

RELATIONSHIP BETWEEN SELF-EFFICACY OF TEACHERS AND WORKING CONDITIONS

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Abstract

The objectives of this research are to study the levels of self-efficacy of teachers, to study the levels of teachers' perceptions on their working conditions and to investigate the relationship between self-efficacy of teachers and working conditions in Basic Education High Schools, Sittwe Township, Rakhine State. A total of 210 teachers from Basic Education High Schools, Sittwe Township, Rakhine State were selected as participants by using the simple random sampling method. Quantitative and qualitative methods were employed in this study. Self-efficacy of teachers was based on the Teachers' Sense of Efficacy Scale (TSES) and working conditions was based on the Teaching, Empowering, Leading and Learning (TELL) Survey. The reliability coefficients (Cronbach's alpha) were 0.90 for self-efficacy of teachers and 0.92 for working conditions. For qualitative study, open-ended questions were conducted. Descriptive statistics and Pearson product-moment correlation were used to analyze the data in this study. As a result of descriptive statistics, the levels of self-efficacy of teachers in Basic Education High Schools were found as high level ($M=3.73$, $SD=0.41$). The levels of teachers' perceptions on their working conditions were high level ($M=3.74$, $SD=0.39$). Positively moderate correlation was found between the two major constructs of self-efficacy of teachers and working conditions ($r=0.457$, $p=0.01$). The qualitative results also revealed that teachers' working conditions could orient towards improving self-efficacy of teachers.

Keywords: self-efficacy of teacher, working conditions

Introduction

Education is an essential tool for getting bright future as well as plays the most important role in the development and progress of the country. It is to be a quality education. To implement the quality education, qualified teachers are needed in our country. Qualified teachers make the difference not only in students' academic performance but also in their lifetime's success. To become a qualified teacher, self-efficacy of teacher is one of the most important areas. Self-efficacy is the belief in one's capabilities to organize and execute course of action required to attain designated types of performance. Self-efficacy of teacher is concerned with judgments of how well one execute courses of action required to deal with prospective situations (Bandura, 1982). If the teachers believe that they can produce desired effects by their actions, they have more incentive to act in the face of most difficult students. So, self-efficacy of teachers is very important in our education. Every teacher needs a workplace that promote his teaching and learning in a variety of ways. Self-efficacy of teachers is not just about teachers' experiences, knowledge and skills but also about the working conditions of teachers. Teachers' working condition also play an important role to provide quality education. So, quality of education depends on the self-efficacy of teachers and working conditions.

Significance of the Study

There has been little research into the relationship between self-efficacy of teachers and working conditions. Some studies have correlated self-efficacy of teachers within a specific

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realm of working conditions, such as professional development. But there is much to learn which factors of working conditions correlate with levels of self-efficacy of teachers. Therefore, there is a need to get a deeper understanding of teachers' working conditions and fill the gap in understanding how they differ in affecting self-efficacy of teachers. For these reasons, it is significantly important to study the relationship between self-efficacy of teachers and working conditions. This study may provide the teachers and give advices the educators to attempt to make their respective schools better working conditions for improving self-efficacy of teachers.

Research Objectives

The general objective is to study the relationship between self-efficacy of teachers and working conditions

The specific objectives are:

- ❖ To study the levels of self-efficacy of teachers in Basic Education High Schools
- ❖ To study the levels of working conditions perceived by teachers
- ❖ To investigate the relationship between self-efficacy of teachers and working conditions

Research Questions

The research questions are:

- ❖ What are the levels of self-efficacy of teachers in Basic Education High Schools?
- ❖ What are the levels of working conditions perceived by teachers?
- ❖ Is there any significant relationship between self-efficacy of teachers and working conditions?

Theoretical Framework

The levels of self-efficacy of teachers were investigated with three dimensions of Tschannen-Moran, Hoy and Hoy (2001) and the levels of teachers' perceptions on their working conditions were investigated with eight categories of Hirsch et al., (2014).

