

# **Self-Efficacy, English Proficiency and Effectiveness of Teachers of English in the Secondary Schools**

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## **ABSTRACT**

This study was conducted to describe the self-efficacy, English proficiency, and teaching effectiveness of teachers teaching English in the public secondary schools of the Division of Ilocos Norte. Specifically, it examined the relationships among the teacher respondents' socio-demographic characteristics, their level of self-efficacy, English proficiency, and teaching effectiveness. Also, implications related to the teaching of English as a second language were drawn. The study utilized the descriptive-correlational method using survey questionnaires, classroom observations and interviews. Data were taken from the public secondary schools in the division of Ilocos Norte. Results of the study reveal significant relationships among teachers' socio-demographic characteristics, level of self-efficacy, English proficiency, and teaching effectiveness. Evidence in this study about the relationship among the variables highlights the importance of enhancing English proficiency and developing self-efficacy among teachers in the secondary schools. The results of this study illustrate the importance of language proficiency as the foundation of teachers' confidence. Also, teachers' judgments about their teaching competence influence their effectiveness in teaching. These findings suggest that English proficiency enhancement and self-efficacy development should be considered as means to address issues and problems in language teaching.

## KEYWORDS

Language Education, English proficiency, self-efficacy, effectiveness, secondary schools, language, descriptive-correlational research, Division of Ilocos Norte, Philippines

## INTRODUCTION

English is said to be an essential language for humankind. Its use is evident in politics, academe, trade and commerce – making it as the international language for worldwide communication. Thus, the English language has become the language of power and progress. Proficiency in English has become a mandatory requirement in conquering the global business environment.

This claim is strengthened by the statement of the National Research Council (2007) that second language study enhances career opportunities. Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills.

Recognizing its importance, many realize the need to develop a high level of English language proficiency. Agencies responsible in addressing this need take all the effort to enhance the students' linguistic skills to compete with the world.

## FRAMEWORK

Despite the claim that the Philippines is the third largest country worldwide having a great number of people who can speak English, it is only second to Malaysia in the whole of Asia when it comes to proficiency in listening, speaking, writing, and conversing in English (Manila Mail, 2010).

Having taught English subjects in the tertiary level for seven years now, the researcher has consistently observed difficulties among college students in coping with their language resources and activities. She has particularly noted college students' difficulty in listening and understanding the English language. The moment they hear something in English they start to feel uneasiness. They also find it hard to comprehend written tests in English. Worse, they could not fluently express their thoughts in the language. Hence, often times, she would contemplate on the questions: Since a number of studies have looked into the strategies on teachers in the tertiary level, the researcher thought that perhaps it would be interesting to look into the efficacy and proficiency of the teachers of English in the secondary level as they are part of the educational foundation of the learners.

Teachers' self-efficacy, their style and attitude directly affect the learners' educational experiences and that can lead to problems thereafter. Bandura (1997) maintains that

teachers' sense of efficacy influences both the kind of environment that they create, as well as their judgments regarding the different tasks introduced in the classroom in order to bring about student learning. Thus, teachers' efficacy appears to have a direct influence on teaching practices and student outcomes.

Based on the raised issue, there is a need to examine the secondary school teachers' self-efficacy to teach English and their English language proficiency level and how these two affect their teaching effectiveness.

## **OBJECTIVES OF THE STUDY**

This study aimed to describe the self-efficacy, English proficiency, and effectiveness of teachers teaching English in the public secondary schools of the Division of Ilocos Norte.

## **METHODOLOGY**

### **Research Design**

This study utilized the descriptive-correlation research approach. This is a method designed to determine if two or more variables are associated with each other.

In this study, the researcher identified the levels of self-efficacy, English proficiency, and the teaching effectiveness of the participants and was subjected to analysis. The results were considered to identify the relationship of the said variables.

### **Locale of the Study**

This study was conducted at the public secondary schools in the division of Ilocos Norte.

The Ilocos Norte Division Office situated on a 4,500 square meter lot is an office with sprawling garden projecting the real image of the teachers and community. DepEd Ilocos Norte consists of 20 districts, 318 public elementary and 33 public secondary schools. In the secondary level, there are 33 secondary schools, 28 secondary school principals, 56 head teachers, 81 master teachers I-II, 650 secondary school teachers.

