4.75, while coming up with creative ideas at work, has a mean score of 4.46.

Adaptive Performance. It has a category mean of 4.53, described as very high. The mean ratings of the items in this category range from 4.36 to 4.73. The statement, being able to cope well with difficult situations and having setbacks at work, has a mean score of 4.73, while the item, being able to cope well with uncertain and unpredictable situations at work, has a mean score of 4.4

Table 1.3

Level of Individual Work Performance

Task Performance	Mean	Std. Deviation	Description
17. rating the quality of the work in the past three months	4.49	.562	Very High
18. rating the quantity of work in the past three months	4.40	.567	Very High
19. qualifying of the work less than it should have been in the past three months	4.61	.533	Very High
20. quantifying of the work less than it should have been in the past three months	4.59	.536	Very High
21. comparing to last year, they judge the quantity of work in the last three months to be	4.51	.557	Very High

22. comparing to last year, they judge the quantity of work in the past three months to be	4.43	.540	Very High
23. managing to plan work so that it was done on time.	4.40	.583	Very High
24. working towards the end result of work.	4.31	.559	Very High
25. keeping in mind the results that had to be achieved in the work.	4.53	.663	Very High
26. had trouble setting priorities in work.	1.34	.802	Very Low
27. separating main issues from side issues at work.	4.72	.497	Very High
28. performing work well with minimal time and effort.	4.41	.713	Very High
29. taking longer to complete work tasks than intended	1.46	.815	Very Low
Category Mean	3.95	.374	High

Contextual Performance

17. meeting appointments.	4.65	.478	Very High
18. fulfilling responsibilities.	4.57	.496	Very High
19. collaborating with others went well.	4.52	.557	Very High
20. understanding well when telling them something.	4.58	.515	Very High
21. understanding others well when they are told something.	4.63	.482	Very High
22. communicating with others led to the desired result.	4.59	.522	Very High
23. creating ideas at work.	4.46	.528	Very High
24. taking the initiative when there was a problem to be solved.	4.50	.557	Very High
25. taking the initiative when something had to be organized.	4.58	.524	Very High
26. starting new tasks when old ones were finished	4.56	.526	Very High
27. asking for help when needed.	4.52	.530	Very High
28. opening to criticism of work.	4.72	.481	Very High
29. trying to learn from the feedback got from others on work.	4.75	.467	Very High
30. taking on challenging work tasks, when available.	4.63	.514	Very High
31. thinking students, colleagues and school heads were satisfied with work.	4.63	.513	Very High
32. considering the wishes of students, colleagues, and school heads in work.	4.56	.545	Very High
Category Mean	4.87	.337	Very High

Adaptive Performance



33. working at keeping job knowledge up-to-date.	4.56	.497	Very High
34. working at keeping job skills up-to date.	4.65	.478	Very High
35. demonstrating flexibility.	4.70	.459	Very High
36. coping well with difficult situations and setbacks at work.	4.73	.446	Very High
37. recovering fast, after difficult situations or setbacks at work.	4.70	.506	Very High
38. coming up with creative solutions to new problems.	4.59	.585	Very High
39. coping well with uncertain and unpredictable situations at work	4.36	.525	Very High
40. adjusting to changes in work.	4.51	.544	Very High
Category Mean	4.53	.500	Very High
Counterproductive Work Behavior			
41. complaining about unimportant matters at work.	4.83	.645	Very High
42. making problems greater than they were at work.	4.84	.592	Very High
43. focusing on the negative aspects of a work situation, instead of on the positive aspects.	4.86	.558	Very High
44. speaking with colleagues about the negative aspects of work.	4.85	.580	Very High
45. speaking with people from outside the organization about the negative aspects of work.	4.89	.537	Very High
46. acting purposely working slowly.	4.86	.597	Very High
47. acting purposely left work so that someone else had to finish it.	4.91	.525	Very High
48. behaving rudely towards someone at work.	4.88	.543	Very High
49. quarreling with colleagues, students, or school head.	4.90	.530	Very High
50. acting purposely to make mistakes.	4.90	.528	Very High
Category Mean	4.87	.553	Very High
Overall Mean	4.62	.496	Very High

Counterproductive Work Behavior. The counterproductive work behavior has a category mean of 4.87, described as very high. Moreover, it is noted that mean rating of the items in this category ranges from 4.36 to 4.73. The statement, *purposely leaving work so that someone else had to finish, has* a mean score of 4.91, while *complaining about unimportant matters at work*, has a mean score of 4.83.