Self-Efficacy of Teachers

In this study, self-efficacy of teachers was based on Tschannen-Moran, Hoy and Hoy's (2001) three dimensions: self-efficacy of teacher in student engagement, self-efficacy of teacher in instructional strategies and self-efficacy of teacher in classroom management.

Self-Efficacy of Teachers in Student Engagement

Self-efficacy of teachers in student engagement is viewed as teachers' confidence in their ability to promote student motivation, understanding and the valuing of learning (Tschannen-Moran & Hoy, 2001). Student engagement is a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behaviours. Student engagement involve behaviour engagement, emotional engagement and cognitive engagement (Fredericks, Blumenfeld & Paris, 2004). Teachers with higher level of efficacy in student engagement are also more likely to employ emerging instructional approaches and strategies.

Self-Efficacy of Teachers in Instructional Strategies

Self-efficacy of teachers in instructional strategies is viewed as teachers' confidence in their ability to use effective strategies for teaching (Tschannen-Moran & Hoy, 2001). According

to Mcleod et al., (2003) teachers have a sole responsibility to decide how to utilize their resources and choose strategies that will advance their students to the appropriate depth. The most appropriate instructional strategies that aid in teaching and learning process are direct instructional model and indirect instructional model.

Self-Efficacy of Teachers in Classroom Management

Self-efficacy of teachers in classroom management defined as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Tschannen Moran, Hoy and Hoy, 2001). Teachers employ different strategies to control as a way to enhance learning is viewed as a priority in the education community. Charles et al., (1985) developed classroom management strategy based on three types of control: preventive, supportive and corrective control. Teachers with higher efficacy seemed to cope well, remain friendly, and build trusts their students and consequently undesirable behaviour was not common and was dealt with in satisfying ways.

Working Conditions

In this study, teachers' working conditions were based on eight categories of Hirsch et al., (2014): time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices and support .

Time

Time refers to teaching workload for teachers to plan, provide instruction and eliminate barriers to maximize instructional time during the school day (Hirsch et al., 2014). Reasonable workloads enhance teachers' ability to prepare and adequately monitor student performance. Teachers need time for planning for quality teaching. Teachers appreciate conditions that maximize the time needed to do their job.

Facilities and Resources

Facilities and resources refer to the availability of instructional materials, technology, office, communication and other instruction related resources to teachers (Hirsch et al., 2014). Schools should have the resources needed to implement the curriculum and to support good teaching. Clean, quiet, safe, comfortable and healthy environment are an important component of successful teaching and learning (Schneider, 2002).

Community Support and Involvement

Community involvement is defined as volunteerism in the school by community members who devote their time to a variety of school needs. The parent organization is actively involved in a wide range of classroom and school wide activities that support effective teaching and quality in learning (Epstein, 1997).

Managing Student Conduct

Managing student conduct is one of the school policies and practices designed to address student conduct issues that ensure a safe classroom environment for teachers (Hirsch et al., 2014). School cannot do the work of learning without clearly defined rules, discipline and codes

of conduct. In order to manage student conduct, the teachers need a solid understanding of how conduct is learned and how it can be changed.

Teacher Leadership

Teacher leadership refers to teacher involvement in decisions that impact classroom and school practices (Hirsch et al., 2014). Wasley (1991) defined teacher leadership as the ability to encourage colleagues to changes, to do things they wouldn't ordinarily consider without the influence of the leader. Teachers maintain current knowledge of sound educational practices in order to be educational expert.

School Leadership

School leadership refers to the ability of school leadership to create trusting, supportive environments and address teacher concerns (Hirsch et al., 2014). School leadership can foster teachers' capacity development and personal commitment to organizational goals (Leithwood & Jantzi, 2005). Effective schools almost emphasize key elements of instructional leadership such as promoting high and consistent academic standards, providing objective, consistent, and useful assessment of the quality of teachers and teaching, using evidence and data to make decisions about the instructional program and providing support for and recognition of teachers (Ingersoll et al., 2003).

