



THE INFLUENCE OF SCHOOL CULTURAL ELEMENTS AND ATTITUDE ON SELF-EFFICACY OF TEACHERS IN PHYSICAL EDUCATION

Rodolfo II M. Osorno¹,

Khristine Jane S. Federico²ⁱ

¹Doctor of Education-Physical Education,

University of Mindanao,

Davao City, Philippines

²Master of Arts in Education,

Major in Physical Education,

University of Mindanao,

Davao City, Philippines

Abstract:

The purpose of this study was to determine the influence of school cultural activities and teacher attitude and self-efficacy of teachers in Physical Education. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers in public secondary schools in Digos City division and Davao del Sur division. The researcher utilized the total population technique and survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and multiple regression. From the results of the study, it was found out that there is a very high level of mean scores for all variables of school cultural elements, teacher attitude and self-efficacy of teachers in Physical Education. Also, results revealed that there are significant relationships between school cultural elements and self-efficacy, between teacher attitude and self-efficacy of public school teachers. Further, it was revealed there is a significant influence on the domains of school cultural elements and teacher attitude on the self-efficacy of teachers in Physical Education, and that the domains professional values, collaboration, leadership, and classroom management best influence the teaching efficacy of teachers in Physical Education.

Keywords: education, school cultural elements, teacher attitude, teaching efficacy, best influence effect, teachers, Philippines

ⁱ Correspondence: email khristinejanefederico@gmail.com

1. Introduction

Continuous research in clarifying the progress of analyzing an explanation regarding teacher efficacy is common nowadays. Educators have attempted to determine the effect of teachers' efficacy on experience and certification. However, there is an inconsistency among those studies in terms of which of the teachers' characteristics have an influence on students. Lower teacher efficacy scores are also less likely to accommodate curriculum change and reform for these are the teachers less willing to move beyond their comfort zones (Charalambous & Philippou, 2010; Cook, 2015). In the field of physical education, challenges include teaching students with different levels of learning abilities and skills; teaching content related to exercise, fitness, dance, sports, and games; the actual condition of physical inactivity of some high school students; poor school infrastructure; low levels of student participation in classes; and low levels of student effort (Iaochite, 2014).

Teacher efficacy of sharing a strong belief in the workplace is a powerful contributor in influencing teacher performance (Ball, 2010). Developing teaching efficacy beliefs is important to the continuing teaching profession and provide students with numerous more avenues to learn. Understanding the sources of these beliefs plays an important role in harnessing teacher education programs (Conaway, 2010; Can, 2015). The examination of teacher efficacy through research paves the way for a deeper examination of the factors involved while providing a deeper understanding of the challenges teachers face as their efficacy develops in different areas of learning (Hofman-Kingston, 2017).

Teachers with high self-efficacy levels have the professional competence required by the teaching profession, have classroom management, education planning, implementation, and assessment knowledge and skills, and are equipped with the skills required to motivate students in their class and in their overall education. Their study was designed to detect the relationship between the teachers' self-efficacy levels and their attitudes toward the school cultural elements and teaching profession (Eroglu & Unlu, 2015; Lacks, 2016). Beliefs, attitudes, and self-efficacy perceptions of teachers are important in terms of implementing school cultural education programs effectively. But there is no comprehensive study in literature which is evaluating beliefs, attitudes, and self-efficacy perceptions of teachers on the necessity of school cultural elements. Progress of activities of program development to be conducted in terms of multicultural education and analyzing teaching practice from teacher's point of view will be contributed (Yildirim & Tezci, 2016).

2. Literature Review

2.1 School Cultural Elements

School culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional

history. Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded. Research has confirmed that the behaviors of human beings are influenced by their social environments (Story, 2010). Collaborative school culture has a strong relationship with the students' motivation, achievement, and learning within a school (Demirtas, 2010).

Higher achieving schools were those that demonstrated cultures that fostered collaboration, empowerment, and engagement. On the contrary, schools with toxic cultures and no collaboration were more likely to produce poor academic achievement. Successful schools are more capable of increasing student achievement when the culture shares common characteristics including a commitment to the students, respect for shared decision making, a collective belief in the importance of professional growth, collective celebrations of success, and a mission grounded in the idea that all students can achieve so much more (Ohlson, Swanson, Manning & Byd, 2016).

As far as Hinde (2014), school culture is defined as an all-encompassing element of schools. Culture in the school context refers to the basic assumptions, beliefs and practices that are shared by the members of a school community. These assumptions, beliefs and practices mold how a school views itself and its environment and shapes its operations and how it functions. School culture affects the way people in a school think, perform and learn.

Furthermore, presented by Taylor and Fratto (2012) are six characteristics that describe a positive school culture in schools. The characteristics are the level of students' engagement in their personal learning and in the classroom, the extent to which principals and teachers collaborate in determining challenges and opportunities, the setting of goals to improve the school, action plan through a shared vision and strong communication, the review of attitudes of all staff members, and the engagement of openness in giving inputs, accepting changes and trying new things. Every school has its own unique culture. It is either an unproductive culture, characterized by the absence of vision and cohesiveness, or an effective culture, where staff and students exhibit such qualities as confidence, trust, cooperation, and commitment to do their best (Yeboah, 2015).

In addition, it is also defined by the Association for Supervision and Curriculum Development (2015) that school culture is the total values, cultures, safety practices, and organizational structures within a school that cause it to function and react in a specific manner. Also, in the study by Inuwa and Yusof (2013) results revealed that school culture influences the dropout of students from junior secondary schools in Sokoto, Nigeria. In his study, Hinde (2014) concurs that school culture develops as members of staff interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school. Culture is shaped by the interactions of the personnel, and the actions of the personnel become directed by culture as it is a self-repeating cycle.

Additionally, school culture is a subject that is receiving more and more attention in the debate concerning effective schools and school improvement. Everyone in a community, especially parents, wish for and work on providing a good school for their children. These schools are the ones that result in obvious indicators of success and trust in the quality of pupil achievement. Pupils from these schools are successful in competitions. They stand out in terms of projects that indicate innovation and dynamism in development. The effects of education in these schools are evident in terms of continued education. All of this comprises a total school culture (Pavlović & Oljača, 2011).

School culture is not tied to the state, region, or strategy at a high level. Everyone who visits a school can sense its culture at every given step: through the behavior of its employees, the appearance of the walls in the corridors, or the presence or absence of shouting from pupils. The hallmarks of successful school cultures were those that were welcoming, informal, caring, and attentive; had collegial relationships; were collaborative, dynamic, and had frank dialogue; and had a determination to face the future as a team (Bascia & Hargreaves, 2014).