Significance of the Influence of Teacher Self- Efficacy and Instructional Practices on Individual Work Performance



Presented in Table 2 is the significance of the influence of teacher self-efficacy and instructional practices on individual work performance. The table includes essential features such as the p-value and inferential statistics remarks. The results show that both teacher self-efficacy and instructional techniques have a significant influence on individual work performance, as evidenced by a p-value of .000. Notably, the analysis (2-tailed) yields an F-value.

Table 2

Significance of the Influence of Teacher Self-efficacy and Instructional Practices on Individual Work Performance

	Standardized Coefficients	t	p-value	Remarks
Teachers Self – Efficacy	.415	7.254	.000	Significant
Instructional Practices	.172	.159	.003	Significant

Note: R=.490, R-square=.240, F=62.783, p=.000

of 62.783, $p = .000$, with positive standardized beta values of .41 and .17, respectively.

Profile of the Participants

Presented in Table 3 is the profile of participants involved in the qualitative phase of the study. A total of 20 participants were involved, consisting of 10 individuals in the IDI and 10 individuals in the FGD. The participants comprised 4 males and 16 females, aged between 35 and 52 years, all of whom were from public elementary schools across various divisions in Region XI. Specifically, the participants were distributed as follows: one from the Division of Mati, two from the Division of Davao del Sur, one from the Division of Tagum, and 14 from Davao City. These individuals were purposefully selected to provide relevant data for the study.

To ensure the confidentiality and anonymity of both the participants and their schools, the participants were assigned unique codes. IDI participants were labeled from IDI_01 to IDI_10, representing In-Depth Interview Participant 1 through In-Depth Interview Participant 10. Similarly, FGD participants were coded as FGD_01 to FGD_10, denoting Focus Group Discussion Participant 1 through Focus Group Discussion Participant 10. Only information regarding their gender, age, study group, and division was disclosed in the study.

Table 3
Profile of the Participants

.	Assigned Code	Sex	Age	Study Group	Division
	IDI_01	F	35	IDI	Davao City
	IDI_02	F	48	IDI	Davao City
	IDI_03	M	52	IDI	Mati City
	IDI_04	F	40	IDI	Digos City
	IDI_05	M	45	IDI	Davao del Sur
	IDI_06	F	43	IDI	Panabo City
	IDI_07	F	45	IDI	Davao City
	IDI_08	M	35	IDI	Tagm City
	IDI_09	F	55	IDI	Davao City
	IDI_10	F	45	IDI	Davao del Sur
	FGD_01	F	49	FGD	Davao City
	FGD_02	F	37	FGD	Davao City
	FGD_03	F	44	FGD	Davao City
	FGD_04	F	38	FGD	Davao City
	FGD_05	F	48	FGD	Davao City
	FGD_06	M	54	FGD	Davao City
	FGD_07	F	48	FGD	Davao City
	FGD_08	F	35	FGD	Davao City
	FGD_09	F	42	FGD	Davao City
	FGD_10	F	50	FGD	Davao City

Lived Experiences of Participants as regards Individual Work Performance

Presented in Table 4 are the lived experiences of the participants regarding the individual work performance of teachers. In the IDI and FGD, the essential themes that are generated from the statements of the participants are as follows: manifestation of highly efficient teaching, spirit of positivity, and fostering a supportive environment

Table 3.2
Lived Experiences of Participants as regards Individual Work Performance of Teachers

Essential Themes	Core Ideas
Manifestation of Highly Efficient Teaching	Creating connections with students in which teachers need to constantly adapt to the diverse needs of the learners, finding innovative ways to engage with them. Focuses on the outcome of the learners, ensuring to provide students with a highquality education Regarding work performance, been rated highly for several years.