Professional Development

Professional development refers to the availability and quality of learning opportunities for educators to enhance their teaching (Hirsch et al., 2014). It is intentional, ongoing and systemic process. These activities include but are not limited to courses, workshops, involvement in the production of curricula, and the discussion of assessment data or sharing of strategies. Professional development uses collegial observation to provide educators with feedback on their performance (Guskey, 2000).

Instructional Practices and Support

Instructional practices and support include assessment data, instructional coaching and professional supports that available to teachers to improve instruction and student learning (Hirsch et al., 2014). Differentiated instruction assists students having a wide range of ability level. Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of their students.

Definition of Key Terms

Self-efficacy

Self-efficacy refers to the belief in one's capabilities to organize and execute the course of actions required to produce given attainments (Bandura, 1997).

Self-efficacy of Teacher

Self-efficacy of teacher is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those who may be difficult or unmotivated students (Tschannen-Moran, Hoy & Hoy, 2001).

Working Conditions

Working conditions refer to the organizational structure of schools and the occupational conditions and characteristics of teaching (Ingersoll, 1999).

Operational Definitions

Self-Efficacy of Teacher

Self-efficacy of teacher is the teacher's confidence that he or she has the ability to craft all students' accomplishment if he or she believes that all students can achieve. It comprises three components of self-efficacy of teachers namely self-efficacy of teachers in student engagement, self-efficacy of teachers in instructional strategies and self-efficacy of teachers in classroom management. The level of self-efficacy of teachers was determined by mean values in this study.

Working Conditions

Working conditions refer to teaching and learning conditions that support to provide students' success and to improve self-efficacy of teachers. It comprises eight categories of working conditions namely: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices and support. The level of working conditions perceived by teachers was determined by mean values in this study.

Methodology

Research Design

In this study, both qualitative and quantitative methods were used to study the relationship between self-efficacy of teachers and working conditions in Basic Education High Schools, Sittwe Township, Rakhine State.

Population and Sample

The target population of this study involved 237 teachers from Basic Education High Schools in Sittwe Township, Rakhine State. Among them, 210 (89 % of total teachers in these schools) in Sittwe Township were considered as desirable samples size by using simple random sampling method.

Instrumentation

In this study, questionnaire was used to collect the quantitative data for self-efficacy of teachers and working conditions in Basic Education High Schools. Self-efficacy of teachers was based on the Teachers' Sense of Efficacy Scale (TSES). It involves three dimensions: self-efficacy of teacher in student engagement, self-efficacy of teachers in instructional strategies and self-efficacy of teacher in classroom management. It included 30 items by using five-point likert scales ranging from 1=nothing, 2=very little, 3=somewhat, 4=quite a bit to 5=a great deal. Working conditions was based on the Teaching, Empowering, Leading and Learning (TELL) Survey. It involves eight categories: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practice and support. It consists of 40 items by using five-point likert scales ranging from 1=strongly disagree, 2=disagree, 3=do not know, 4=agree to 5=strongly agree. There were six open-ended questions in this study.

Procedure

Firstly, the relevant literature concerning the research was explored. Next, the questionnaire was developed to find the required data. After developing the questionnaire, it was reviewed by a panel of experts. This panel included a professor, an associate professor who was well versed in educational administration and supervision, lecturers and assistant lecturers who have sound knowledge and close relationship with this area from the Department of Educational Theory, Yangon University of Education. After getting the validation, pilot study was conducted with 40 teachers from No. (3) Basic Education High School, South Oakkalapa Township, Yangon Region in September 21, 2018. The reliability coefficient for self-efficacy of teachers was 0.90 and that of working conditions was 0.92. After receiving the permission, the questionnaires (a total of 210) were distributed to the selected schools in Sittwe Township, Rakhine State on the 2nd week of November, 2018. After one week later, these questionnaires were returned and the respondent rate was 100%.

