
TEACHING EXPERIENCE AND SELF-EFFICACY OF BEGINNER TEACHERS IN MAINSTREAM CLASSROOM

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ABSTRACT

This research study explores the relationship between teaching experience and self-efficacy among beginner teachers in mainstream classrooms. The study employs a descriptive correlational design and focuses on 40 beginner teachers from the Municipality of Caraga, Davao Oriental. The study's results reveal that most participants are novice teachers, with limited representation of mid-career and veteran teachers. Despite this, their self-efficacy indicates that, on average, teachers perceive themselves as having a substantial influence on their classroom effectiveness. Teachers express high self-efficacy in fostering students' appreciation for learning, aligning with Bandura's Social Cognitive Theory (1986). In terms of instructional practices, teachers maintain a moderate level of self-efficacy. While teachers express confidence in their ability to gauge student comprehension, they perceive limitations in providing alternative explanations during student confusion. Regarding classroom management, teachers possess moderate to high self-efficacy, indicating their belief in their capacity to manage student behavior effectively. However, they perceive some limitations in responding to defiant students. The study finds no statistically significant correlations between years in service and self-efficacy in student engagement, classroom management, or instructional strategies. This suggests that teaching experience alone does not strongly predict efficacy in these domains, highlighting the multifaceted nature of teacher effectiveness. In conclusion, this study underscores the importance of teacher self-efficacy in mainstream classrooms and its complex relationship with teaching experience. It emphasizes the need for ongoing professional development and a commitment to pedagogical innovation to enhance teaching effectiveness.

Keywords: Teaching Experience, Self-Efficacy, Beginner Teachers, Mainstream Classrooms, And Classroom Management.

I. INTRODUCTION

Teaching is a two-way process in which the teacher and the learner can learn from each other. The experience they gain from both ends is the most valuable aspect that connects, molds and establishes development in learning and education. Thus, teachers often assert that "experience is the best teacher" (Goodlad, 1984, as cited by Schmidt, 2010). Since the inception of the inclusive education policy in the curriculum, teachers' roles have been extended to practice inclusion and integration of children with disabilities in schools, hence the leap of beginner teachers, specifically in mainstream classrooms. Beginner teachers were set to focus their duties within the inclusion practices that encompass the alignment of the goals of the inclusive education policy. The teacher is a vital partner in the development and success of inclusive education (Valliant, 2011, as cited by Torombe, 2013). A study conducted in the US (Leatherman & Niemeyer, 2005; LeRoy & Simpson, 1996), the UK (Avramidis et al., 2000), and Australia (Campbell, Gilmore & Cuskelly, 2003), as cited by Avramidis, E., and Kalyva, E. (2008), has highlighted the importance of increased experience and social contact with children with special needs in conjunction with the attainment of knowledge and specific skills in instructional and class management in the formation of favorable attitudes towards inclusion. Moreover, Filipinos have high regard for education, which is a factual claim that has been inscribed in the country's fundamental law, the 1987 Philippine Constitution (Republic of the Philippines, 1987), in which Article XIV, Section 1, states, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all," which includes the rights of persons with disabilities or students with special needs, specifically people who are deaf or hard of hearing. The shift from the current educational system of special education (SPED) into an inclusive education system whose main objective is to mainstream students with special needs in the regular classroom to learn side by side with normal students has

prompted challenges. It demands more from teachers at the forefront of an inclusive educational system. It has placed demands on beginner mainstream teachers, who are challenged to meet the needs of an increasingly diverse student population with hardly any teaching experience. The primary goal of this study is to determine the efficacy of beginner teachers in mainstream classrooms correlates to their respective teaching experience and knowledge of the curriculum and their ability to employ instructional and assessment practices that would benefit even their most difficult-to-reach learners, those with special needs.

II. LITERATURE REVIEW

2.1 Teaching Experience and Self-efficacy of Beginner Teacher

Woolfolk and Hoy (2009) state that teacher self-efficacy is the conviction that one can connect with even challenging pupils and facilitate their learning. It seems to be one of the few personal qualities of teachers associated with academic success. Dealing with this challenge requires the preparation of high-quality future teachers; these beginner teachers must believe they have the potential to succeed as educators in a mainstream classroom. A high sense of teacher self-efficacy can help prevent teacher burnout and attrition, keeping teachers in the profession. According to the report by Kini, T., and Podolsky (2016), the conventional insight that teaching experience becomes irrelevant after the first few years in the classroom is no longer supported by the overwhelming majority of the report, which points out that teachers' effectiveness rises sharply in the first few years of their careers and that this upward trajectory continues well into the second and frequently third decade of teaching. Teachers are better equipped to promote student learning as they gain experience, both during their early years in the classroom and later in their careers.