### **Population and Sampling Procedure**

To identify the teachers' level of self-efficacy, 86 teachers in the secondary level teaching English at the different public high schools of Ilocos Norte participated in this study. However, only those who have taken the English Proficiency test administered by DepEd Ilocos Norte, Philippines were particularly considered in the study. The summary of the result of the teachers' English proficiency exam was requested from the Division Office of Ilocos Norte.

Furthermore, purposive sample of classes were observed and interviewed to further

validate the data result by a panel of observers (school heads, a PhD-Linguistics degree holder, and the researcher).

### **Research Instruments**

The study used three instruments. The first was the Teacher Self-Efficacy Questionnaire Checklist. This was used to determine the levels of the teachers' self efficacy along student engagement, classroom management, and instructional strategies. The other instrument was the English Proficiency Test Result. The result of the English proficiency test of the teacher-respondents was requested from the Division office of Ilocos Norte. Also, a teachers' effectiveness observation checklist was also used to determine the teachers' level of teaching effectiveness. Classes were observed and focus group (teachers, school heads, and teachers) were interviewed to further gather data.

### **Data-gathering Procedure**

Permission from the school officials of the different public high schools in Ilocos Norte was requested for the conduct of the study. Compliance to research ethics was done through informed consent.

A three-part questionnaire (Teacher Self-Efficacy Questionnaire) was floated to the participants; while a copy of the result of their English proficiency test was requested from the office of the Department of Education, Ilocos Norte. Also, results of the class observations conducted by the school heads were gathered.

The data collected were tabulated and analyzed. They were further correlated to identify the relationship of the variables.

### **Statistical Treatment**

The data gathered were statistically treated using the SPSS V.14.

The statistics (frequency and mean) were used to answer the problems in this study. Also, correlation measures were utilized to determine the relationship between and among variables.

In interpreting the computed means for the level of self-efficacy and teaching effectiveness, the following range of intervals was used:

Table 1. Range of Scale Interpretation

Scale	Description
4.51 – 5.00	Very High (VH)
3.51 – 4.50	High (H)
2.51 – 3.50	Average (A)
1.51 – 2.50	Low (L)
1.00 – 1.50	Very Low (VL)

## RESULTS AND DISCUSSION

### **Level of Self-efficacy of the Teachers of English**

The teachers' level of self-efficacy in terms of student engagement, classroom management, and instructional strategies was determined through the Teacher Self-Efficacy Questionnaire/Checklist adopted from Tschannen-Moran and Woolfolk Hoy (2001). The teachers rated themselves according to the behavior indicators listed in each of these areas.

### **Student Engagement**

This term refers to the commitment or interest of the students in the teaching learning process as manifested by body language, consistent focus, verbal participation, student confidence, and fun and excitement. The teachers believe that their students have high engagement in their classes. This is reflected by the composite mean of 3.92. This high level of self-efficacy reflects the teachers' confidence of helping their students become and remain involved, invested, or motivated for learning. Specifically, teachers find their students' level of engagement in terms of exhibiting body postures that indicate their attentiveness and maintaining eye contact with the teachers very high as indicated by the computed means of 4.96 and 4.56, respectively. This means that the teachers confidently believe that they are very efficient in sustaining their students' engagement during teaching-learning process.

On one hand, the teachers believe that their students exhibit only an average level of engagement along expressing their thoughtful ideas about the topic being discussed (3.40), confidently participating in group or pair activities (3.45), and readily volunteering to participate in a teacher-fronted activity (3.48). This shows that the teachers believe that they are not very positive in engaging students' interests in class and group participation.