Data Analysis

The data obtained from questionnaires were analyzed by using SPSS (Statistical Package Social Science) software version 25. The descriptive statistics was used to calculate means and standard deviations for group of items. Pearson product-moment correlation was used to determine whether there was significant relationship between self-efficacy of teachers and working conditions. Answers of open-ended questions were read and described to indicate self-efficacy of teachers and working conditions.

Findings

Findings for Quantitative Study

Question (1) What are the levels of self-efficacy of teachers in Basic Education High Schools?

Table 1 Means and Standard Deviation of the Self-Efficacy of Teachers in Basic Education High Schools (N=210)

No.	Self-Efficacy of Teachers	Mean	SD	Level of Self-Efficacy
1	Student Engagement	3.66	0.46	Moderate
2	Instructional Strategies	3.77	0.44	High
3	Classroom Management	3.76	0.45	High
	Overall	3.73	0.41	High

Scoring Direction: 1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 1, the levels of self-efficacy of teachers in Basic Education High Schools were high level ($M=3.73$) with the mean value between 3.67 and 5.00. Among them, self-efficacy of teachers in student engagement had the lowest mean value ($M=3.66$) and self-efficacy of teachers in instructional strategies had the highest mean value ($M=3.77$).

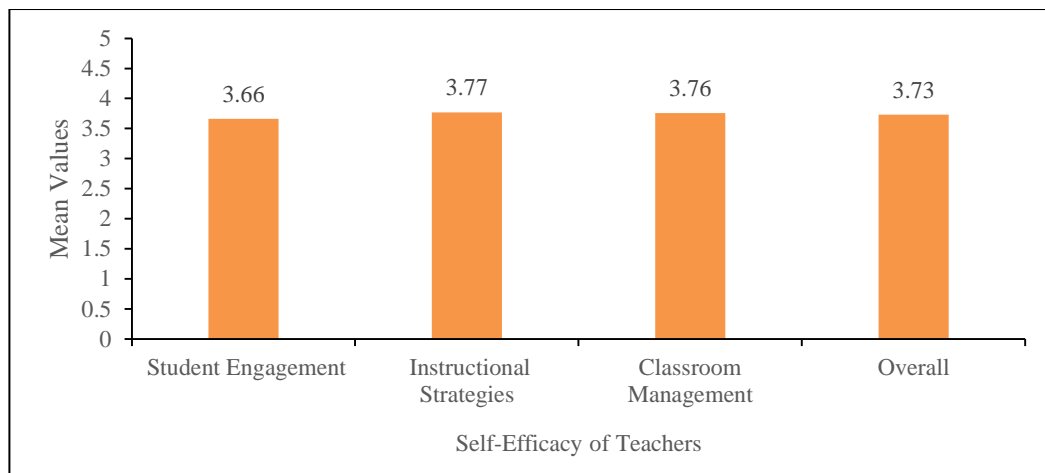


Figure 1 Mean Values of Self-Efficacy of Teachers in Basic Education High Schools

Table 2 Means and Standard Deviations of Overall Self-Efficacy of Teachers Grouped by School

No.	Schools	N	Mean (SD)	Level of Self-Efficacy
1	School A	43	3.55 (0.34)	Moderate
2	School B	52	3.76 (0.44)	High
3	School C	52	3.78 (0.38)	High
4	School D	31	3.72 (0.33)	High
5	School E	32	3.82 (0.50)	High
	Overall	210	3.73 (0.41)	High

Scoring Direction:

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 2, only School A had moderate level and other four School had high level for self-efficacy of teachers.

Question (2) What are the levels of working conditions perceived by teachers?