2.2 Mainstream Classroom

For many years, integrating students with special educational needs into regular schools has been significant in all aspects of education (Avramidis, 2000). However, in recent years, the term "inclusion," which encompasses a wide variety of assumptions about the purpose and meaning of schools (Kliwer, 1998), has displaced "integration" in special educators' vocabulary. Inclusion entails reorganizing mainstream education so that every school can accommodate every child, regardless of disability, an accommodation rather than assimilation and assures that all learners belong to a community. Such an argument situates the debate inside a social-ethical discourse heavily focused on values. As a result, the concept of inclusion becomes part of a larger human rights agenda that contends that every form of segregation is morally unacceptable (Avramidis, 2000). Inclusive education implies that all learners, regardless of differences, be welcomed in schools in their neighborhoods so they can study alongside one another (Ashley 2009:21). The implication is that students previously placed in special schools will now be educated in regular schools. According to Luningo (2015), various learner needs in schools present problems to teachers since they must fulfill their regular duties while giving particular support and attention to learners with special needs. To thrive, educators must deal with classroom life's unpredictable, urgent, public, simultaneous, and multidimensional demands in ways that earn and sustain respect from colleagues, pupils, and themselves (Nind et al., 2003).

2.3 Previous Studies

In a study about goal structures and teachers' sense of efficacy conducted by Wolters and Daugherty (2007), it was noted that the distinctions among aspects of teachers' sense of efficacy proved noteworthy. The study showed that teachers with more experience were more confident in their abilities to use instructional and evaluation approaches that would help even their most difficult-to-reach pupils. Furthermore, more experienced teachers were more confident in their abilities to maintain order or avoid class disruptions, which could make instruction and learning difficult. The study's findings above supported the idea that teachers' perceptions of efficacy may influence their instructional methods and guidelines. Indeed, teachers' perceptions about their abilities to complete various components of teaching could be utilized to explain the mastery and performance approach patterns revealed. The connection is significant because it connects several classroom motivational mechanisms. It demonstrates, in particular, that individuals' opinions about their teaching abilities are related to instructional techniques, policies, or procedures that have previously been shown to influence students' desire for learning and achievement.

Statement of the Problem

This study aims to determine the relationship between teachers' teaching experience and self-efficacy in mainstream classrooms. Specifically, this sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of
 - 1.1. Years in Service
2. What is the level of efficacy of the respondents in the mainstream classroom in terms of:
 - 2.1. Student Engagement
 - 2.2. Instructional Practices
 - 2.3. Classroom Management
3. Is there a significant relationship between teachers' teaching experience and self-efficacy in mainstream classrooms?

Hypothesis

This hypothesis is tested at a 0.05 significance level.

H0: There is no significant difference in the self-efficacy in n mainstream classrooms of the teachers when they are grouped according to years in service.

III. METHOD

The research design used for this study is the descriptive correlational design, a method well-suited to investigating the relationship between teaching experience and self-efficacy among novice teachers in mainstream classroom settings. The appropriateness of this design is rooted in its capacity to explore relationships between variables without experimental manipulation, aligning with the non-experimental nature of the teaching experience, which naturally evolves. This approach is particularly advantageous when understanding whether a relationship exists and its characteristics within a real-world educational context. The design allows for collecting relevant data through surveys or questionnaires, facilitating the quantitative assessment of the strength and direction of the relationship using statistical analyses, such as Pearson's correlation coefficient. Moreover, this research design caters to the study's objectives of examining the interplay between teaching experience and self-efficacy among beginner educators, potentially offering valuable insights into teacher development. Hence, the descriptive correlational design is fitting for illuminating the dynamics between these crucial educational variables.