Based on the conducted random interviews, the teachers believe that they need to be more efficacious to achieve a more positive students' engagement. The teachers added that there is something they need to do to influence their students in showing reaction when they agree with what they are saying, demonstrating disagreement to what they are saying, not displaying any disruptive behavior during discussion or classroom activities, taking down notes during lectures, confidently asking relevant questions, sharing their answers when they call on them to recite, initiating and completing a task with limited coaching, exhibiting interest and enthusiasm in accomplishing a given task, working harder than they thought they could to meet the teacher's standard/expectations, and, using positive humor while performing given tasks/activities. The teachers also agreed that their self-efficacy along student engagement has an effect to the performance of their students in the conduct of classroom activities. Thus, Kuh (2001) suggests that an assessment of student engagement is an important metric of quality than the typical institutional measures used in assessment.

## **Classroom Management**

This term refers to the practices of teachers in conducting their classes along organization, physical arrangement, behavioral considerations, and social climate. The teachers believe that they have a high level of self-efficacy along classroom management. This is reflected by the computed composite mean of 3.95.

Interestingly, the teachers rated themselves high in terms of all the indicators of this area. Based on the random interviews conducted, the teachers believe that they are efficient in managing their classroom activities as reflected in their skills in providing clear directions from classroom activities and assignments, posting assignments clearly, preparing materials ahead of time, distributing materials efficiently, seeing that time is well planned, making sure that classroom temperature and lighting are comfortable, placing presentations visible to students, arranging the room to minimize crowding and distraction, creating rules and procedures related to instructional events, establishing rules that involve respect for other members of the class and providing verbal reminders to students about how to treat others, using nonverbal signals whenever possible to direct students in a non-disruptive manner when teaching other group of students, using positive reinforcement and a variety of reinforcers, portraying a friendly and positive attitude, listening to what students have and need to say, and, providing students with opportunities to interact. However, the teachers added that they are aware that their efficiency along classroom management is not yet enough to positively sustain their students' engagement. Realizing the significance of self-efficacy in classroom management, the teachers agree that somehow they feel that there is a need to enhance these skills.

The result shows that the teachers are sensitive in terms of organizing their classrooms and engaging the behavior of their students. This is interesting because according to Henson (2001) examined the relationships between teacher efficacy and classroom beliefs about control. Results indicate that more efficacious teachers use positive strategies for classroom management. Furthermore, Brouwers and Tomic's study (1999) pointed out the relationship between classroom management efficacy and dimensions of burnout. Their study reveals that teachers, who consider themselves less competent in classroom management report high levels of burnouts. Anicas (2012) and Anicas, R.P. and Alwehaimed, B. (2015), pointed out that it is clear from the findings that the college faculty gave their working conditions such as the provision of adequate facilities and equipment that would improve their teaching skills, strategies, techniques and performance in achieving quality education but longing for a democratic working climate to have a superb classroom management.

## **Instructional Strategies**

These strategies refer to the teachers' approaches in delivering the lesson to their learners. According to Roberts, et.al (2007), instructional strategies are those behaviors associated with mechanics of teaching. Teachers must focus on effective instructional

strategies to prevent academic and behavior difficulties, and thereby facilitate increased student engagement.

The teachers rated themselves high in terms of this category as reflected by the computed composite mean rating of 3.95. Specifically, the teachers rated themselves high in all the indicators of this category as reflected by the computed means ranging from 3.68 to 4.50. This result shows that the teachers generally possess the behaviors associated with the good mechanics of teaching. This implies that the teachers are efficacious in employing various techniques and strategies in minimizing, if not preventing academic and behavior difficulties, thus positive classroom management and increased student engagement.

Based from the conducted random interviews, the teacher-respondents believe they possess the efficacy in employing instructional strategies in conducting their classes. The teachers mentioned that they make use of varied instructional materials, know how to vary their questions from low level to high level questions, observe 'wait-time' for learners to answer questions, present true to life situation, express enthusiasm and sustained interest, incorporate concepts/skills from other subjects, offer remedial/reinforcement/enrichment activities, utilize appropriate error correction techniques, give effective and timely feedback on students' performance and efforts, smooth the progress of teacher-to-student and student-to-student interaction, verify for comprehensions and/or attention, paraphrase questions or statements to maximize comprehension, make clear instructions and supportive structure activities, and prepare hands-on activities whenever appropriate. However, the teachers articulated that their efficacy in employing such strategies needs to be enhanced. The teachers added that they are aware that the demands of their students in this modern world increase, thereby, utilizing more interesting strategies is needed.

