

Self-efficacy and Anxiety of Public and Private Secondary Teachers in the Philippines Handling Subjects Unrelated to their Specialization

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Abstract - This study examined the relationship between self-efficacy and anxiety levels of secondary teachers in public and private institutions handling subjects unrelated to their majors in their baccalaureate. The study used a quantitative method and a descriptive design to collect data to determine the phenomenon under study. Fifty-five secondary teachers from public and private schools were selected randomly to participate in this study. Significantly, the results showed that there is a significant correlation between self-efficacy and anxiety. Self-efficacy levels of the surveyed teachers garnered a weighted mean of 3.80 with the interpretation of high self-efficacy and a 2.85 weighted mean for the anxiety level. The data gathered presented Pearson's Coefficient -0.379^{**} , which could be interpreted as both variables having significant correlations and rejecting the null hypotheses. Results hereof will be shared with the administrators, teachers, and other parties concerned. These results importantly point to the significant relationship between self-efficacy and anxiety. School administrators may use this as a guide to emphasize the influence of gaining self-efficacy and having low or average anxiety levels in teaching or handling subjects unrelated to undergraduate specialization.

Keywords: *self-efficacy, anxiety, secondary teachers, specialization*

Introduction

Handling subjects unrelated to the field of specialization can be a difficult task for both public and private secondary teachers (Montero et. al., 2022). Knowing a few things about the subject outside the area of expertise can lead to anxiety and self-efficacy. Teacher self-efficacy refers to teachers' beliefs in their capability to produce desired educational outcomes (Schwarzer and Hallum, 2008; Tschannen-Moran and Woolfolk Hoy, 2001). On the other hand, anxiety is a well-established,

significant predictor of teaching performance. Teachers with elevated levels of anxiety in teaching unrelated subjects to their specialization were unable to perform to the best of their ability. Readiness and familiarity with the subjects are the basics to teach in a classroom full of young learners. One's preparedness is key to successful and meaningful learning (Obinguar et. al, 2023). Considering their expertise, teachers handling subjects outside their specialization will encounter challenges such as preparing learning

materials, and learning plans, selecting appropriate activities, answering students' questions, etc. These factors can play a role in the performance of a teacher. Self-efficacy is a reflection of one's confidence or capacity to execute a task and produce a successful outcome (Carey, 2009).

A study conducted by Rebutas and Dizon (2020), found that Biology teachers in a public school in Monte Vista District, Davao de Oro were also handling subjects like Physics, Chemistry, and other science-related subjects. In their study, they have not come across various studies specifically dealing with the challenges or problems outside their science specialization. However, it still poses a challenge to get ready and prepare for the lessons and other classroom activities outside their biology major. In another study conducted by Datingaling (2019), found that teachers were spending more time studying, preparing themselves, and looking into the correct pedagogical practices to teach the subjects assigned to them since they had yet to be trained to handle those subjects. Frustration often leads to poor classroom delivery which results in students getting poor skills or performance in assessments. Self-efficacy in the subjects being taught is a key determinant of success in a classroom. It has not been found that teachers who handled subjects outside or unrelated to their specialization were able to feel satisfied with their performance and their anxiety lowered.

Therefore, it is. The objective of this study is to determine the degree of self-

efficacy and anxiety experienced by secondary teachers in private and public schools who teach courses outside their area of expertise. This study also attempted to ascertain the strategies they employed to surmount the challenges and enhance their effectiveness in teaching. Both public and private secondary school instructors are increasingly being scrutinized for their involvement in areas that are not connected to their area of expertise, which has become a significant concern in the education system. Prior research provides compelling evidence that this issue requires attention. The researcher did a comprehensive literature analysis and evaluated the teachers' anxiety levels and effectiveness in addressing subjects that are not within their area of expertise. Furthermore, this study aims to disseminate the findings of this research to inexperienced teachers, trainee teachers, instructors teaching areas outside their expertise, and school officials.

Methods and Materials

The study used a quantitative method using a survey and a descriptive design since the researchers wanted to find the self-efficacy and anxiety of Secondary High School teachers from public and private who handle unrelated subjects to their field of specialization. Simple random sampling was used to determine the respondents of this study. A descriptive design using a survey is the appropriate design for the study focusing on teacher's self-efficacy and anxiety.