Scale Range	Interpretation	Descriptive Interpretation
1 - 2	Nothing	Teachers perceive very little or no influence over their classroom effectiveness.
3 - 4	Very Little	Teachers have minimal perceived influence over their classroom effectiveness.
5 - 6	Some Influence	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
7 - 8	Quite a Bit	Teachers feel they have a substantial influence over their classroom effectiveness.
9	A Great Deal	Teachers have a strong sense of efficacy and believe they significantly influence their classroom effectiveness.

The table above is the interpretation table to facilitate the comprehensive interpretation of the results on teachers' self-efficacy. It is a valuable tool for categorizing and conveying the meaning of scores obtained from the Teachers' Sense of Efficacy Scale (TSES). With its double scale range and descriptive interpretations, this table offers a nuanced perspective on teachers' perceived influence over classroom effectiveness.

Participants

This research focuses on beginner teachers who are part of the educational landscape in the Municipality of Caraga, Davao Oriental. The inclusion of beginner teachers is noteworthy as they represent a critical segment of

the teaching workforce, often facing unique challenges and experiences as they embark on their teaching careers. The study acknowledges the importance of understanding the dynamics between teaching experience and self-efficacy in this specific group of educators. Choosing a sample size of forty respondents is crucial to this research. While the sample may appear modest, it is essential to recognize that a well-structured study can yield valuable insights even with a relatively small sample. The number of respondents, in this case, is sufficient to conduct meaningful statistical analyses, such as correlation assessments, which can provide insights into the relationships under investigation. Moreover, focusing on a specific geographic location, such as the Municipality of Caraga, allows for a more concentrated and contextually relevant examination of these dynamics within a specific educational environment. By collecting data from teachers across different grade levels in elementary schools, the study ensures diversity in the sample, capturing a range of teaching experiences and classroom contexts. This diversity enhances the generalizability of the findings and allows for a more comprehensive understanding of how teaching experience may influence self-efficacy across various stages of early teaching careers.

Procedure

This study will follow a step-by-step process in the conduct of this research endeavor. First, a letter is made for approval of the conduct of the study. After the letter is approved, the researcher will distribute the questionnaires online using Google Forms. This will employ the two-part adaptive survey questionnaire. The participants' demographic information will be requested in the first section and the second section is an adapted questionnaire from the complete 24-item Teachers Sense of Efficacy Scale, or TSES (Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001) to determine the beginner teacher's self-efficacy in the mainstream classroom in terms of the following three moderately correlated factors: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management. The respondents will be given ample time to answer the questionnaire. Each given questionnaire has a cover letter to explain the research's purpose and remind the respondents of their voluntary participation and that their responses will be treated with strict confidentiality. Data will be collected and submitted to the statistician for statistical treatment. It is subjected to further presentation, analysis, and interpretation with the guidance of the research adviser. The final draft will be submitted for finalization and corrections.

Ethical Considerations

This research required not only expertise and diligence but also honesty and integrity. To respect and protect the subjects' rights, the rights to self-determination, anonymity, confidentiality, and informed consent were observed to render this study ethical. The qualified subjects were informed of their rights to voluntarily consent or decline to participate and to withdraw participation at any time without penalty. Also, they were fully informed about the purpose of the study and the procedures that would be used to collect the data and assured that there were no potential risks or costs involved in protecting their information and identity.

IV. RESULTS AND DISCUSSION

This section presented the results and delved into a comprehensive discussion of the relationship between teachers' teaching experience and self-efficacy in mainstream classrooms. It shed light on the essential findings and their implications for educational practice. Table 1 presents a comprehensive overview of the distribution of respondents based on their years of service in the teaching profession.

Table 1. Frequency Distribution of the Respondents in terms of Years in Service

Years in Service	Frequency
1-3	9
4 – 6	15
7 – 9	10
10 – 12	2
13 – 15	1
16 – 18	2
19 – 21	1

The table categorizes the respondents into various "Years in Service" intervals and reveals teachers' corresponding "Frequency" within each category. Notably, the majority of the participants, comprising 24 out of the 40 respondents, fall within the category of novice teachers, with 9 having 1 to 3 years of service and 15 with 4 to 6 years of experience. This concentration of novice educators underscores the relevance of exploring the early stages of teaching careers. Furthermore, the table demonstrates diversity in the sample, representing more experienced teachers, with a handful having over 15 years of service. Nevertheless, a relatively limited number of mid-career and veteran teachers (10 years or more of service) may impact the study's ability to draw robust conclusions regarding self-efficacy trends among the latter group. Overall, Table 1 serves as a crucial foundation for understanding the distribution of teaching experience among the study's participants, a critical factor in examining the relationship between years in service and self-efficacy.

