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ABSTRACT

Understanding controversial issues is a crucial aspect of democratic citizenship. By appreciating controversial issues, students learn how to partake in significant socio-political issues and be exposed to diverse perspectives as an essential aspect of democratic living. It is assumed that the teacher's efficacy in teaching controversial issues as part of Social Studies Education is crucial to the impact on student learning. This explanatory sequential mixed-methods study aimed to determine the level of teachers' efficacy in teaching controversial issues. It also sought to determine the correlation between their work-related characteristics and their level of teachers' efficacy. Furthermore, this study intended to ascertain how the level of teachers' self-efficacy correlates with their teaching outcomes, i.e., teaching behavior, motivation, engagement, effectiveness, and overall satisfaction in teaching the subject. Quantitative data were collected through a survey using a self-administered structure questionnaire, while qualitative data were collected through interviews using an interview guide. Random sampling was used to identify 86 survey respondents. Cluster-purposive sampling was used to select six informants, i.e., two key teachers or master teachers per zone, which were identified as part of the qualitative study. Quantitative data were analyzed using descriptive and inferential statistics, whereas qualitative data was processed using thematic analysis. The significant findings that were generated from the quantitative aspects of the study were validated, and the qualitative findings helped explain the quantitative results to provide depth to the findings of the study.

Keywords: Teacher Efficacy, Controversial Issues, Social Studies, Mixed Methods