2.2 Teacher Attitude

Knowing the attitude of an individual towards an object or a stimulus would make it possible to predict the behavior of the same individual towards the related stimulus. When teacher behavior is analyzed in a classroom environment, it could be observed that one of the main factors determining teacher behavior was the quality of the attitude of the individual towards the profession. In this context, several studies were conducted in Turkey to determine the levels of positive or negative attitudes of pre-service teachers towards the teaching profession (Demirtaş & Aksoy, 2016; Ekici, Çıbık & Fettahlıoğlu, 2014; Kutlu, Gökdere & Çakır, 2015).

Statements by Elina (2016) highlights that attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations with which it is related. Furthermore, attitudes mean the individuals prevailing tendency to respond favorably or unfavorably to an object, person or group of people, institutions, or events. Attitudes of some primary and secondary school teachers towards the teaching profession coupled with their unethical behavior are partly responsible for the poor perception of non-education undergraduate students at private universities in Enugu metropolis to teacher education. This explains why non-education undergraduates of private universities in Enugu metropolis are not interested in the teaching profession and therefore look down on their fellow students in the faculty of education (Odike & Nnaekwe, 2018).

Moreover, attitude refers to a learned tendency of a person to respond positively or negatively towards an object, situation, concept, or another person (Sarmah & Puri, 2014). Attitudes can change and develop with time (Syyeda, 2016), and once a positive attitude is formed, it can improve students' learning. On the other hand, a negative attitude hinders effective learning and consequently affects the learning outcome henceforth performance (Joseph, 2013). Therefore, attitude is a fundamental factor that

cannot be ignored. The effect of attitude on students' performance might be positive or negative depending on the individual student.

Forwarded years of teaching could change the attitudes of teachers towards the profession. Teachers' attitudes towards teaching as a career become weak with expert teachers rather than novices. 40% of teachers had weak attitudes towards teaching and 57% of them were ready to leave the profession and 3% of them were undecided about it. Teachers' attitudes towards teaching could be changed year by year towards their profession. Consequently, changes in attitudes affect teachers' professional performance (Harthy, Jamaluddin & Abedalaziz, 2013). Furthermore, attitude is the readiness to respond. A state of readiness organized through experience, which exacts a directive or dynamic response to all objects and situations to which is related. Also, attitude is an expression of favor or disfavor toward a person, place, thing, or event (Crisol & Alamillo, 2014).

Investigating teachers' and students' attitude is an essential factor in determining teachers' and learners' intention and behavior with respect to a learning approach in classrooms. Existing research on teachers' attitudes toward the communicative language teaching (CLT) approach has been mainly conducted in the Asian and European contexts (Albahri, Yang & Moustakim, 2018). Also, attitude influences an individual's choice of action and response to specific stimuli. Attitudes are latent and not directly observable, but they are revealed by actions and behaviors that are observable. In a study in the United Kingdom, Rolfe (2012) stated that new staff members had greater concerns about copyright and were more positive about using resources as a cost-saving measure, whereas longer-standing members of staff considered it difficult to adapt resources and contextualize them for their specific needs.

A study conducted on The Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal India by Banerjee and Behera (2014) revealed that the attitude of schoolteachers of Purulia district of West Bengal is neither more favorable nor unfavorable towards teaching profession that is, satisfactory or average in attitude towards teaching profession. There is also a significant difference in attitude towards teaching profession between female and male teachers, rural and urban teachers. The aim of education is the all-round development of child's personality. Effective teaching is the development of total attitude towards teaching profession. The attitude can be effective when the teacher is able to motivate the learners to learn in the desired direction. It is universally acknowledged that a teacher is a pivot in any educational system and the professional efficiency of teacher depends to a considerable extent upon the attitude which he bears towards the profession (Sarkar & Behera, 2016).

In the study by Daud, Dali, Khalid & Fauzee (2018), confidence in the supervisor, the supervisor's support for the teaching and the attitude of the supervisor did not influence the element of teacher's teaching competence which is the participation of students in the classroom. This is because confidence relationship with supervisor, supervisor support in teaching and teacher attitude towards supervision show slow correlation with an element of teacher's teaching competence which is student

participation in classroom. Teachers' attitude toward supervision did not influence the level of student participation in the classroom. The findings of the said study are supported by the study of Anusuya (2013) which found that 20% of teachers liked the supervision. This is because teachers' attitude toward supervision does not influence the involvement of students in the classroom while teachers are supervised. Findings also explain that teachers' attitude toward supervision does not affect the participation of students in the classroom while teachers are being assessed by supervisors.

2.3 Teaching Efficacy

Self-efficacy is the hope or confidence in the capabilities of another. It is utilizing what people have within and pertains to having no second thoughts on skills. This gives a deeper connection towards the tasks or activities that people encounter in the near future. These people also have the persistence that they will be interested and driven enough to accomplish tasks. On the other hand, having weak self-efficacy will drive someone to avoid a lot of tasks or activities that are way beyond their capabilities or might push them outside their comfort zone. These people have doubts about themselves and feel that their capabilities are limited and insufficient for the job or the task at hand. These people are pessimistic enough to look more towards negative results or failures (Cherry, 2019).

From the students' perspective, self-efficacy is interrelated with teachers as well. Having such self-efficacy will give the students the courage to learn about the insights of others. These people have an open mind towards the perception of each individual and knows how to formulate ideas when confronted with tasks that are viable and applicable for the said individual. They can also monitor their previous performance and things that they need to improve based on the said performance. Also, they will have this social persuasion that will motivate them. The peers surrounded by people with self-efficacy can infect other people which will create such a healthy environment for learning experiences. Since confidence will affect the mindset and will be converted into physical actions, self-efficacy takes place with physiological factors (Relojo-Howell, 2017).

Moreover, the self-efficacy of teachers truly plays a vital role for students as it greatly helps the reading outcomes for early learners due to the teachers' mastery and positive mindset. Having self-efficacy helps to influence decision-making, mold the individuals with discipline, and create a positive school climate for a better learning atmosphere in order to have some positive outcomes towards the session (Guo, McDonald-Connor, Yang, Roehrig, & Morrison, 2012). Self-efficacy is significant in the class and throughout the academe since it is a fuel that will drive students to accept challenges, push themselves even further, and discover new ways. There will be a clearer direction if teachers possess such traits of encouraging good interaction between and among students and even to teachers as well (The Room 241 Team, 2018).

Efficacy or a teacher's level of confidence about their ability can greatly depend on past experiences or on their current school culture. A bad classroom experience or negative work environment can quickly degrade a teacher's confidence. Conversely, witnessing student growth and working in a collaborative environment can boost a

teacher's belief in their ability. School leaders play a critical role in developing teacher efficacy within their school community as administrators can help teachers feel valued, confident, and successful. Collective teacher efficacy has the greatest impact on student achievement with even higher factors such as teacher-student relationships, home environment, or parental involvement (Hattie, 2012). As stated by Pan (2014), with efficacy, there is this motivational atmosphere that urges the students to become better even more eager to do their utmost effort. They feel such satisfaction as they will directly indulge the course if ever the teacher will possess such trait.