This study considered the teacher’s answers and perceptions about self-efficacy and anxiety. Each teacher-respondent will have the same set of questionnaires. This study focuses on the current teachers from both secondary public and private who have self-efficacy and anxiety in handling unrelated subjects from their specializations. Inclusion criteria involve the following: (1) Public and private secondary teachers; (2) 52 selected teachers, twenty-two (22) from private schools and thirty-three (33) from public schools; (3) Present at the time of data distribution and collection; and (4) Willing and able to participate in the research study.

This research used a standardized questionnaire from May (2004) from the article “*Mathematics Self-efficacy and Anxiety Questionnaire*”; the instrument is composed of ten statements that have two parts: self-efficacy and anxiety; both parts are answerable by rating 1-5. Researchers utilized a Likert scale, which is a unidimensional instrument, to gather respondents' views on self-efficacy and anxiety levels.

Results and Discussion

This section discussed the interpreted data analysis and presented the findings of the survey that was given to fifty-five (55) secondary teachers, thirty-three (33) from public schools, and twenty-two(22) from private schools who are handling subjects unrelated to their specialization to know their self-efficacy and anxiety level in teaching.The researchers use the weighted mean to statistically analyze the answers of

the respondents and proceed to use a numerical scale to get a quantitative description of the given result.

TABLE 1. Self-Efficacy and Anxiety of Public and Private Secondary Teachers

Self-Efficacy	Mean	Description
1. I feel confident enough to ask questions in my class.	3.91	High
2. I believe I can do well in my class.	3.93	High
3. I believe I can do well on all the assignments and subjects that are assigned to me.	3.69	High
4. I am the kind of person who is good at everything.	3.2	Average
5. I believe I will be able to use my experience in teaching in my future courses when needed.	4.22	Very High
6. I believe I can understand the content of all the subjects that I taught.	3.73	High
7. I believe I can get an “A” in my teaching.	3.42	High
8. I believe I can learn well in all	3.62	High

the subjects.		
9. I feel confident in teaching.	3.98	High
10. I am the type of person who can	4.0	High

Weight	Range
5	4.21 – 5.00
4	3.41 – 4.20
3	2.61 – 3.40
2	1.81 – 2.60
1	1.00 – 1.80

Table 1 above shows the result of teachers' self-efficacy in handling subjects unrelated to their field of specialization that were answered by secondary teachers from private and public schools.

The overall mean for the first part of the questionnaire is 3.80 with the interpretation of high self-efficacy. This meant that the level of self-efficacy of teachers handling subjects unrelated to their specialization was high. Most of the respondents answered they felt efficient in what they do. Having high levels of confidence in their tasks despite being given subject loads to teach that are unrelated to their specialization is a mark that teachers have been embracing challenges positively. Instead of feeling overwhelmed, results showed that they can manage. Teachers tend to be able to adapt when tasked with something unfamiliar. As mentioned by Bandura (1977) cited in Tschannen-Moran and Woolfolk Hoy

TABLE 2. Anxiety Level of The Respondent

A	Me an	Descr iption
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adapt.		
Mean	3.80	High

(2007), self-efficacy beliefs would be related to the effort the teachers exert to excel in teaching, achieve their set goals, and the persistence to gain mastery of the subject they are teaching. Self-efficacy is a construct

generally determined by one's feelings, thinking, motivations, and behavior (Akhter et. al. 2016). As posed by the result of this survey, generally, the teachers have been found to have a high level of self-efficacy.

Moreover, Teachers who possess strong self-efficacy beliefs have increased dedication, engage more actively in informal learning activities, and exhibit greater perseverance and reduced levels of stress (Lohman, 2006). According to Ross (1998), teachers' self-efficacy is expected to impact their performance theoretically. This impact is likely because teachers with high self-efficacy beliefs are more likely to set challenging goals for themselves and have a greater sense of confidence in their ability to meet those goals. Additionally, research has shown that teachers with high self-efficacy are more likely to use effective instructional strategies and provide a positive classroom environment, leading to improved student outcomes (Tschannen-Moran & Woolfolk Hoy, 2001).