Table 3 Means and Standard Deviations of Teachers' Perceptions on their Working Conditions in Basic Education High Schools (N=210)

No.	Dimensions	Mean	SD	Level of Teachers' Perceptions
1	Time	3.63	0.53	Moderate
2	Facilities and Resources	3.60	0.62	Moderate
3	Community support and involvement	3.51	0.71	Moderate
4	Managing Student Conduct	3.83	0.40	High
5	Teacher Leadership	3.87	0.36	High
6	School Leadership	3.81	0.50	High
7	Professional Development	3.79	0.50	High
8	Instructional Practices and Support	3.80	0.45	High
	Overall	3.74	0.39	High

Scoring Direction:

For the Level of Teachers' Perceptions on Working Conditions

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 3, the level of teachers' perceptions on their working conditions were high level ($M=3.74$) with the mean value between 3.67 and 5.00. Among them, community

support and involvement had the lowest mean value ($M=3.51$) and teacher leadership had the highest mean value ($M=3.87$).

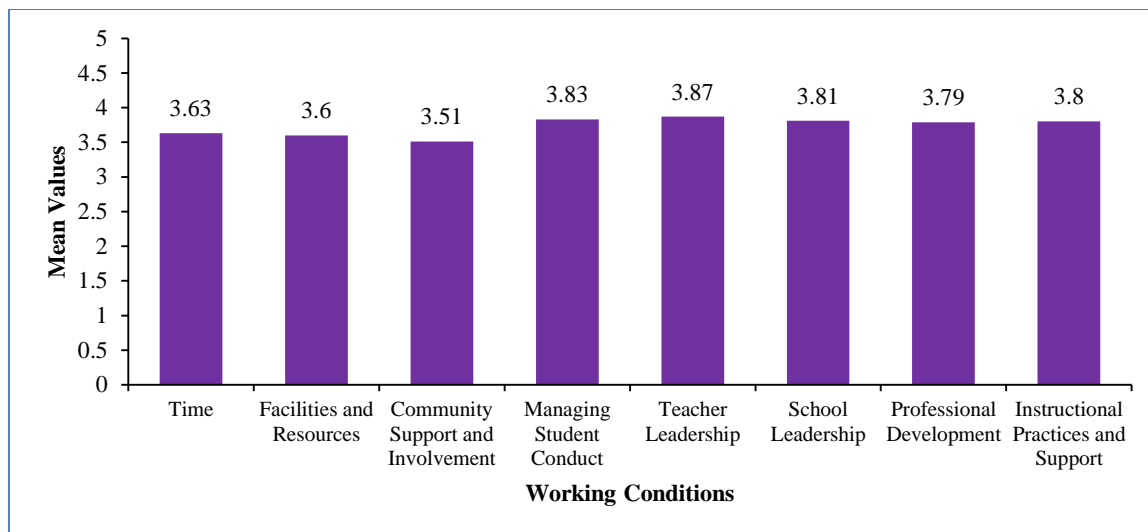


Figure 2 Mean Values of Teachers' Perceptions on their Working Conditions in Basic Education High Schools

Table 4 Means and Standard Deviations of Teachers' Perceptions on their Overall Working Conditions Grouped by School

No.	Schools	N	Mean (SD)	Level of Teachers' Perception
1	School A	43	3.62 (0.44)	Moderate
2	School B	52	3.73 (0.27)	High
3	School C	52	3.82 (0.36)	High
4	School D	31	3.65 (0.45)	Moderate
5	School E	32	3.89 (0.43)	High
	Overall	210	3.74 (0.39)	High

Scoring Direction:

For the Level of Teachers' Perceptions on Working Conditions

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 4, School A and School D had moderate level and other Schools had high level for teachers' perceptions on their working conditions.

Question (3) Is there any significant relationship between self-efficacy of teachers and working conditions?

Pearson correlation was conducted to obtain more detail concerned with the correlation between specific dimensions of self-efficacy of teachers and specific dimensions of working conditions.