In general, the teachers have high level of self-efficacy along student engagement, classroom management, and instructional strategies. This means that the teachers of English in the public secondary schools in the division of Ilocos Norte believe that they possess high level of self-efficacy in terms of organizing and performing required tasks for the attainment of the teaching-learning goals.

In a study conducted by Allinder (1994), he found out that teachers with high self-efficacy tend to exhibit greater levels of planning and organization. They are also more open to new ideas and are more willing to experiment on new methods to meet the needs of their students.

Moreover, Soodak and Podell (1993) pointed out that high efficacy enables teachers to be less critical of students when they make errors, to work longer with a student who is struggling, and to be less inclined to refer a difficult student to special education. Teachers with a high self-efficacy have greater commitment to teaching (Coladarci, 1992) and are more likely to stay in teaching (Burley, et. al., 1991).

These findings imply that the teachers have still room for improving the level of self-efficacy in teaching English and that doing so requires a systematic approach to teacher preparation and ongoing professional development.

### **Level of English Proficiency of Teachers of English**

The summary of the result of the English proficiency test of the teachers was requested from the Division office of Ilocos Norte and later tabulated and analyzed to get the level of English proficiency of the teachers.

As shown in Table 2, almost half (43.02%) of the total number of teachers got excellent scores in the English proficiency test; 40 (46.51%) have very satisfactory; and only nine (10.47%) of them have satisfactory level of English proficiency. This shows that the employed teachers of English in the public secondary schools in the division of Ilocos Norte possess a high level of proficiency in the language.

The result indicates that though the percentage of the teachers with excellent level of English proficiency is high, there are still some teachers who got satisfactory score only. The present study found out that there is a need to improve the English proficiency of the teachers.

Table 2. Teachers' level of English Proficiency

Range of Score	Level	f	%
81 – 92	Excellent	37	43.02
70 – 80	Very Satisfactory	40	46.51
58 – 69	Satisfactory	9	10.47
46 – 57	Fair	0	0
34 – 45	Poor	0	0
Total		86	100

### **Level of Teaching Effectiveness of the Teachers of English**

The classes of the teachers were observed to determine the teachers' level of teaching effectiveness. Panel of observers were likewise requested to rate the teachers' effectiveness along their student engagement, classroom management and instructional strategies

The teachers obtained a high level of effectiveness along student engagement with a composite mean of 3.83. Specifically, they observed the students' level of engagement in terms of exhibiting body postures that indicate their attentiveness, not displaying any disruptive behavior during discussion or classroom activities, taking down notes during lectures, and maintaining eye contact with the teachers very high as indicated by the computed means of 4.56, 4.52, 4.65, and 4.84 respectively. Even though, the teachers assessed themselves very high in only two categories (exhibit body postures that indicate their attentiveness, and maintain eye contact with the teacher) in their self-efficacy level, they were rated by their school heads very high in four categories (exhibit

body postures that indicate their attentiveness, do not display any disruptive behavior during discussion or classroom activities, take down notes during lectures, and maintain eye contact with the teacher). This shows that the teachers are not so confident in their beliefs of their efficacy though they possess the teaching effectiveness along student engagement.

Also, the school heads observed that the teachers sustain students' level of engagement in terms of expressing their thoughtful ideas about the topic being discussed, confidently asking questions, confidently participating in a teacher-fronted activity, exhibiting interest and enthusiasm in accomplishing a given task, and using positive humor while performing given tasks/activities average as indicated by the computed means of 3.44, 3.39, 3.42, 3.48, 3.47, and 3.46, respectively. However, even though the teachers believed that they possess high level of self-efficacy along student engagement in terms of confidently asking relevant questions, exhibiting interest and enthusiasm in accomplishing a given task, and using positive humor while performing given task/activities they were only rated average by their school heads. This shows that though the teachers possess the confidence, they still lack the skills in putting it into actions. This implies that the teachers positively sustain students' engagement. However, such skills can still be enhanced for a more effective teaching-learning experience.

