

**Self-efficacy, Teaching Behavior, and Teaching Performance of Faculty: Basis
for the Creation of a Video for Professional Enhancement**

A Dissertation

Presented to the

Faculty of the School of Graduate Studies

Central Philippine University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

(With specialization in Curriculum and Instruction)

by

YUEXING PENG

May 2022

Abstract

This study aimed to determine the self-efficacy, teaching behavior, and teaching performance of elementary school teachers in Xinzheng City in Henan Province, China for Academic Year 2021-2022. A descriptive-correlational study utilizing one-shot survey research design was used to gather data from 287 randomly selected elementary school teachers. The study revealed that the overall level of teachers' self-efficacy was moderate, their teaching behavior was fair, and their overall level of teaching performance was high. There was a strong relationship between the teachers' occupied position and their self-efficacy. Furthermore, sex and occupied position were found to have moderate relationship with the teachers' teaching behavior. However, no significant relationship existed between the teachers' characteristics in terms of sex, educational attainment, length of teaching experience, and their teacher self-efficacy; between the teachers' educational attainment, length of teaching experience and their teaching behavior; and between the teachers' sex, educational attainment, length of teaching experience, occupied position, and their teaching performance. The teachers' self-efficacy was found to be significantly related with their teaching behavior and there was a strong positive association between teacher self-efficacy, teaching behavior, and teaching performance.