	Giving best for the students, striving for their improvement using differentiated strategies. As a dedicated teacher, role and duties are performed with a strong commitment for the growth and success of the students.
Spirit of Positivity	When stressed and when things do not work as planned, doing the work is continued while thinking oneself and work improvement. Willing to accept challenges that can boost self into doing something more relevant. Considering tasks that are not that interesting as challenges and think of ways of finishing them as expected. Have to know what to do and how to react on what is expected to produce. Being reflective before taking actions and possess a positive mindset. Managing well the emotions amidst difficulties and challenges
Fostering a Supportive Environment	The areas of professional development, communication and collaboration are found most valuable in performing work effectively. Access to training programs, workshops, and seminars has helped teachers stay updated with the latest teaching methods and strategies which directly improve classroom practices. The moral support of colleagues is evident. The trust and support of school head is one of the things that helped teachers perform effectively. Highly motivating work environment surrounded by individuals who share the same aspirations. The positive aspects include a collaborative atmosphere among colleagues and supportive leadership which foster teamwork and encourage open communication, help maintain motivation with a shared commitment.

Manifestation of Highly Efficient Teaching. When asked about their experiences regarding individual work performance, participants in an interview revealed that a strong connection between teachers and students is essential for effective teaching. With this, participant suggests that teachers should demonstrate adaptability to learners' diverse needs by constantly innovating to engage students meaningfully. Teachers must strive to do their best

and use differentiated strategies to meet the unique needs of their students. This dedication to student improvement emphasizes the role of a teacher as a guide and mentor, encouraging growth and success through a strong commitment to quality education. These are evident from the statements of the participants as follows:

Spirit of Positivity. When the researcher asked the participants about their positive attitudes, it was found that when teachers are under stress or things do not go as planned, it is critical to continue working while focusing on both personal growth and task improvement. A willingness to accept challenges is important for teachers, especially when dealing with difficult situations, to be more engaging and have a positive impact on student learning outcomes. Supporting these statements are some of the utterances from the participants as follows:

I encourage myself to continue my efforts on focusing on personal and professional growth, knowing that every challenge I face is an opportunity to learn and improve. (IDI_7)

I stay committed to my development, I not only enhance my skills but also build resilience, which helps me overcome obstacles and achieve my long-term goals. (IDI_2)

I view tasks that may seem uninteresting as valuable challenges, actively seeking innovative and efficient ways to complete them to meet or exceed expectations.

Tinuturing ko ang mga Gawain na maaaring hindi kaakit-akit bilang mahahalagang hamon, upang tapusin ang mga ito at matugunan(IDI_8)

I embrace every challenge as opportunities for growth, striving to approach each one with dedication and a proactive mindset. (FGD_9).

Fostering a Supportive Environment. When participants were asked about fostering a supportive environment, they pointed out that the trust and support of school head is one of the things that helped teachers perform effectively. When teachers feel trusted and supported by their administrators, they are more likely to feel empowered and motivated to do their best work. Supportive and understanding leadership creates a safe space for teachers to express their concerns, seek guidance, and pursue professional development opportunities, resulting in a more positive and productive school culture.

Bilang isang guro, pinagkakatiwalaan ako ng aking punong paaralan na gumawa ng mga desisyon para sa kapakinabangan ng aking mga mag-aaral. (IDI_10)

As a teacher, knowing that my school head trusts me to make decisions for my students' benefit has had a significant impact on my teaching.

It allows me to try new strategies without fear of failure.