Lastly, self-efficacy is one's belief about his/her own capabilities. These capabilities are highly related to the perception of performance that could affect the results of events. Teachers build up self-efficacy through achieving challenging tasks. This brings about attitudes of motivation which is a unique remedy to overcome the feeling of failure through school cultural elements (Turkoglu, Cansoy & Parlar, 2017).

3. Material and Methods

The study utilized the quantitative, descriptive, non-experimental design using the correlation technique. This aided in determining the levels of school's cultural elements, teacher attitude and teaching efficacy in physical education. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). Sameness, the researcher has obtained numerical data from the population to establish accurateness. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between the school's cultural elements, teacher attitude and teaching efficacy in physical education.

The correlational technique is a non-experimental approach on which it analyzes the relationship between two or more variables without reserve. It also investigates the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable is observed on the dependent value (Patidar, 2013). This design was used to align the variables based on the discussion of the related literature. This technique was appropriate since the study aims to determine the significant relationship between schools' cultural elements, teacher attitude and teaching efficacy in physical education. It was also appropriate in determining the mediating effects of school cultural elements and attitude on the self-efficacy of teachers in Physical Education.

There were 300 respondents of the study who are secondary public school teacher teaching MAPEH and MAPEH Majors of Digos City Division and Davao del Sur Division.

With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012). In particular, the

respondents are public secondary school teachers under the MAPEH department, who are currently employed for the Academic Year 2019-2020 as they are the ones who are in the position to provide useful information to test the hypothesis of the study. The respondents included those who are full-pledged P.E. teachers and non-P.E. teachers but who are presently handling or teaching P.E. subjects as they can answer the survey questionnaire considering that they are in the same working situation with the full-pledged P.E. teachers.

There was a systematic procedure followed in the conduct of the study. First, the researcher sent a letter asking for permission to the Schools Division Superintendent of the Department of Education Division of Davao del Sur. Then, the researcher sent letters to the School Heads of the participants asking for permission to conduct the study. It took almost one month to secure the approval from the DepEd Office, Davao del Sur due to some existing protocols to be followed.

As soon as the request was approved, the researcher immediately visited the concerned school heads of the different schools, as part of the courtesy call and discussed the plan on the conduct of an online survey thru Google docs to all concerned teachers/respondents. During the courtesy call, a list and contact numbers/email addresses of teachers were requested from the offices of the concerned school heads/principal. The list served as the basis for the researcher for the data gathering. It took the researcher 6 months to complete the data gathering considering some issues in internet connections, teachers' availability and interest and the difficulty on the use of online surveys. This is one of the difficulties encountered by the researcher during the data gathering. Although the researcher completely understood the predicament of the teachers who were experiencing big adjustments to the changes brought about by the pandemic which affected their schedules like preparation of modules, attendance to several webinars on teaching strategies and other relevant topics, additional work assignments on top of their class loads and other requirements which were mandated by them to comply. All retrieved questionnaires were encoded in the excel template after verification and checking as to the completeness of the answers After all the tallying and validating of results, the data were analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

- **Mean.** This was used to describe the level of school cultural elements, teacher's attitude, and self-efficacy of teachers in physical education (Sykes, Gani & Vally, 2019).
- **Pearson r.** This is a form of test statistics that investigates the relationship of the three variables as well as provide the degree of association (Statistics Solutions, 2017), the significant relationship between school cultural elements and teacher attitude in Physical Education, school cultural elements and teaching efficacy in

Physical Education and teacher attitude and self- efficacy of teachers in Physical Education.

- **Multiple Regression.** This was used to determine which domain/s of school cultural elements, teacher attitude best influence teaching efficacy in Physical Education. Also, based on Stat Trek (2019), it directs the cause and effect between variables of the study.

4. Results and Discussion

Table 1: School Cultural

Indicators	Mean	SD	Descriptive Level
Professional Values	4.46	.257	Very High
Emphasis on Learning	4.48	.324	Very High
Collegiality	4.48	.320	Very High
Collaboration	4.47	.286	Very High
Shared Planning	4.50	.311	Very High
Leadership	4.43	.317	Very High
Overall	4.47	.143	Very High

The *very high-level* rating of *shared planning* is suggestive of the very high engagement of teachers towards collaborative planning. This claim is in line with various authors (Ellis et al., 2018; O’Connell, 2017) stating that teachers have the capacity to reduce the time spent on planning while maintaining high standards of student attainment and engagement. The provision of opportunities for work of this kind forms one of the key means of addressing the workload challenges of teachers. Also, the *very high-level* rating of *emphasis on learning* suggests that teachers highly emphasize the importance of teaching students to use effective learning strategies. This is also in line with various authors (Ertmer & Newby, 2013; Shirani, et al., 2019) stating that emphasis is highly used to increase the comprehension of written text to convey the author’s intent. At the same time, emphasis on learning is a source of verified instructional strategies, tactics, and techniques.

Further, the *very high* level of *collegiality* is indicative of a very strong and healthy relationship among teachers. This claim concurs with the statements of various authors (Kelly, 2015; Shah, 2012) wherein teacher collegiality plays a vital role in augmenting teacher professional growth, job satisfaction, organizational and professional commitment, school quality, and student performance. Also, teachers are consistently encouraged and supported to experiment with innovations and have a sense of professional entrepreneurship. The *very high-level* rating of *collaboration* is suggestive of its very high importance as an educational outcome learned through engagement and practice. This claim is aligned with various authors (Morley & Cashell, 2017; Valdez et al., 2015) wherein collaboration integrates activities and knowledge requiring a partnership of shared authority and responsibility. Successful interdisciplinary

collaboration comes from high-quality interpersonal relationships that require good leadership, trust, receptiveness, and the willingness to learn.

The *very high-level* rating of *professional values* is indicative of the very high regard of teachers for professional ethics, ethical values, and performance. This claim is in line with various authors (Donmez & Ozsoy, 2016; Karami et al., 2017) stating that purposeful integration of professional values in education is essential to guaranteeing the future of students. Professional values included in the classification of values establish a standard structure for attitudes and beliefs affecting behaviors. Lastly, the *very high* level of *leadership* is suggestive of the very high influence of teachers in accomplishing an objective and directing the organization by making it more cohesive and coherent. This claim concurs with the statements of various authors (Atkinson & Mackenzie, 2015; Ganta, & Manukonda, 2014; Hao & Yazdanifard, 2015) wherein effective leadership in an organization provides leaders that motivate and lead the organization's employees as well as provide a clear direction for the organization. Good leaders have a clear vision for the company and can easily identify the problems and obstacles that currently stand between them and the aims of the organization.