Table 5 Correlation between Specific Dimensions of Self-Efficacy of Teachers and Specific Dimensions of Working Conditions

Self-Efficacy of Teachers	Working Conditions								
	Variables	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
	Student Engagement	0.191**	0.310**	0.228**	0.485**	0.340**	0.327*	0.440**	0.257**
	Instructional Strategies	0.168**	0.268**	0.157*	0.498**	0.360**	0.274*	0.390**	0.243**
	Classroom Management	0.279**	0.390**	0.208**	0.521**	0.363**	0.354*	0.404**	0.333**

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

Table 6 Correlation between Self-Efficacy of Teachers and Working Conditions

Variables		Self-Efficacy of Teachers	Working Conditions
Self-Efficacy of Teachers	Pearson Correlation	1	0.457**
	Significant (2-tailed)		0.000
Working Conditions	Pearson Correlation	0.457**	1
	Significant (2-tailed)	0.000	

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

According to table 6, the result showed that there was positively moderate correlation between self-efficacy of teachers and working conditions ($r=0.457^{**}$, $p<0.001$).

Findings from Open-ended Questions

Six open-ended questions were used in this study to investigate the level of self-efficacy of teachers and working conditions. Various responses for open-ended questions were described as follows.

Question (1) How do you make your students to engage in class discussion?

The 113 teachers (53.81%) responded that they made their students to engage in class discussions by using various teaching aids. The 55 teachers (26.19%) responded that they encouraged all students to discuss with peers about the subject matters. The 42 teachers (20%) responded that they were able to get through students to believe they can do well in school works. They motivated the students to regulate class attendance. They made the students to think critically.

Question (2) What kinds of instructional strategies do you use to achieve teaching-learning processes?

The 100 teachers (47.62%) responded that they used various instructional strategies to achieve teaching and learning processes. The 47 teachers (22.38%) responded that they made the students to discuss the lessons by grouping with students. The 39 teachers (18.57%) responded that they used child-centered approaches. They gave specific feedbacks about students'

performance. They explained the lessons by using good questions. They used alternative assessment strategies. The 24 teachers (11.43%) responded that they explained the lessons by linking real life situation. They used alternative explanations or examples when students are confused.

Question (3) How do you manage your classroom?

The 119 teachers (56.67%) responded that they made clearly setting daily schedules, classroom rules and procedures. They guided all students to follow classroom rules. They motivated the students to regulate class attendance. The 37 teachers (15.61%) responded that they arranged the classrooms that are safe and clean. The 24 teachers (10.13%) responded they made the classroom rules to cooperate with students. The 30 teachers (12.66%) responded that they controlled students' misbehaviors with discipline.

Question (4) How does your principal support to be effective in your teaching-learning processes?

The 105 teachers (50%) responded that the principals supported the needs of teachers to be effective in teaching-learning processes. The 43 teachers (20.48%) responded that the principals assigned suitable classes and subjects with experts. The 37 teachers (17.61%) responded that the principals encouraged the teachers to solve the problems with collaborately. The 25 teachers (11.9%) responded that there was a little support to be effective in their teaching-learning processes.

Question (5) How does community support to be effective in your teaching?

The 89 teachers (42.38%) responded that community supported school buildings. They renovated the classrooms, desks and school buildings. The 81 teachers (38.57%) responded that there was a little support from community in their schools. The 40 teachers (19.05%) did not give any response in concerning community support and involvement.

Question (6) Which opportunities are provided to improve your professional qualities in your school?

The 96 teachers (45.71%) responded that professional trainings and workshops were provided to improve their professional qualities in their schools. The 47 teachers (22.38%) responded that the principals gave the books related with academic subjects. The 29 teachers (13.81%) responded that they were encouraged to reflect on their own practices. The principals appreciated for teachers' success. The 38 teachers (18.09%) responded that strengths and weaknesses of teachers were discussed and solved with colleagues.