Table 2 presents a comprehensive analysis of teachers' self-perceived efficacy within mainstream classrooms, focusing on the critical aspect of student engagement. Utilizing a rating scale ranging from 1 (indicating minimal influence) to 10 (indicating substantial influence), this table offers a detailed breakdown of teachers' perceptions regarding their influence over various dimensions of student engagement. The mean scores for each question are accompanied by descriptive interpretations, shedding light on the nuances of teachers' beliefs in their capabilities.

Table 2. Level of Efficacy of the Respondents in the Mainstream Classroom in Terms of Student Engagement

Indicator	SD	Mean	Interpretation
1. How much can you do to get through to the most difficult students?	1.85	6.83	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
2. How much can you do to help your students think critically?	1.92	7.00	Teachers feel they have a substantial influence over their classroom effectiveness.
3. How much can you do to motivate students who show low interest in schoolwork?	1.83	7.30	Teachers feel they have a substantial influence over their classroom effectiveness.
4. How much can you do to get students to believe they can do well in school work?	1.89	7.10	Teachers feel they have a substantial influence over their classroom effectiveness.
5. How much can you do to help your students value learning?	1.97	7.45	Teachers feel they have a substantial influence over their classroom effectiveness.
6. How much can you do to foster student creativity?	1.92	7.18	Teachers feel they have a substantial influence over their classroom effectiveness.
7. How much can you do to improve the understanding of a student who is failing?	1.79	6.98	Teachers feel they have a substantial influence over their classroom effectiveness.
8. How much can you assist families in helping their children do well in school?	1.64	6.98	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
Overall Mean	1.75	7.18	Teachers feel they have a substantial influence over their classroom effectiveness.

Notably, the overall mean score of 7.18 indicates that, on average, teachers possess a strong sense of efficacy, perceiving that they substantially influence their classroom effectiveness. This result means that teachers with

a strong sense of efficacy are likelier to exhibit behaviors that benefit students, such as setting high expectations, persisting in the face of challenges, and implementing effective instructional strategies (Tschannen-Moran & Hoy, 2001). Furthermore, Hattie's Visible Learning (2009) research highlights the significance of teacher efficacy, demonstrating that when teachers believe in their capacity to influence student learning positively, it can significantly improve educational outcomes. The high overall mean score aligns with the notion that teachers' beliefs in their effectiveness play a pivotal role in shaping the quality of education they provide.

The question "How much can you do to help your students value learning?" which pertains to the ability to foster students' appreciation for learning, received the highest rating with a mean score of 7.45. This result underscores teachers' confidence in their capacity to cultivate a love for learning among students, aligning with Bandura's Social Cognitive Theory (1986) and emphasizing the pivotal role of teachers as motivators and role models.

On the other hand, the question "How much can you assist families in helping their children do well in school?" which refers to teachers' ability to assist families in supporting their children's education, garnered the lowest rating at 6.98. While still positive, this rating suggests teachers may perceive limitations in their capacity to engage with families effectively. This finding echoes the literature on teacher-family partnerships and highlights an area for potential growth in enhancing teachers' abilities to collaborate with families more effectively for improved student outcomes (Epstein, 2018).

Table 3 presents a comprehensive analysis of teachers' perceived efficacy in mainstream classrooms, focusing on instructional practices. Utilizing a rating scale, standard deviation (SD), mean scores, and corresponding interpretations, this table explores teachers' beliefs in their capacity to influence various facets of classroom instruction. Of significance, the overall mean score of 6.88 indicates that, on average, teachers maintain a moderate sense of efficacy, perceiving that they possess some influence over their classroom effectiveness. This result provides valuable context for delving into specific dimensions of instructional practices where teachers express higher confidence levels and areas where they may perceive limitations.