Table 2: Teacher Attitude

Indicators	Mean	SD	Descriptive Level
Classroom Management	4.51	.231	Very High
Personal Competence	4.49	.344	Very High
Overall	4.50	0.224	Very High

The *very high* level of teacher attitude shows that the teachers can motivate the learners to learn in their desired direction. The indicators of *classroom management* and *personal competence* are arranged from highest to lowest. The *very high* level of *classroom management* is indicative of the very high supervision of teachers in the classroom as an environment with its own ecology, including pupils the equipment, books and a range of activities which all interact to influence the behavior of the room's inhabitants. This claim is in line with various authors (Caner & Tertemiz, 2015; Martin et al., 2016) stating that classroom management is necessary to enhance efforts to improve professional readiness as well as to develop and implement effective teacher training programs. Classroom management is a powerful component of the overall classroom climate that affects students' behavior, engagement, and the quality of students' learning. Moreover, the *very high* level of *personal competence* is suggestive of the very high increase in emotional knowledge capacity and social behavioral options to achieve desirable, sustainable outcomes. This claim concurs with the statements of various authors (Hero et al., 2017; Peschl et al., 2014) wherein competencies including personal characteristics, knowledge, skills, and attitudes are connected to create concretized and implemented novelties through collaboration in complex innovation processes. Like other competences, innovation competence can be learned and developed.

Table 3: Self-Efficacy of Teachers in Physical Education

Indicators	Mean	SD	Descriptive Level
Motivation	4.38	.355	Very High
Perceived Level of Power	4.44	.350	Very High
Administrative Support	4.47	.327	Very High
Teacher Morale	4.39	.367	Very High
Classroom Methods	4.50	.316	Very High
Overall	4.44	.205	Very High

The level of self-efficacy of teachers in Physical Education is very high resulting from the very high levels of responses. The indicators classroom methods, administrative support, perceived level of power, teacher morale, and motivation have very high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of classroom methods is suggestive of the very high regard on tactics of instructors, teachers, and professors for them to educate students in the most effective way depending on the situation that they are handling. This claim is in line with various authors (Bohren, 2019; Quizalize, 2019) stating that there are methods and strategies acquired and use frequently for them to have a better learning environment. Professional development is a good method to use as encouraging students to meet professionals through seminars can give them insights into things that they should work on.

Furthermore, the very high-level rating of administrative support is indicative of the very high importance of help from the people that are in the higher ranks. This claim concurs with the statements of various authors (Half, 2016; iStaff, 2014) wherein the provision of administrative support will bring a wider variety of skills and talents within an individual in an institution. The administration is important since it will give broad ideas to the people below them. Teachers will have a vision of which ideas come from the administration and turn them into their own methods. Also, the very high-level rating of perceived level of power suggests that there is a very high regard for strategies to have a successful walkthrough towards an objective. This is also in line with various authors (Ackerman, 2018; Zulkosky, 2009) stating that teachers with this kind of mindset focus on correcting mistakes from the past to learn thoroughly in the field. Coping mechanisms of an individual with the perceived level of power can identify and measure the amount of effort needed for an individual to exert to make things acceptable.

The very high-level rating of teacher morale is indicative of the very high regard of teachers in drawing the attention of the students through their charisma. This claim is in line with various authors (Jenkins, 2017; Lane, 2018) stating that teachers have a sense of authority which enable students to gain attention to the teacher. Teachers solve not just academic problems, but also real-life problems wherein students will instill the learning that they will get in a certain topic. Lastly, the very high-level rating of motivation is indicative of the very high energy that allows one to engage in physical or mental actions and in the goal the action is expected to achieve. This claim concurs with the statements of various authors (Cherry, 2019; Zambas, 2019) wherein teachers continually push themselves further in their field because of their interests and

willingness. Having such a motive is like a domino effect that will persuade people in the surroundings to have such efficacy and have the drive to portray a better performance.

Table 4: Correlation Matrix of School Cultural Elements and Self-Efficacy of Teachers in Physical Education

School Cultural Elements	Self-Efficacy in Physical Education					Overall
	Motivation	Perceived level of power	Admin support	Teacher morale	Classroom methods	
Professional Values	.156**	.089	.153**	.336**	.293**	.156**
	.007	.122	.008	.000	.000	.007
Emphasis on Learning	.037	.170**	.094	.007	.126*	.037
	.525	.003	.105	.904	.029	.525
Collegiality	.004	.047	.197**	.109	.146*	.004
	.938	.420	.001	.059	.011	.938
Collaboration	-.128*	-.075	-.105	-.049	-.153**	-.128*
	.027	.192	.069	.393	.008	.027
Shared Planning	.140*	.089	.220**	.118*	.214**	.140*
	.015	.125	.000	.041	.000	.015
Leadership	.166**	.147*	.163**	.145*	.239**	.166**
	.004	.010	.004	.012	.000	.004
Overall	.132*	.169**	.259**	.223**	.304**	.132*
	.022	.003	.000	.000	.000	.022

** p<0.01; * p<0.05

The correlation between measures of school cultural elements and self-efficacy of teachers in Physical Education revealed a significant relationship. This implies that school cultural elements are significantly correlated with the self-efficacy of teachers in Physical Education. The result of this study confirms the findings of various studies (Min, 2019; Schipper et al., 2019) stating that the school culture fostered by supportive relationships directly influenced individual teachers' agency. Teachers' self-efficacy and outcome expectation both directly influenced their agency. Also, it was mentioned that significant between-group differences exist in terms of efficacy in student engagement and significant within-group differences in the intervention group in terms of teacher autonomy and support from the school department leader as well as all teacher self-efficacy exist.

Table 5: Correlation Matrix of Teacher Attitude and Self-Efficacy of Teachers in Physical Education

Self-Efficacy in Physical Education	Teacher Attitude		Overall
	Classroom management	Professional values	
Motivation	.139*	.112	.158**
	.016	.052	.006
Perceived Level of Power	.128*	.084	.131*
	.026	.147	.023
Administrative Support	.204**	.195**	.255**
	.000	.001	.000

Rodolfo II M. Osorno, Khristine Jane S. Federico
 THE INFLUENCE OF SCHOOL CULTURAL ELEMENTS AND ATTITUDE
 ON SELF-EFFICACY OF TEACHERS IN PHYSICAL EDUCATION

Teacher Morale	.128*	.020	.081
	.027	.733	.162
Classroom Methods	.114*	.055	.101
	.049	.342	.081
Overall	.238**	.154**	.241**
	.000	.007	.000

** p<0.01; * p<0.05

The correlation between measures of teacher attitude and self-efficacy of teachers in Physical Education revealed a significant relationship. This implies that teacher attitude is significantly correlated with the self-efficacy of teachers in Physical Education. The findings of this study are in line with various authors (Fisher, 2017; Juan et al., 2018) stating that the teacher who shows positive attitudes towards achievement is a teacher with high levels of self-efficacy. Those teachers who have a higher self-efficacy are more likely to exhibit attitudes of greater persistence in achieving success, no matter what the level of difficulty, and they approach these tasks as challenges to be overcome. On the other hand, those who have low self-efficacy believe that tasks are more difficult than they really are and consequently experience stress and anxiety when facing these challenges.