Our principal's support is always available, whether need guidance, resources, or simply a listening ear. (FGD_3)

It boosts my confidence and motivates me to persevere, especially during difficult times. This trust has enabled me to take the initiative and innovate in my classroom. (IDI_10)

When I wanted to try a new teaching method, they encouraged me to do so and provided the necessary resources. (FGD_6)

I truly believe that the support of our school leaders plays a huge role in how effectively we teach. Our principal makes sure to check in regularly, offering not just professional advice but also moral support. (IDI_12)

When we face a challenge, we know we are not alone, which makes a huge difference. Our school head's trust in us allows us to thrive, knowing that we're all working toward a common goal: our students' success. (IDI_5)

Role of Experiences in Shaping the Beliefs of the Participants

Shown in Table 4.1 is the role of experiences in shaping the beliefs of the participants on individual work engagement. The essential themes generated from the statements of the participants are as follows: teaching is a multifaceted profession and strong support system promotes sympathetic working relationship.

Table 4.1

*Role of Experiences in Shaping the Beliefs of the Participants
as regards Individual Work Performance*

Themes	Core Ideas
Teaching is a Multifaceted Profession	Assessing to produce performing and motivated students.
	Continuous skill building and self-improvement through trainings and seminars Prioritizing duties and responsibilities being a teacher.
	Adherence to productive teaching and learning processes with the students Carry out sense of accountability to the school, students and other stakeholders
Strong Support System Promotes Sympathetic Working Relationship	Manifestation of support upon listening and understanding a colleague during a discussion
	Self-reflection on actions, feedback and thoughts towards self, colleagues, school head, students and others.
	Collaborating with others for better outcomes Cultivate teamwork among others in a school

 organization to attain goals

Teaching is a Multifaceted Profession.

Teachers' experiences shape their beliefs about individual work performance by revealing that teaching is a multifaceted profession requiring the ability to prioritize responsibilities, manage the classroom, provide emotional support, and adapt instructional strategies to students' diverse needs. Each situation they encounter whether in lesson planning, student assessment, or dealing with behavioral challenges strengthens their understanding of what effective teaching entails. Mentorship, collaboration with colleagues, and professional development further refine their beliefs, helping them recognize the importance of continuous growth, compassion, and commitment to students' holistic development.

Strong Support System Promotes Sympathetic Working Relationship.

The participants also emphasized that a strong support system from colleagues, administrators, and the school community fosters empathy and enhances both individual and collective performance. Support structures such as mentoring, peer collaboration, and open communication create trust and camaraderie, making teachers more willing to share challenges, seek guidance, and exchange strategies. This supportive environment reduces stress, boosts resilience, and encourages teachers to help one another, resulting in more sympathetic, collaborative, and productive working relationships within the school.

**Role of Experiences in Shaping
the Attitude of the Participants**

Shown in Table 4.2 is the role of experiences in shaping the attitude of the participants as regards individual work performance. The essential themes generated from the statements of the participants are as follows: value-laden educator and attributes of a proactive teacher.

Table 4.2*Role of Experiences in Shaping the Attitude of the Participants*

Essential Themes	Core Ideas
	Have embodied spiritual growth and prayers.
Value-laden Educator	A righteous educator who symbolizes Christ, the Great Teacher Showing respect to other and speak with kindness and humility Demonstrate professionalism at all times
Attributes of a Proactive Teacher	Regarded teaching is not all about money involved. Overcoming problems, seeing challenges as opportunities to enhance teaching-learning processes. Solution-oriented mindset when challenges get through and in overcoming problems encountered. Sharing expertise and resources to colleagues.

Manifest resiliency at work being adaptive, flexible and open-minded to changes and challenges.

Reassess self and teaching approaches for betterment.