Table 3. Level of Efficacy of The Respondents in the Mainstream Classroom in terms of Instructional Practices

Indicator	SD	Mean	Interpretation
1. How well can you respond to difficult questions from your students?	2.04	6.78	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
2. How much can you gauge student comprehension of what you have taught?	1.76	7.08	Teachers feel they have a substantial influence over their classroom effectiveness
3. To what extent can you craft good questions for your students?	1.69	7.03	Teachers feel they have a substantial influence over their classroom effectiveness.
4. How much can you do to adjust your lessons to the proper level for individual students?	1.74	7.13	Teachers feel they have a substantial influence over their classroom effectiveness.
5. How much can you use a variety of assessment strategies?	1.76	6.85	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
6. To what extent can you provide an alternative explanation or example when students are confused?	1.88	6.70	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
7. How well can you implement alternative strategies in your classroom?	1.75	6.90	Teachers believe they have some influence over their classroom effectiveness, but it's limited.

8. How well can you provide appropriate challenges for very capable students?	1.73	7.03	Teachers feel they have a substantial influence over their classroom effectiveness.
Overall Mean	1.57	6.88	Teachers believe they have some influence over their classroom effectiveness, but it's limited.

Education research consistently highlights the critical role of teacher efficacy in shaping instructional decisions and, consequently, student outcomes (Ashton & Webb, 1986). Teachers who perceive themselves as having at least some influence over classroom effectiveness are more likely to employ effective teaching strategies, set high expectations for their students, and maintain a resilient approach to overcoming instructional challenges (Soodak & Podell, 1993).

This finding resonates with the idea that teacher efficacy is a multifaceted construct that affects not only instructional methods but also student motivation and engagement (Guskey & Passaro, 1994). Moderate teacher efficacy, as indicated by the mean score, suggests that teachers are confident enough to make proactive instructional decisions but may benefit from ongoing professional development to enhance their belief in their ability to enact positive change in the classroom.

The question "How much can you gauge student comprehension of what you have taught?" emerges as the highest-rated question with a mean score of 7.08. This result suggests that, on average, teachers believe they substantially influence their ability to assess student comprehension. This finding aligns with the work of Tschannen-Moran and Hoy (2001), emphasizing the significance of teacher self-efficacy in shaping classroom practices. When teachers have confidence in their capacity to gauge student understanding, they are better equipped to tailor their instruction to meet the diverse needs of their students. Additionally, the research of Hattie (2009) reinforces the impact of teacher efficacy on student learning outcomes, highlighting that teachers' beliefs in their ability to assess comprehension can contribute to improved educational results.

On the other hand, "To what extent can you provide an alternative explanation, for example, when students are confused?" receives the lowest mean rating at 6.70. While this score still reflects a moderate level of perceived influence, the interpretation suggests that teachers may view their ability to provide alternative explanations or examples during student confusion as somewhat limited. This result underscores the importance of ongoing professional development to effectively enhance teachers' skills in addressing student confusion. Bandura's Social Cognitive Theory (1986) underscores the role of self-efficacy in shaping instructional practices, and interventions aimed at bolstering this aspect of teacher efficacy can yield positive outcomes for both teachers and students.

Table 4 analyzes teachers' perceived efficacy within mainstream classrooms, specifically focusing on classroom management practices. Notably, the overall mean score of 7.00 underscores that, on average, teachers possess a moderate to high sense of efficacy, perceiving that they substantially influence their classroom effectiveness in managing student behavior. This result aligns with existing literature on teacher efficacy and classroom management, which emphasizes the pivotal role of teachers' beliefs in shaping their classroom practices and, consequently, student outcomes (Emmer & Sabornie, 2015). When teachers perceive themselves as having a substantial influence in managing student behavior, they are more likely to employ effective classroom management strategies, create a positive learning environment, and ultimately enhance students' engagement and academic success.

Moreover, the finding aligns with research by Marzano and Marzano (2003), which underscores the significance of effective classroom management practices in creating a conducive learning environment. Teachers with moderate to high efficacy in this area are better positioned to maintain order, respond to disruptive behaviors, and establish routines that promote a productive classroom atmosphere. Moreover, this result highlights the importance of teacher-student relationships, as teachers who feel efficacious in managing student behavior are more likely to build positive and respectful connections with their students (Evertson & Weinstein, 2006). Additionally, this result highlights the significance of teacher-student relationships and

classroom management practices in fostering a conducive learning environment. A well-managed classroom can improve student engagement and academic success (Emmer & Sabornie, 2015).