Table 6: Influence of School Cultural Elements and Teacher Attitude Indicators on Overall Self-Efficacy of Teachers in Physical Education

School Cultural Elements and Teacher Attitude (Indicators)		Self-Efficacy of Teachers in Physical Education			
		B	B	T	Sig.
Professional Values		0.245	0.195	4.604	0.000**
Emphasis on Learning		0.067	0.042	1.276	0.203
Collegiality		0.013	0.008	0.230	0.819
Collaboration		-0.161	-0.115	-3.091	0.002**
Shared Planning		0.097	0.064	1.769	0.078
Transformational Leadership		0.192	0.124	3.599	0.000**
Classroom Management		0.129	0.114	2.323	0.021*
Personal Competence		0.076	0.045	1.416	0.158
R	0.194				
R ²	0.216				
F	10.054				
P	p<0.05				

** p<0.01; * p<0.05

The overall result on the regression of analysis on the influence of school cultural elements and teacher attitude on the self-efficacy of teachers in Physical Education revealed a significant influence. Further, *professional values*, *collaboration*, *leadership*, and *classroom management* are the domains of school cultural elements and teacher attitude that best influence the self-efficacy of teachers in Physical Education. This is supported by various authors (Poorchangizi et al., 2019; Seada & Sleem, 2012) as everyone enters the

school with a set of values that might be changed during the socialization process. Additional strategies are, indeed, necessary to comprehensively institutionalize professional values. Also, as stated by various authors (Hargreaves & Fullan, 2012; Kuhn, 2015), the safe feeling of a collaborative culture, and allowing vulnerabilities to be voiced is identified as an important educational outcome.

In addition, it is also aligned with the statements of various authors (Nanjundeswaraswamy & Swamy, 2014; Sharma & Jain, 2013) wherein the skills and knowledge possessed by the leader are influenced by attributes or traits such as beliefs, values, ethics, and character. If the task is highly structured and the leader has a good relationship with the employees, effectiveness will be high. Lastly, it concurs with various authors (Diaz et al., 2018; Osakwe, 2014) stating that effective classroom management begins with mutual respect and the establishment of interpersonal relationships is crucial to improving student achievement and teacher self-efficacy. This enables pedagogical reflection by making teachers aware of their teaching process to identify weaknesses and strengths, as well as modifications of their practices.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of school cultural activities, it is recommended that school management may continue to create an atmosphere of collaboration and collegiality among and between school heads and teachers where there is the full emphasis and observance of teamwork, shared planning, and professional values in the performance of the individual teaching profession. Even in this pandemic time, school programs and activities like regular conduct of online monthly meetings to check on some problems and issues concerning the learning attitude, capacities, and motivation of teachers. An open online dialogue may be encouraged for teachers to avoid conflicts and reduce work stresses while at work. The conduct of training and webinars on how to improve the work performances of teachers or on how to enhance teaching strategies may be conducted semi-annually or quarterly. Webinars like: Team Building, Anger Management, Stress Coping Strategies, and various teaching and learning applications on the internet may be continued to be conducted and incorporated in the yearly activities. The installation of suggestion boxes (chat rooms) and providing feedback on comments raised may be regularly monitored to ensure that all concerns of teachers and even students are well attended to.

On the very high-level results on teachers' attitudes where the domains of classroom management and personal competence are included, it is hereby recommended that all PE teachers may regularly update their teaching strategies on how to continually motivate students in their PE classes. There may be the conduct of retooling to concerned PE teachers to enhance their teaching capabilities or strategies, especially in this pandemic time. Moreover, on the professional competence of teachers, and if the school budget may warrant, teachers may be granted some scholarships to proceed to

further professional studies in their field of specialization subject to the school policies and procedures on scholarship grants. This will allow the teachers to become competitive and increase their competence in teaching PE subjects.

On the very high level of self-efficacy among PE teachers, it is recommended that rewards and incentives may be provided to all deserving teachers in accordance with the guidelines of the Awards and Incentives Committee created by the school for the purpose. This will motivate the teachers to perform well and provide all the necessary knowledge and skills to students in their PE classes. The conduct of annual cultural activities, with PE teachers in the lead, maybe encouraged, either in their respective schools or inter-school competition to showcase the talents and skills of students. Also, spiritual activities (interfaith) may be continuously practiced weekly or monthly for some meaningful self-reflections and to improve the relationship with our God, our Creator, the conduct of annual retreats or recollection may help teachers to unload themselves of the burdens they are carrying every day. These activities may continue to form part of the school program of activities during this pandemic time or even if classes will be back to normal.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. The findings of the study clearly confirm the notion about the significant influence of school cultural elements and teacher attitude on the self-efficacy of teachers in Physical Education. The findings are supported by the anchor theory of the study, the Social Cognitive Theory by Bandura (1977) which assumes that people are capable of human agency. The findings were interpreted as a general acceptance of this hypothesis.

Moreover, there is a significant relationship between school cultural elements and the self-efficacy of teachers in Physical Education. There is also a significant relationship between teacher attitude and self-efficacy of teachers in Physical Education. Also, there is a significant influence on the domains of school cultural elements and teacher attitude on the self-efficacy of teachers in Physical Education, and the domains of professional values, collaboration, leadership, and classroom management best influence the self-efficacy of teachers in Physical Education.

Acknowledgements

God has granted everyone with blessings, but it is a greater blessing to have people who possess a degree of wisdom that helps in the realization of this research study. These fellows whose deeds are valuable and worthy of emulation are rare to find. Their tasks are not easy. They conspired to improve this work and their inspiration exceeds beyond words. They are truly remarkable. Thus, it is proper to recognize them.

To her thesis adviser Dr. Rodolfo II Osorno, his thoughtfulness, kind assistance for sharing his expertise from the beginning up to the end leading to the successful completion of this research.

The panel of examiners chaired by Dr. Jocelyn B. Bacasmot and her members Dr. Lovella D. Serrano, Dr. Farrah May S. Gumanan and Dr. Gaudencio G. Abellanosa for their constructive comments and suggestions for the improvement of the study.