Value-laden Educator. On the role of experiences in shaping their attitudes, the participants disclosed about being a value-laden educator. Teachers emphasized that experiences shape their attitudes over time, particularly in embodying professionalism as a central value in their roles. Being a value-laden educator entails consistently adhering to ethical standards, integrity, and dedication, which they believe are necessary for effective teaching and positive role modelling for students. Teachers learn the value of professionalism in dealing with a variety of challenges daily, from student behavior to interactions with colleagues and parents. These experiences strengthen their dedication to professionalism as they navigate complex situations that require patience, empathy, and fairness. These specific statements are supported by utterances of the participants as follows:

Attributes of a Proactive Teacher. The participants revealed that *possessing the attributes of a proactive teacher* is essential being a solution-oriented mindset when challenges get through and in overcoming problems encountered. Participants emphasized the importance of a proactive teacher's attributes, particularly their solution-oriented mindset, when dealing with challenges and problems in the classroom. These characteristics enable teachers to anticipate potential obstacles, plan, and respond effectively, thereby increasing their overall classroom effectiveness. A problem-solving mindset enables teachers to approach challenges with optimism and creativity. Instead of dwelling on problems, they seek practical solutions that benefit both their students' learning and their own professional development. Teachers discussed how, when confronted with challenging student behaviors, a lack of resources, or unexpected classroom disruptions, they can quickly adjust their strategies and seek alternative solutions.

Joint Display of the Salient Qualitative and Quantitative Findings

Presented in Table 5 are the findings of the salient points of the quantitative and qualitative strands of the research study focusing on teacher self-efficacy, instructional practices, and individual work performance of teachers in Region XII. In particular, the table has four major parts: the first column presents the aspect or focal point, the second column pertains to the quantitative findings, the third column refers to the qualitative findings, and the fourth column pertains to the nature of integration of both the quantitative and qualitative findings. In connection, the two data sets were compared for similarities and differences and integrated to draw a complete result related to converging ideas generated from the two strands. Further, in the merging analysis, the emphasis is the nature of data integration, which describes the merged quantitative and qualitative findings.

Table 5*Joint Display of the Salient Qualitative and Quantitative Findings*

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Teacher Self-Efficacy	Table 1.1 on variable, Teacher Self-efficacy under indicator, efficacy for instructional strategies, on item, adjusting the lessons to the proper level of individual student, is rated Very High, M=4.53, SD= .50	Table 3.2 on Lived Experiences, has core ideas, creating connections with students in which teachers need to constantly adapt to the diverse needs of the learners and finding innovative ways to engage with them, with an essential theme, manifestation of highly efficient teaching	Merging-Converging
	Table 1.1 on variable, Teacher Self-efficacy under indicator, efficacy for classroom management, on item, getting children to follow classroom rules, is rated Very High, M=4.58, SD=.49	Table 3.2on Lived Experiences, has core ideas, creating connections with students in which teachers need to constantly adapt to the diverse needs of the learners and finding innovative ways to engage with them, with an essential theme, manifestation of highly efficient teaching	Merging-Converging
	Table 1.1 on variable, Teacher Self-efficacy, under indicator, efficacy for student engagement, on item, helping students value learning, is	Table 3.2 on Lived Experiences, has core ideas, as a dedicated teacher, role and duties are performed with a strong commitment for the growth and success of the students, with an essential theme, manifestation of	Merging-Converging

	rated Very High, M=4.69, SD=.46	highly efficient teaching	
Instructional Practices	Table 1.2 on variable, Instructional Practices, under indicator, planning practices, on item, considering how to create active learning, is rated Very High, M=4.68, SD=.46	Table 3.2 on Lived Experiences, has core ideas, giving the best for the students, striving for their improvement using differentiated teaching strategies, has an essential theme, manifestation of highly efficient teaching	Merging-Converging
	Table 1.2 on variable, Instructional Practices under indicator, teaching practices, on item, implementing consciously a learning activity, is rated Very High, M=24.71 SD=.45	Table 3.2 on Lived Experiences, has core ideas, giving the best for the students, striving for their improvement using differentiated teaching strategies, has an essential theme, manifestation of highly efficient teaching	Merging-Converging
	Table 1.2 on variable, Instructional Practices, under indicator, assessment practices, on item, diagnostic test and other outcomes assessments, is rated Very High, M=4.50, SD=.50	Table 3.2 on Lived Experiences, has core ideas, focuses on the outcome of the learners, ensuring to provide students with a high-quality education, has an essential theme, manifestation of highly efficient teaching	Merging-Converging