Table 4. Level Of Efficacy of The Respondents in The Mainstream Classroom In Terms of Classroom Management

Indicator	SD	Mean	Interpretation
1. How much can you do to control disruptive behavior in the classroom?	1.88	6.70	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
2. To what extent can you make your expectations clear about student behavior?	2.08	6.78	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
3. How well can you establish routines to keep activities running smoothly?	1.95	7.23	Teachers feel they have a substantial influence over their classroom effectiveness.
4. How much can you do to get children to follow classroom rules?	1.89	7.15	Teachers feel they have a substantial influence over their classroom effectiveness.
5. How much can you do to calm a student who is disruptive or noisy?	1.93	7.28	Teachers feel they have a substantial influence over their classroom effectiveness.
6. How well can you establish a classroom management system with each group of students?	1.79	7.03	Teachers feel they have a substantial influence over their classroom effectiveness.
7. How well can you keep a few problem students from ruining an entire lesson?	1.75	6.95	Teachers believe they have some influence over their classroom effectiveness, but it's limited.
8. How well can you respond to defiant students?	1.77	6.55	Teachers believe they have some influence over their classroom effectiveness, but it's limited
Overall Mean	1.72	7.00	Teachers feel they have a substantial influence over their classroom effectiveness.

The question "How much can you do to calm a student who is disruptive or noisy?" stands out as the highest-rated question, with a mean score of 7.28. This result suggests that teachers, on average, believe they possess a substantial influence in managing disruptive behavior and maintaining a productive classroom environment. This finding aligns with the work of Marzano and Marzano (2003), who emphasize the importance of effective classroom management strategies in creating an environment conducive to learning. When teachers feel confident managing disruptive situations, they are better positioned to maintain a positive and focused learning atmosphere, benefiting all students.

On the other hand, the question "How well can you respond to defiant students?" receives the lowest mean rating at 6.55. While this score still reflects a moderate level of perceived influence, the interpretation suggests that teachers may view their ability to respond to defiant students as somewhat limited. This finding emphasizes the need for professional development and support systems to equip teachers with practical classroom strategies for managing defiant behavior. Research by Evertson and Weinstein (2006) underscores the importance of teacher training in classroom management, highlighting those well-prepared teachers are better equipped to address challenging behaviors effectively.

Table 5 presents a comprehensive correlation analysis investigating the relationships between years of service and various dimensions of teacher efficacy, including student engagement, classroom management, and instructional strategies. The findings reveal no statistically significant correlations between the number of years a teacher has been in service and their efficacy in these domains. Specifically, the correlation coefficient for years in service and student engagement is $r = 0.008$ ($p = 0.961$), for years in service and classroom management is $r = 0.029$ ($p = 0.857$), and for years in service and instructional strategies is $r = -0.007$ ($p = 0.968$). One possible explanation for this finding is that the development of teacher efficacy is influenced by various factors beyond just years in service. Social cognitive theory, as proposed by Bandura (1986), suggests that self-efficacy beliefs are shaped by four primary sources of influence: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Therefore, a teacher's efficacy may be more closely tied to their classroom experiences, interactions with colleagues, and the support they receive from their school or district rather than the sheer duration of their career.

These results indicate negligible associations with high p-values, emphasizing a lack of meaningful connection. These findings underscore that teacher efficacy is a multifaceted construct influenced by many factors beyond mere years in service.

Table 5. Correlation Between Years in Service and Teacher Efficacy

		YEARS IN SERVI CE	STUDENT ENGAG EMENT	CLASSROOM MANAGEMENT	INSTRUC TIONAL STRATEGIES
YEARS IN SERVICE	Pearson Correlation	1	.008	.029	-.007
	Sig. (2-tailed)		.961	.857	.968
	N	40	40	40	40
STUDENT ENGAGEMENT	Pearson Correlation	.008	1	.930**	.942**
	Sig. (2-tailed)	.961		.000	.000
	N	40	40	40	40
CLASSROOM MANAGEMENT	Pearson Correlation	.029	.930**	1	.946**
	Sig. (2-tailed)	.857	.000		.000
	N	40	40	40	40
INSTRUC TIONAL STRATEGIES	Pearson Correlation	-.007	.942**	.946**	1
	Sig. (2-tailed)	.968	.000	.000	
	N	40	40	40	40

Regarding student engagement, the correlation coefficient of $r = 0.008$ ($p = 0.961$) indicates an almost negligible relationship between years in service and teachers' ability to engage students effectively. This finding aligns with previous research (Ingersoll & Strong, 2011). It emphasizes that the capacity to engage students is not solely a function of experience but rather a complex interplay of teaching strategies and pedagogical approaches.