The officers of the Department of Education particularly the Division Superintendent, the School Principals for giving permission to conduct the study.

To all the teachers in the public secondary schools in Digos City, Davao del Sur who are the respondents of the study and have supported me despite their hectic class schedules.

To my mother and sister whose undying support and motivation give me the strength to continue my development for this career and endeavor.

Most importantly, to the Almighty God, who is her source of strength, wisdom, and material resources.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Dr. Rodolfo II M. Osorno, University Professor 11, University of Mindanao, Digos City Campus, Philippines, Philippines.

Khristine Jane S. Federico, Master of Arts in Education, Major Music, Arts Physical and Health Education, Secondary School Teacher I, Matti National High School, Matti Digos City, Davao del Sur, Philippines.

References

- Ackerman, P. L. (2018). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology*. Retrieved from https://www.researchgate.net/publication/232524393_Ackerman_PL_Motivation_and_Cognitive_Abilities_An_IntegrativeAptitude_Treatment_Interaction_Approach_to_Skill_Acquisition_Journal_of_Applied_Psychology_74_657-690
- Albahri, M. A., Yang, P. & Moustakim, M. (2018). Saudi Arabian tertiary teachers' and learners' attitude towards the communicative language teaching (CLT). *International Journal of Information and Education Technology*. Retrieved from <http://www.ijiet.org/vol8/1055-ER0013.pdf>
- Anusuya, K. (2013). Quality of teaching and learning supervision in the classroom with teacher efficacy at SK Anam Zone, Segamat. University of Technology Malaysia. Retrieved from http://www.e-iji.net/dosyalar/iji_2018_4_32.pdf
- Atkinson, P., & Mackenzie, R. (2015). Without leadership there is no change. *Management Services*, 59(2), 42-47.

- Ball, J. (2010). An analysis of teacher self-efficacy, teacher trust, and collective efficacy in a southwest Texas school district. Retrieved from <https://pdfs.semanticscholar.org/9279/986499fe85cb1a4d65e7f3fb821d0375e356.pdf>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Bulletin*, 84,191-215.
- Banerjee, S. & Behera, S. K. (2014) The attitude of secondary school teachers towards teaching profession in Purulia district of West Bengal, India. *International Journal of Academic Research in Education and Review*, Vol. 2(3), 3 April, pp. 56-63. Retrieved from <http://article.scieducationalresearch.com/pdf/education-4-119.pdf>
- Bascia, N., & Hargreaves, A. (2014). The sharp edge of educational change: Teaching, leading and the realities of reform. New York, NY: Taylor and Francis. Retrieved from https://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Collette Anne Silvera.pdf
- Bohren, A. (2019). Teaching styles: Everything you need to know about teaching methods and strategies. Retrieved from <https://blog.cognifit.com/teaching-styles/>
- Can, H. (2015). Sources of teaching efficacy beliefs in pre-service Science teachers. *Elementary Education Online*. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=20&cad=rja&uact=8&ved=2ahUKEwiB8fTz66zlAhUZfd4KH1uBkw4ChAWMAI6BAGJEAI&url=http%3A%2F%2Filkogretimonline.org.tr%2Findex.php%2Fio%2Farticle%2Fdownload%2F1330%2F1186&usg=AOvVaw2wTGPJRC8KoMUb00IU5mA1>.
Journal of Education and Practice.
- Caner, H. A. & Tertemiz, N. I. (2015). Beliefs, attitudes and classroom management: A study on prospective teachers. *Procedia -Social and Behavioral Sciences*, 186:155–160. <https://doi.org/10.1016/j.sbspro.2015.04.098>
- Charalambous, C. Y. & Philippou, G. N. (2010). Teachers' concerns and efficacy beliefs about implementing a mathematics curriculum reform: Integrating two lines of inquiry. *Educational Studies in Mathematics*, 75(1), 1–21. doi:10.1007/s10649-010-9238-5
- Cherry, K. (2019A). Self-efficacy and why believing in yourself matters. Retrieved from <https://www.verywellmind.com/what-is-self-efficacy-2795954>
- Cherry, K. (2019B). Motivation: Psychological factors that guide behavior. Retrieved from <https://www.verywellmind.com/what-is-motivation-2795378>
- Cook, L. (2015). Understanding teachers' efficacy within a Caribbean context. Retrieved from <http://uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/42003/Understanding%20Teachers'%20Efficacy%20Cook.pdf?sequence=1&isAllowed=1>
- Conaway, K. A. (2010). Teacher efficacy. In C. S. Clauss-Ehler (Ed.), *Encyclopedia of Cross-Cultural School Psychology* (pp. 966-968). USA: Springer.

- Crisol, L. G. & Alamillo, J. B. (2014). A comparative study of the attitudes between the students and teachers of two public elementary schools in northern Mindanao toward the k to 12 curriculum shift. Retrieved from <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2014/LLI/LLI-II-012-FT.pdf>
- Daud, Y., Dali, P. D., Khalid, R. & Fauzee, M. S. O. (2018). Teaching and learning supervision, teachers' attitude towards classroom supervision and students' participation. *International Journal of Instruction*. Retrieved from http://www.e-iji.net/dosyalar/iji_2018_4_32.pdf
- Demirtas, Z. (2010). The relationship between school culture and student achievement. Retrieved from https://www.researchgate.net/publication/298500616_The_Relationship_between_School_Culture_and_Student_Achievement
- Demirtaş, Z., & Aksoy, G. P. (2016). Investigation of pedagogical formation certification program students' attitudes towards teaching profession in terms of some variables. *International Journal of Educational Research Review*, 2458, 21.
- Diaz, C., Gonzalez, G., Ramirez, L. I. & Parra, J. A. (2018). Validation of a classroom management questionnaire for pre and in service teachers of English. Retrieved from <http://www.scielo.org.co/pdf/rcde/n75/0120-3916-rcde-75-00263.pdf>
- Donmez, R. O. & Ozsoy, S. (2016). Factors influencing development of professional values among nursing students. *Pakistan Journal of Medical Sciences*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5017117/>
- Ekici, G., Çıbık, A. S., & Fettahlıoğlu, P. (2014). The predictive power of biology self-efficacy belief and teaching profession self-efficacy belief on the attitude towards teaching profession. *Gazi University, Journal of Gazi Educational Faculty*, 34(1)
- Elina, S. (2016). Attitude of teachers towards teaching profession *Quest Journals; Journal of Research in Humanities and Social Science*. Volume 4 ~ Issue 6 (2016) pp: 103-105
- Ellis, G., Bell, P., Buckle, L., Sherlaw, A. & Shenton, A. K. (2018). Reducing teacher workload. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687206/Whitley_Bay_High_School_-_Reducing_teacher_workload.pdf
- Eroglu, C. & Unlu, H. (2015). Self-efficacy: Its effects on physical education teacher candidates' attitudes toward the teaching profession. *Educational Sciences: Theory & Practice*, 15(1), 201 –212.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71.
- Fisher, Y. (2017). Predicting teachers' perception of inclusion: What is the role of self-efficacy? Retrieved from <https://www.ecronicon.com/ecpp/pdf/ECPP-02-00062.pdf>