### *Classroom Management*

Classroom management behaviors were practiced by the teachers with a high level as manifested by the composite mean of 3.90. The teachers were observed to have high level of effectiveness in terms of all the indicators of this area, including how they habitually provide clear directions for classroom activities and assignments, distributed materials efficiently, made sure that time is well planned, leaving little down time, and placing presentations visible to students as reflected by the computed means of 4.02, 4.06, 4.45, and 4.04, respectively.

This study shows that the teachers possess the skills in organizing their classroom activities, maintaining the classroom physical arrangement, utilizing behavioral considerations in managing their classes, and keeping the social climate of their classrooms.

### **Instructional Strategies**

The teachers were evaluated in terms of their teaching effectiveness along instructional strategies with a high level as reflected by the composite mean of 3.96.

Evidently, the teachers obtained a very high level of teaching effectiveness in terms of modifying and adjusting language to maximize comprehensibility, as indicated by the computed mean of 4.62. This finding was obviously observed from the teachers as they kept on rephrasing their statements and questions in trying to elicit reactions and answers from their students. This implies that the teachers are very effective in employing instructional strategies in their classes to adjust to different classroom situations.

Generally, the teachers obtained a high level of teaching effectiveness as reflected by the overall mean rating of 3.93. This implies that teachers are encouraged to make efforts in improving their self-efficacy for student engagement.

### **Relationship among Teachers' Socio-Demographic Characteristics, Self-efficacy, English Proficiency, and Teaching Effectiveness**

Based on the results, there is no significant relationship between age ( $r=-.158$ ), sex ( $r=.166$ ), educational attainment ( $r=.194$ ), years of teaching ( $r=-.105$ ), and teaching position ( $r=.095$ ) to their level of self-efficacy as revealed by the obtained correlation coefficients ranging from  $-.046$  to  $.194$ . The result corroborates with the findings of Chan (2004) which showed teachers' age, sex, years of teaching have no significant influence on teachers' self-efficacy, except for years of teaching experiences. However, the result contradicts Moafian's and Ghanizadeh's, (2009) studies showing that more experienced teachers are more emotionally intelligent and self-efficacious. This is strengthened by the belief of Mulholland and Wallace (2001) that "it is presumed that fruitful experiences in teaching increase efficacy expectations and remain constant for future situations". Also, Soodak and Podell (1997) observed that teachers who are experienced are expected to be more resistant to change in their beliefs of personal efficacy and use of activities of different types than teachers with less experience.

Table3. Correlation Coefficients between the Teachers' Socio-demographic Characteristics and Their Level of Self-efficacy

Socio-Demographic Characteristics	Level of Self-efficacy			
	Student Engagement	Classroom Management	Instructional Strategies	Overall Self-efficacy
Age	-0.141	-0.169	-0.044	-0.158
Sex	0.141	0.104	0.138	0.166
Educational Attainment	0.091	0.126	0.242*	0.194
Years of Teaching	-0.061	-0.142	-0.046	-0.105
Teaching Position	0.004	0.088	0.142	0.095

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed).

However, it is noteworthy to mention that there exists a significant relationship between teacher-respondents' educational attainment and their instructional strategies. This implies that those who have higher educational attainment tend to have higher level of self-efficacy along instructional strategies.

These findings suggest a significant implication for public secondary teachers of English. As mentioned above, possible reasons that these teachers express greater levels of efficacy may relate to educational attainment. For instance, school heads are encouraged to devise ways to help teachers in pursuing higher education. Efforts to provide teachers with more frequent opportunities to observe or interact with expert teachers or other skilled models should likewise be considered to raise the level of their self-efficacy.

Relationship between the Teachers' Socio-demographic Characteristics and their Level of English Proficiency. There are significant relationships between the respondents' sex ( $r=.299$ ), educational attainment ( $r=.324$ ) and their teaching position ( $r=.252$ ) and their level of English proficiency when the obtained correlation coefficients surpassed the critical values at 0.01 and 0.05 levels of significance.

Table 4. Correlation Coefficients between the Teachers' Socio-demographic Profile and their English Proficiency

Socio-Demographic Variables	Correlation, r
Age	0.154
Sex	0.299**
Educational Attainment	0.324**
Years of Teaching	-0.036
Teaching Position	0.252*

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

\* . Correlation is significant at the 0.05 level (2-tailed).

