



FILIPINO TEACHERS SENSE OF EFFICACY IN INCLUSION CLASSES

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ABSTRACT

Self-efficacy beliefs produce their effects through cognitive, motivational, affective, and selective processes. These processes usually operate in concert rather than on their own. In 2016, cross-sectional survey method to determine the teachers' sense of efficacy (TSE) in inclusion classes was done in a rural, private, basic-education school in the Philippines. Thirty basic education teachers were the respondents of this enquiry. The results suggest that the respondents' professional preparation in terms of highest education attainment is basic. Seminars and trainings attended remain below average, which shows the satisfaction of the respondents at limiting the time spent for seminars. A very good cognitive process, motivational process, affective process, and selective process was recorded. There is no significant difference between the respondents' professional preparation and their sense of efficacy. The findings of this study may not corroborate with their results which could mean that some factors that equally affect the TSE and cultural differences should be taken into consideration. This study is intended to supplement the database of self-efficacy research.

Keywords: teachers sense of efficacy, self-efficacy, inclusion classes, filipino

1. daluyong: National Book Store.