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1. I get tense when I prepare for my test.	2.64	Average
2. I get nervous when I enter the classroom.	2.4	Low
3. I worry that I will not be able to perform my career when needed.	3.15	Average
4. I worry that I will not be able to get a good grade in my teaching.	3.13	Average
5. I worry that I will not be able to do well in teaching.	3.24	Average
6. I feel stressed when listening to students asking questions in class.	2.4	Low
Mean	2.85	Average

an interpretation of average anxiety. Learning to teach a new subject takes time and may be a willing investment if the teacher assumes the subject as part of their ongoing teaching load (Hobbs, 2020). Thus, in this case, teachers teaching outside specialization had learning and challenging experiences which resulted in a level of anxiety in teaching subjects not related to their specialization. Effectiveness in teaching is in a dynamic match between the teacher and the job. According to Hobbs (2012), positive, negative, and challenging experiences in education outside the area of expertise are experienced by novice and veteran teachers. It has been overlooked, and least understood. It became a widespread and continuing practice, but those who experienced the difficulties suffered the consequences of being misaligned, lack of confidence, guilt, and stress.

Likewise, the stress experienced by

<i>Weight</i>	<i>Range</i>	<i>Description</i>	<i>Interpretation</i>	teac
5	4.21 – 5.00	<i>Strongly agree</i>	<i>Very High Anxiety</i>	hers
4	3.41 – 4.20	<i>Agree</i>	<i>High Anxiety</i>	cont
3	2.61 – 3.40	<i>Undecided</i>	<i>Average Anxiety</i>	ribu
2	1.81 – 2.60	<i>Disagree</i>	<i>Low Anxiety</i>	tes
1	1.00 – 1.80	<i>Strongly disagree</i>	<i>Very Low Anxiety</i>	to

Table 2 above shows the result of teachers' anxiety in handling subjects unrelated to their field of specialization that were answered by secondary teachers from private and public schools.

The average mean is 2.85 which has a descriptive rating of undecided that had

their anxiety and has the potential to provoke rage, thus exacerbating their anxiety (Kyriacou & Sutcliffe, 1979; Greenglass, 2005), this cycle of stress and anxiety can lead to a decline in teachers' overall well-being and job satisfaction. Moreover, it can also negatively impact their performance in the classroom, affecting the quality of education provided to students.

Table 3. The correlation of Self Efficacy and

Anxiety of the respondent

Variable	Pearson's Coefficient	P - Value	Conclusion	Decision	Interpretation
Self-efficacy and Anxiety Level	-.379**	.004	reciprocal relationship between self-efficacy and anxiety, where higher self-efficacy can reduce anxiety levels, while increased anxiety can lower self-efficacy. This finding suggests that individuals with higher levels of self-efficacy may be better equipped to manage and cope with anxiety-inducing situations. Conversely, individuals experiencing heightened anxiety may struggle to maintain a sense of confidence and belief in their abilities, leading to a decrease in self-efficacy.	The study yielded a significant relationship between self-efficacy and anxiety, where higher self-efficacy can reduce anxiety levels, while increased anxiety can lower self-efficacy. This finding suggests that individuals with higher levels of self-efficacy may be better equipped to manage and cope with anxiety-inducing situations. Conversely, individuals experiencing heightened anxiety may struggle to maintain a sense of confidence and belief in their abilities, leading to a decrease in self-efficacy.	that there is a significant relationship between self-efficacy and anxiety, where higher self-efficacy can reduce anxiety levels, while increased anxiety can lower self-efficacy. This finding suggests that individuals with higher levels of self-efficacy may be better equipped to manage and cope with anxiety-inducing situations. Conversely, individuals experiencing heightened anxiety may struggle to maintain a sense of confidence and belief in their abilities, leading to a decrease in self-efficacy.

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

Pearson's correlation coefficient was employed to assess the self-efficacy and anxiety of the respondents handling subjects not related to their specialization. As shown in table 3. The Pearson's coefficient is $-.379^{**}$ with a p-value of $.004$. Thus, the null hypothesis must be rejected. Moreover, it showed a significant relationship between the two variables. Hence, self-efficacy and anxiety levels may influence one's ordeals in both lesson delivery and mastery. Despite having the spirit to feel comfortable themselves, it cannot be denied that one may feel nervous or worried when interacting with others. Especially when preparing for something they have not studied before. However, as the results show, the teachers felt an average level of anxiety but still posed high levels of self-efficiency.

According to Durdukoca and Atalay (2019), a decrease in occupational anxiety is directly proportional to an increase in occupational self-efficacy. An individual's self-efficacy, which refers to their belief in their ability to accomplish a task, might influence their level of satisfaction or stress and anxiety associated with that work. Tschannen-Moran and Hoy (2001) argued that a strong sense of self-efficacy among teachers reduces anxiety, increases their ability to bounce back from failure, and decreases their tendency to be overly judgmental of student errors.

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