- Ganta, V. C. & Manukonda, J. K. (2014). Leadership during change and uncertainty in organizations. *International Journal of Organizational Behavior & Management Perspectives*, 3(3), 1183.
- Guo, Y., McDonald-Connor, C., Yang, Y., Roehrig, A. & Morrison, F. (2012). The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes. Retrieved from <https://www.jstor.org/stable/10.1086/665816>
- Half, R. (2016). Admin professionals: The backbone of any successful office. Retrieved from <https://www.roberthalf.co.uk/advice/corporate-culture/admin-professionals-backbone-any-successful-office>
- Hao, M. J. & Yazdanifard, R. (2015). How effective leadership can facilitate change in organizations through improvement and innovation. *Global Journal of Management and Business Research: Administration and Management*. Retrieved from https://globaljournals.org/GJMBR_Volume15/1-How-Effective-Leadership.pdf
- Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. New York: Teachers College Press. Retrieved from https://www.researchgate.net/publication/323783948_Collaboration_Collegiality_and_Collective_Reflection_A_Case_Study_of_Professional_Development_for_Teachers
- Harthy, S. S. H., Jamaluddin, S. & Abedalaziz, N. A. (2013). Teachers' attitudes and performance: an analysis of effects due to teaching experience. *International Interdisciplinary Journal of Education*. Retrieved from http://ijoe.org/v2/IIJOE_04_09_02_2013.pdf
- Hattie, J. (2012). Visible learning for teachers. Retrieved from <https://www.amazon.com/Visible-Learning-Teachers-Maximizing-Impact/dp/0415690153>
- Hero, L., Lindfors, E. & Taatila, V. (2017). Individual innovation competence: A systematic review and future research agenda. *International Journal of Higher Education*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1161794.pdf>
- Hinde, E. R. (2014). School culture and change: An examination of the effects of school culture on the process of change. Retrieved from <http://www.usca.edu/essays/vol122004/hinde.pdf>
- Hofman-Kingston, S. (2017). Teacher efficacy and poverty: A qualitative examination from the teachers' perspectives. Retrieved from https://deepblue.lib.umich.edu/bitstream/handle/2027.42/137665/HofmanKingston_FINAL.pdf?sequ
- Iaochite, R. T. (2014). Strength and sources of self-efficacy beliefs by physical education student teachers. Retrieved from https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1980-65742014000200143

- Inuwa, A. M. & Yusof, N. B. M. (2013). Parents and students' perspective of school culture effects on dropouts and non-dropouts in Sokoto metropolis Nigeria. *Research on Humanities and Social Science*, Vol 3, No 18.
- Istaff. (2014). The importance of administrative support. Retrieved from <https://istaff.ph/bpo/the-importance-of-administrative-support/>
- Jenkins, J. (2017). 3 simple methods to improve teacher morale. Retrieved from <https://www.edutopia.org/discussion/3-simple-methods-improve-teacher-morale>
- Joseph, G. (2013). A study on school factors influencing students' attitude towards learning mathematics in the community secondary schools in Tanzania: The case of Bukoba municipal council in Kagera region. (Masters dissertation). Retrieved from <http://repository.out.ac.tz/919/>
- Juan, A., Hannan, S. & Namome, C. (2018). I believe I can do science: Self-efficacy and science achievement of Grade 9 students in South Africa. *S Afr J Sci.* 2018;114(7/8), Art. #2017-0269, 7 pages. <http://dx.doi.org/10.17159/sajs.2018/20170269>
- Karami, A., Farokhzadian, J. & Foroughameri, G. (2017). Nurses' professional competency and organizational commitment: Is it important for human resource management? *PLoS One.* 12(11): e0187863.
- Kelly, J. (2015). collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy.* Retrieved from <https://files.eric.ed.gov/fulltext/EJ1063374.pdf>
- Kowalczyk, D. (2018). *Descriptive research design: Definition, examples & types.* Retrieved from <https://study.com/academy/lesson/descriptive-research-design-definition-examples-types.html>
- Kuhn, D. (2015). Thinking together and alone. *Educational Researcher*,44(1),46–5 3. Retrieved from <https://www.cambridgeassessment.org.uk/Images/374626-collaboration-in-the-21st-century-implications-for-assessment.pdf>
- Kutlu, N., Gökdere, M., & Çakır, R. (2015). The relationship between prospective teachers' academic procrastination behavior and their attitude towards teaching as a profession. *Kastamonu Educational Journal*, 23(3), 1311-1330.
- Lacks, P. K. (2016). The relationships between school climate, teacher self-efficacy, and teacher beliefs. Retrieved from <https://core.ac.uk/download/pdf/75898013.pdf>
- Laerd, Dissertation. (2012). Total population sampling: An overview. Retrieved from <http://dissertation.laerd.com/articles/total-population-sampling-an-overview.php>
- Lane, L. (2018). Teacher morale in a turnaround school. Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6772&context=dissertations>
- Martin, N., Schafer, N., McClowry, S., Emmer, E., Brekelmans, M., Main-hard, T., & Wubbel, T. (2016). Expanding the definition of classroom management: Recurring themes and conceptualizations. *Journal of Classroom Interaction*, 51.