Individual Work Performance	Table 1.3 on variable, Individual Work Performance, under indicator, task performance, on item, separating main issues from side issues, is rated High, $M=3.95$, $SD=.37$.	Table 4.2 on the Role of Lived Experiences on Attitude, has core ideas, manifest resiliency at work being adaptive, flexible and open-minded to changes and challenges, has an essential theme, attributes of a proactive teacher	Merging-Converging
	Table 1.3 on variable, Individual Work Performance, under indicator, Contextual Performance, on item, trying to learn from feedback, is rated High, $M=4.87$, $SD=.33$	Table 4.1 on the Role of Experiences on Beliefs, has core ideas, self-reflection on actions, feedback and thoughts towards self, colleagues, school head, students and others, has an essential theme, strong support system promotes sympathetic working relationship	Merging-Converging
	Table 1.3 on variable, Individual Work Performance, under indicator, adaptive performance, on item, coping well with difficult situations at work, is rated Very High, $M=4.53$, $SD=.50$.	Table 4.2 on the Role of Lived Experiences on Attitude, has core ideas, overcoming problems, seeing challenges as opportunities to enhance teaching-learning processes.	Merging-Converging
Significance of the Influence of Teacher Self-efficacy and Instructional Practices on Individual Work Performance	The standardized coefficients and p-values indicate that teacher self-efficacy and instructional practices significantly influenced individual	The result suggests that an enhanced self-efficacy of teachers and their instructional practices simply improved their individual work performance.	Merging-Converging

	work performance (R-squared=.240, p<.05)		
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The integration of findings on teacher self-efficacy shows a clear merging–converging pattern across all indicators. Quantitative and qualitative data consistently aligned in highlighting teachers’ ability to adapt to learners’ diverse needs, whether in adjusting lesson difficulty, managing the classroom, or promoting student engagement. Both data sources emphasized the importance of creating meaningful connections with students, employing innovative strategies, and demonstrating strong commitment to student growth—reflecting highly efficient teaching practices. The merging of data also revealed that teachers’ adaptive behaviors, positive attitudes, and consistent engagement with learners are central to their sense of efficacy in the classroom.

Similarly, the integration of findings on instructional practices and individual work performance also demonstrated merging–converging patterns. Across planning, teaching, and assessment practices, both quantitative and qualitative data pointed to teachers’ active use of differentiated strategies, commitment to improving student outcomes, and focus on high-quality instruction. For individual work performance, the two data sets converged in emphasizing teachers’ resilience, adaptability, prioritization skills, and reflective practices—all essential to effective task, contextual, and adaptive performance. Finally, both data strands affirmed that teacher self-efficacy and instructional practices significantly enhance individual work performance, underscoring their crucial role in supporting professional growth and overall school effectiveness.

CONCLUSION

Based on the findings of the study, it was concluded that teacher self-efficacy, instructional practices, and individual work performance were all rated very high, indicating that teachers consistently demonstrate confidence, effective instructional strategies, and strong performance aligned with school expectations. These results highlight the importance of fostering a supportive environment where teachers feel valued, empowered, and encouraged to take on leadership roles. The study also revealed that teacher self-efficacy and instructional practices significantly influence individual work performance. Qualitative findings further generated key themes, including highly efficient teaching, a spirit of positivity, and the importance of a supportive environment, as well as the recognition of teaching as a multifaceted profession strengthened by a strong support system, and the development of value-driven and proactive attitudes among teachers. Overall, integration of quantitative and qualitative data showed convergence. Recommendations include sustaining high levels of teacher efficacy, instructional practices, and work performance through continuous seminars, training, and strategic planning; enhancing teacher confidence and skills through professional development; and encouraging future researchers to conduct similar studies using different designs, respondents, and settings.

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