Conclusion and Discussion

In this study, the level of self-efficacy of teachers was determined by the mean values of teachers' responses to the questionnaire. The higher mean values, the higher level of self-efficacy of teachers. Similarly, the level of teachers' perceptions of their working conditions was determined by the mean values of teachers' responses to the questionnaire. The higher mean values, the higher level of teachers' perceptions on their working conditions. In order to know whether there was significant relationship between self-efficacy of teachers and working condition, Pearson product-moment correlation was used.

As a result of descriptive statistics, the levels of self-efficacy of teachers in Basic Education High Schools Sittwe Township Rakhine State were high level ($M=3.73$) with the mean value between 3.67 and 5.00. Specifically, the mean values of self-efficacy of teachers in student engagement, instructional strategies and classroom management were 3.66, 3.77 and 3.76 respectively. It shows that the level of self-efficacy of teachers in student engagement were moderate level. And the level of self-efficacy of teachers in instructional strategies and classroom management were high level. The similar finding was found in the study of Guenther (2014). They found that self-efficacy of teachers was scored in the high level for the dimensions of classroom management and instructional strategies and at the moderate level for the dimension of student engagement. Although the levels of self-efficacy of teachers were high levels, student engagement continues to be an area needing improvement for teachers.

In comparing the mean values of the level of self-efficacy of teachers grouped by school, School A had moderate level with the mean value between 2.33 and 3.66 and School B, School C, School D and School E had high level with the mean value between 3.67 and 5.00. The teachers' belief from School A was low level in helping students to foster creativity and getting through students to believe they can do well in school work because of their class sizes and school facilities and resources.

The levels of teachers' perceptions on their working conditions were found as high level ($M=3.74$) with the mean value between 3.67 and 5.00. Specifically, the mean values were 3.63 for time, 3.60 for facilities and resources, 3.51 for community support and involvement, 3.83 for managing student conduct, 3.87 for teacher leadership, 3.81 for school leadership, 3.79 for professional development and 3.80 for instructional practices and support. It showed that teachers' perceptions on time, facilities and resources and community support and involvement in Basic Education High School Sittwe Township were moderate level. And teachers' perceptions on other dimensions of their working conditions in Basic Education High School, Sittwe Township were high level. Among them, community support and involvement was the lowest mean value and teacher leadership was the highest mean value.

In comparing the total mean values of teachers' perceptions on their working conditions grouped by school, school A and School D had moderate level with the mean value 2.33 and 3.66 and School B, School C and School E had high Level with the mean value between 3.67 and 5.00. According to teachers' open-ended responses, the teachers from School A and School D described that their schools situate in rural area (far from inner city) and transportation is not easy. School facilities and resources are not sufficient and class sizes in their schools are large. Although schools maintained clear-two-way communication with parents and the community, teachers were not enough supported by community members to achieve their students' education. And then community members were not interested in their students' education and school activities because of their economics.

In studying the relationship between overall self-efficacy of teachers and working conditions, it was found that there was positively moderate correlation between self-efficacy of teachers and working conditions. This result indicated that self-efficacy of teachers may fairly depend on teachers' working conditions. Self-efficacy of teachers can be improved if the governors concentrate on providing better working conditions.

Suggestions

This following suggestions have been drawn directly from the findings of questionnaires and open-ended questions in this study. For improving self-efficacy of teachers, principals should arrange reasonable class size to be effective teaching and learning processes. Principals should encourage community members to involve in school affairs. Teachers should be provided continuous workshops or trainings for their professional development. Principals should create follow-up activities for teachers to share their knowledge and skills. Principals should allocate subjects and classes to teachers based on their academic qualifications and expert to be more effective in teaching and learning processes.

Need for Further Research

This research will provide the foundation for future research concerning self-efficacy of teachers and working conditions. The research on the relationship between self-efficacy of teachers and working conditions should be conducted in other Basic Education Schools, Townships, States, and Regions in Myanmar. Moreover, future research should be investigated the difference between rural and urban areas. Furthermore, the effect of working conditions on self-efficacy of teachers should be investigated.

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