However, there should be other factors in such contexts that supposedly have more influence on teachers' English proficiency. Also, this study suffered some limitations like, limited number of respondents and measuring teachers' language proficiency using the result of their English proficiency for the last six years only.

Relationship between the Teachers' Socio-demographic Characteristics and their Teaching Effectiveness. Table 5 shows the correlation coefficients between the teachers' socio-demographic characteristics and their teaching effectiveness.

Table 5 presents the correlation of the teachers' socio-demographic characteristics of and their teaching effectiveness. Teaching effectiveness, particularly on student engagement, classroom management, and instructional strategies are not related with the teachers' age, sex and years of teaching experience. However, there is a significant relationship between the respondents' teaching position and teaching effectiveness, particularly on student engagement; and, respondents' educational attainment and student engagement. This shows that teachers who hold higher teaching position and educational attainment tend to have higher level of teaching effectiveness. The positive correlation implies that teachers who are equipped with knowledge from their education and experience have more interest to use these activities in the classroom.

Table 5. Correlation Coefficients between the Teachers' Socio-demographic Characteristics and their Teaching Effectiveness

Socio-Demographic Characteristics	Teaching Effectiveness			
	Student Engagement	Classroom Management	Instructional Strategies	Overall Teaching Effectiveness
Age	-0.005	-0.060	0.077	-0.001
Sex	0.134	0.084	0.026	0.103
Educational Attainment	0.279**	0.119	0.005	0.178
Years of Teaching	0.144	-0.020	0.061	0.077
Teaching Position	0.355**	0.139	0.245*	0.308**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Thus, teachers are encouraged to pursue higher education to be equipped with skills necessary for the improvement of their teaching effectiveness. Happy teachers have higher efficacy in student engagement, classroom management, and use of appropriate instructional strategies.

Another aim of this study is to determine if a relationship exists between the teachers' level of self-efficacy and their English proficiency and teaching effectiveness.

Relationship between the Teachers' Level of Self-efficacy and their English proficiency. Table 6 provides the correlation between teachers' level of self-efficacy and their English proficiency.

The table shows that significant relationships exist between the teachers' English proficiency and their self-efficacy, particularly on student engagement, and classroom management where correlation coefficients range from 0.248 to 0.323 which are significant at 0.01 and 0.05 levels of significance. This implies that the teachers who have high English proficiency tend to believe more strongly in their capability for teaching English. Interview results also revealed that the teacher's English proficiency is one of the factors influencing their confidence in teaching English. This corroborates with the results of the previous studies (Chacon, 2005; Kim, 2001; and Shim, 2003) that have reported significant relationships between teachers' sense of efficacy in teaching English and English language proficiency. Butler (2004) strongly believes that the teachers' lack of English proficiency has been associated with their lack of confidence in teaching English, and thus ineffective teaching.

However, Chacon (2005) and Shim (2001) showed inconsistent findings in terms of how English teacher's self-efficacy is related to their language proficiency. While Chacon (2005) found that Venezuelan middle school English teachers' sense of efficacy is positively related to their language proficiency, Shim (2001) found the Korean middle and high school English teachers' sense of efficacy is not significantly related to the teachers' language proficiency.

Table 6. Correlation Coefficients between the Teachers' Level of Self-efficacy and their English Proficiency

Category	Correlation, r
Student Engagement	0.248*
Classroom Management	0.323**
Instructional Strategies	0.162
Overall Self-efficacy	0.323**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

This inconsistent findings, and since the present study only utilized the English proficiency test results conducted by the Division office, imply that there is a need for further research on the relationship of the said variables. In addition, there may be other factors influencing teacher's sense of efficacy in teaching English, as Shim (2003) pointed out.

Relationship between the Teachers' Level of Self-efficacy and their Teaching Effectiveness. On the other hand, Table 7 shows the relationship between the teachers' level of self-efficacy and their teaching effectiveness.