- Min, M. (2019). School culture, self-efficacy, outcome expectation, and teacher agency toward reform with curricular autonomy in South Korea: A social cognitive approach. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/02188791.2019.1626218>
- Morley, L. & Cashell, A. (2017). Collaboration in health care. *Journal of Medical Imaging and Radiation Sciences*. Retrieved from [https://www.jmirs.org/article/S1939-8654\(16\)30117-5/pdf](https://www.jmirs.org/article/S1939-8654(16)30117-5/pdf)
- Nanjundeswaraswamy, T. S. & Swamy, D. R. (2014). Leadership styles. *Advances In Management*. Retrieved from https://www.mnsu.edu/activities/leadership/leadership_styles.pdf
- O'Connell, S. (2017) A workload audit: Thirty key questions for your school. *SecEd*, 25th May, 480, p. 6.
- Odike, M. & Nnaekwe, U. K. (2018). Influence of teachers' attitude towards teaching profession on under graduate non-education students' perception of teacher education. Retrieved from http://hrmars.com/hrmars_papers/Influence_of_Teachers_Attitude_towards_Teaching_Profession_on_Under_Graduate_Non-Education_Students_Perception_of_Teacher_Education.pdf
- Ohlson, M., Swanson, A., Manning, A. A. & Byrd, A. (2016). A culture of success: Examining school culture and student outcomes via a performance framework. *Journal of Education and Learning*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1097804.pdf>
- Osakwe, R. N. (2014). Classroom management: A tool for achieving quality secondary school education in Nigeria. *International Journal of Education*, 6(2):58–68.
- Pan, Y. H. (2014). Relationships among teachers' self-efficacy and students' motivation, atmosphere, and satisfaction in physical education. Retrieved from <https://pdfs.semanticscholar.org/f2a8/7b52f7349c7ab0e3f801898907b45e8e5971.pdf>
- Patidar, J. (2013). *Non experimental research design*. Retrieved from <http://www.slideshare.net/drjayesshpatidar/nonexperimental-research-design>
- Pavlović, N. & Oljača, M. (2011). Organizational culture and performance in school. *Pedagogy*, 61, 1, 70-91. Retrieved from <https://scindeks-clanci.ceon.rs/data/pdf/0547-3330/2015/0547-33301502255G.pdf>
- Peschl, M. F., Bottaro, G., Hartner-Tiefenthaler, M., & Rötzer, K. (2014). Learning how to innovate as a socio-epistemological process of co-creation: Towards a constructivist teaching strategy for innovation. *Constructivist Foundations*, 9(3).
- Poorchangizi, B., Borhani, F., Abbaszadeh, A., Mirzaee, M., & Farokhzadian, J. (2019). The importance of professional values from nursing students' perspective. Retrieved from <https://bmcnurs.biomedcentral.com/articles/10.1186/s12912-019-0351-1#ref-CR2>
- Quizalize. (2018). 7 effective teaching strategies for the classroom. Retrieved from <https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>

- Relajo-Howell, D. (2017). Help your students believe in themselves: Self-efficacy in the classroom. Retrieved from <http://psychlearningcurve.org/self-efficacy-in-the-classroom/>
- Rolfe, V. (2012). Open educational resources: Staff attitudes and awareness. *Research in Learning Technology*, 20(14395). Retrieved from <https://www.dora.dmu.ac.uk/handle/2086/6188>
- Sarkar, D. & Behera, S. K. (2016). Attitude of college teachers towards teaching profession. *American Journal of Educational Research*. Retrieved from <http://article.scieducationalresearch.com/pdf/education-4-11-9.pdf>
- Sarmah, A., & Puri, P. (2014). Attitude towards mathematics of the students studying in diploma engineering institute (polytechnic) of Sikkim. *Journal of Research & Method in Education*, 4(6). Retrieved from <http://www.academia.edu/download/36434404/B04630610.pdf>
- Schipper, T. M., Vries, S., Goei, S. L. & Veen, K. V. (2019). Promoting a professional school culture through lesson study? An examination of school culture, school conditions, and teacher self-efficacy. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/19415257.2019.1634627>
- Seada, A. & Sleem, W. (2012). Professional socialization process and acquisition of professional nursing values among undergraduate nursing students. *J Am Sci* 8(4):678–83.
- Shah, M. (2012). The importance and benefits of teacher collegiality in schools: A literature review. *Procedia - Social and Behavioral Sciences*. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042812014115>
- Sharma, M. K. & Jain, S. (2013). Leadership management: Principles, models and theories. *Global Journal of Management and Business Studies*. Retrieved from https://www.ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf
- Shirani, A., Dernoncourt, F., Asente, P., Lipka, N., Kim, S., Echevarria, J. & Solorio, T. (2019). Learning emphasis selection for written text in visual media from crowd sourced label distributions. Retrieved from <https://www.aclweb.org/anthology/P19-1112/>
- Stat Trek. (2019). *Regression*. Retrieved from <https://stattrek.com/statistics/dictionary.aspx?definition=regression>
- Statistics Solutions. (2017). *Pearson's correlation coefficient*. Retrieved from <http://www.statisticssolutions.com/pearsons-correlation-coefficient/>
- Story, L. C. (2010). A study of the perceived effects of school culture on student behaviors. Retrieved from <https://dc.etsu.edu/cgi/viewcontent.cgi?article=3621&context=etd>
- Sykes, L., Gani, F. & Vally, Z. (2016). Statistical terms part 1: The meaning of the MEAN, and other statistical terms commonly used in medical research
- Syyeda, F. (2016). Understanding attitudes towards mathematics (ATM) using a multimodal modal model: An exploratory case study with secondary school children in England. *Cambridge Open-Review Educational Research e-Journal*, 3, 32–62. Retrieved from http://corerj.soc.srcf.net/?page_id=224

- Taylor, L. M., & Fratto, J. M. (2012). Transforming learning through 21st century skills: Who took my chalk? Model for engaging you and your students. Boston: Pearson
Retrieved from <http://dspace.knust.edu.gh/bitstream/123456789/9331/1/Rufina%20Birago%20Yeb%20oah.pdf>
- Trefry, R. G. (2017). *Research methods information: Quantitative research*. Retrieved from https://apus.libguides.com/research_methods_guide/research_methods_quantitative
- The Room 241 Team. (2018). Teacher efficacy: Why it matters and how administrators can help. Retrieved from <https://education.cu-portland.edu/blog/curriculum-teaching-strategies/improve-teacher-efficacy/>
- Turkoglu, M. E., Cansoy, R. & Parlar, H. (2017). Examining relationship between teachers' self-efficacy and job satisfaction. *Universal Journal of Educational Research*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1143895.pdf>
- Valdez, A. C., Ozdemir, D., Yazdi, M. A., Schaar, A. K. & Ziefle, M. (2015). 6th International Conference on Applied Human Factors and Ergonomics (AHFE 2015) and the Affiliated Conferences. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2351978915001778>
- Yeboah, R. B. (2015). School culture and its implication on the education of pupils: A case of Patasi m/a junior high school in Kumasi, Ghana. Retrieved from <http://dspace.knust.edu.gh/bitstream/123456789/9331/1/Rufina%20Birago%20Yeb%20oah.pdf>
- Yildirim, S. & Tezci, E. (2016). Teachers' attitudes, beliefs and self-efficacy about multicultural education: A scale development. *Universal Journal of Educational Research*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1126044.pdf>
- Zambas, J. (2019). Why motivation is important for your success and happiness. Retrieved from <https://www.careeraddict.com/why-motivation-is-important-for-success-and-happiness>
- Zulkosky, K. (2009). Self-efficacy: A concept analysis. Retrieved from https://www.researchgate.net/publication/227665752_Self-Efficacy_A_Concept_Analysis.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).