Similarly, the correlation between years in service and classroom management, with a coefficient of $r = 0.029$ ($p = 0.857$), underscores the limited impact of experience alone on classroom management efficacy. Effective

classroom management involves the skillful application of techniques and strategies (Marzano & Marzano, 2003), which may be acquired and refined through ongoing professional development and training.

The correlation coefficient of $r = -0.007$ ($p = 0.968$) for years in service and instructional strategies reveals no meaningful connection between the length of a teacher's career and their ability to employ effective instructional methods. This result highlights that effective teaching practices rely on a dynamic process of pedagogical innovation and continuous skill development (Darling-Hammond, 2017).

Statistical Result

Descriptive Statistics

	N	Mean	Std. Deviation
Student Engagement1	40	6.8250	1.85206
Student Engagement2	40	7.0000	1.92154
Student Engagement3	40	7.3000	1.82855
Student Engagement4	40	7.1000	1.89195
Student Engagement5	40	7.4500	1.97354
Student Engagement6	40	7.1750	1.92004
Student Engagement7	40	6.9750	1.79011
Student Engagement8	40	6.9750	1.64063
OVERALSTUDENTEN GAGEMENT	40	7.1750	1.75247
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Std. Deviation
Classroom Management1	40	6.7750	2.04422
Classroom Management2	40	7.0750	1.75977
Classroom Management3	40	7.0250	1.68686
Classroom Management4	40	7.1250	1.74220
Classroom Management5	40	6.8500	1.76214
Classroom Management6	40	6.7000	1.88380
Classroom Management7	40	6.9000	1.75119
Classroom Management8	40	7.0250	1.73187
OVERALLCLASSROM MANAGEMENT	40	6.8750	1.57199
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Std. Deviation
Instructional Strategies 1	40	6.7000	1.88380
Instructional Strategies 2	40	6.7750	2.08151
Instructional Strategies 3	40	7.2250	1.95445
Instructional Strategies 4	40	7.1500	1.88856
Instructional Strategies 5	40	7.2750	1.93467

Instructional Strategies 6	40	7.0250	1.79011
Instructional Strategies 7	40	6.9500	1.75339
Instructional Strategies 8	40	6.5500	1.76795
OVERALLINSTRUCTI ONALSTRATEGIES	40	7.0000	1.72463
Valid N (listwise)	40		

Descriptive Statistics

	Mean	Std. Deviation	N
YEARSINSERVICE	6.2250	4.49779	40
OVERALSTUDENTEN GAGEMENT	7.1750	1.75247	40
OVERALLCLASSROM MANAGEMENT	6.8750	1.57199	40
OVERALLINSTRUCTI ONALSTRATEGIES	7.0000	1.72463	40

Correlations

	YEARSINSERVICE	OVERALSTUDENTENGAGEMENT	OVERALLCLASSROMMANAGEMENT	OVERALLINSTRUCTIONALSTRATEGIES
Pearson Correlation	1	.008	.029	-.007
YEARSINSERVICE Sig. (2-tailed)	40	.961	.857	.968
N	.008	1	.930**	.942**
OVERALSTUDENTEN Pearson Correlation	.961	40	.000	.000
GAGEMENT Sig. (2-tailed)	40	.029	.930**	.946**
N	.857	40	1	.000
OVERALLCLASSROM Pearson Correlation	-.007	.942**	.946**	1
MANAGEMENT Sig. (2-tailed)	.968	.000	.000	
N				
OVERALLINSTRUCTIONALSTRATEGIES Pearson Correlation	40	40	40	40
Sig. (2-tailed)				
N				

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

V. CONCLUSION

These findings collectively emphasize the multifaceted nature of teacher efficacy, suggesting that years in service alone do not serve as a robust predictor of effectiveness in critical teaching domains. Instead, the complexity of effective teaching calls for a commitment to ongoing professional growth, the mastery of specific instructional techniques, and a dedication to pedagogical innovation. The teaching profession thrives when educators embrace a lifelong learning ethos to enhance their effectiveness in the classroom continually.

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