The teaching effectiveness is also highly correlated with the respondents' self-efficacy. Particularly, their teaching effectiveness is highly correlated with classroom management and instructional strategies. This implies that teacher performance is influenced by the teachers' efficacy beliefs in teaching.

Soodak and Podell (1996) affirm that the higher the teacher self-efficacy, the more positive student and teacher behaviors, and the more positive improvements in educational settings, which proposes the idea that teacher self-efficacy is an essential factor in improving teacher education. Also, Bandura (1997) mentioned that efficacious teachers devote more time on students' learning, support students with their aims and reinforce their intrinsic motivation. He further concluded that the evidence across is consistent in showing that perceived self-efficacy contributes significantly to level of motivation and performance accomplishments.

The mentioned studies explaining the effects of self-efficacy on teaching established and the result of the present study suggest that such effort to enhance self-efficacy among teachers is strongly recommended. Bandura (1997) concluded that the evidence across studies is consistent in showing that self-efficacy contributes to level of motivation and performance accomplishments. Bandura (2000) embraced an integrated perspective for human performance in which social influences operate through psychological mechanisms. Magno (2005) strongly believes that teachers' own beliefs and convictions about their own performance have much influence on the actual performance.

Table 7. Correlation Coefficients between the Teachers' level of Self-efficacy and their Teaching Effectiveness

Category	Teaching Effectiveness			
	Student Engagement	Classroom Management	Instructional Strategies	Overall Teaching Effectiveness
Student Engagement	0.279**	0.334**	0.262*	0.365**
Classroom Management	0.230*	0.084	0.166	0.203
Instructional Strategies	0.298**	0.344**	0.075	0.312**
Overall Self-efficacy	0.352**	0.336**	0.227*	0.388**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

The researches on efficacy of teachers suggest that behaviors such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy. Czerniak (1990) found that highly efficacious teachers have been found to be more likely to use inquiry and student-centered teaching strategies, while teachers with a low sense of efficacy are more likely to use teacher-directed strategies. Weasmer and Woods (1998) added that in classrooms where the teachers have high levels of teaching efficacy, high levels of learning occur. Thus, it is suggested that teachers of English in the secondary schools need to take effort in developing high level of self-efficacy, as well as school heads must offer the necessary help and support in this endeavor.

### Relationship between the Teachers' English Proficiency and Teaching Effectiveness

Table 8. Correlation Coefficients between the Teachers' English Proficiency and their Teaching Effectiveness

Category	Correlation, r
Student Engagement	0.279**
Classroom Management	0.153
Instructional Strategies	0.120
Overall Teaching Effectiveness	0.235*

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

\* . Correlation is significant at the 0.05 level (2-tailed).

This finding is consistent with some research findings such as the study of Doff (1987) saying that teachers' confidence in the classroom is undermined by a poor command of the English language. He added, "Poor command of the language can affect the self-esteem and professional status of the teacher and interfere with simple teaching procedures. Further, English proficiency can keep the teacher from fulfilling

the pedagogical requirements of a more communicative approach to language teaching. Some studies (Medges, 1994; Samimy and Butt-Griffler, 1999; and, Kamhi-Stein and Mahboob, 2005) showed that language proficiency is an important issue for teachers and has an impact on their profession self-esteem and confidence.

## CONCLUSIONS

The results from this study indicate positive relationships among teachers' self-efficacy, English proficiency, and their teaching effectiveness. The more proficient the teachers the higher sense of efficacy and later has a greater impact, on their teaching effectiveness.

Evidence in this study about the relationship among the variables highlights the importance of enhancing English proficiency and developing self-efficacy among teachers in the secondary schools. The results of this study prove the importance of language proficiency as the foundation of teachers' confidence. Also, teachers' judgments about their teaching competence influence their effectiveness in teaching. These findings suggest that English proficiency enhancement and self-efficacy development should be considered as means to address issues and problems in language teaching.

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Weasmer, J. & Woods, A. M. (1998). I think I can: The role of personal teaching efficacy in bringing about change. *The Clearing House*, 71, 245-248. [www.manilamaildc.net/](http://www.manilamaildc.net/) Malaysia tops RP in English Proficiency