Self-Efficacy as Correlates to Purpose in Life of Secondary Public School Teachers: Basis for a Life Skills Program

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Abstract

Self-efficacy or the belief in one's ability to succeed plays a major role in determining goal achievement. On a bigger scale, it ultimately affects our purpose in life in that if our level of self-efficacy is low, we may not have the energy and the drive to strive and achieve making us fail in keeping our perspective and purpose.

This study aimed to determine the relationship between self-efficacy and purpose in life of public secondary school teachers during the school year 2017 – 2018. Utilizing the descriptive-correlative method, the researcher sought the participation of ninety – five (95) teachers both from the junior and senior high school departments of the respondent school. Two standardized tests were used to gather data: the Generalized Self-Efficacy Scale and the Purpose in Life Test.

The findings revealed that the respondents have a moderately high level of self - efficacy and a slightly high level of purpose in life. Statistical correlation analysis showed that the two concepts under study have a strong direct positive relationship, that is, the higher the self-efficacy, the higher the purpose in life and vice versa. The researcher recommends that those participants who scored "low" and "moderately low" on self-efficacy and those who scored "extremely low" to "slightly low" in purpose in life be encouraged to undergo the Life Skills Program herein proposed. Further, it is recommended that future researchers explore this line of study so as to contribute to the database of knowledge since studies about this subject are extremely rare.

Keywords: Life Skills, Meaning in Life, Purpose in Life, Self-efficacy, Life Skills Program

INTRODUCTION

Self-efficacy has often been ascribed to teachers who are regarded as the models, mentors, educators, counselors, and guides of the future generation. Teachers are often considered the epitome of self-efficacious individuals (Allen, 2016) and society expects them to possess the ability to manage any situation

encountered in their professional and personal lives, especially in this age of rapid technological advancements and changing roles of teachers (Szucs, 2009; Collie & Martin, 2016). In the past, teachers are the main factor in a student's school life. They often assume the role of second parents and are the major source of knowledge and leadership in learning. Nowadays, they are more of facilitators and supporters rather than educators (Pa-alisbo, 2017; Livingston, 2017). The methodological and pedagogical aspects also underwent subtle changes. In the present time, teachers can no longer rely on the chalkboard method. They have the knowledge and technical skill to utilize technologies such as computer, projector, multimedia software and applications, and the likes (Kent & Giles, 2017). Additionally, teachers are expected to work and socialize in diverse cultural, linguistic, and social contexts (Baleghizadeh & Gordani, 2012).

Developments in the field of education, especially the integration of technology with the teaching - learning process has amplified expectations and rendered the role of teachers even more complex (Bakar, Maat & Rosli, 2018; Kent & Giles, 2017). Living up to these inordinate expectations has become more challenging for teachers since they are also prone to commit mistakes and lapses in judgment just like any human being (Özer, Gelen, Alkan, Cinar & Duran, 2016). If the teachers deem that the demand is too great for them to contend with and they are not able to meet these expectations, they may experience cognitive dissonance or the feeling of psychological stress (Festinger, 1957 cited by Fischer, et. al., 2008) or in the worst-case scenario, take their own life (David, Albert & Vizmanos, 2019).

The researcher, being a teacher herself, felt qualified to tackle the subject under study since she also experiences fluctuations in self-efficacy, which consequently leads to questions about her purpose and/or meaning in life. Often vacillating between feeling a sense of fulfillment and of meaninglessness, the researcher is impelled to remain on track by her self-efficacy beliefs. Conversely, her self-efficacy is boosted by her purpose in life at other times. Thus, based on her ruminations about her experiences, the researcher believes that self-efficacy and purpose in life are inextricably linked and that they have a reciprocal impact on each other. Based on this assumption, the researcher chose to explore this subject primarily to resolve whether her perception has any significant validity and also to determine whether her brethren in the profession similarly experience feelings of inefficacy and loss of meaning in life at inopportune times. The researcher deemed it necessary to undertake the current study to ascertain the relationship between self-efficacy and purpose in life of teachers, the results of which shall serve as a basis for the proposal of a Life Skills Program aimed to address the

respondents' psychological well-being   to avert a potentially unrecognized crisis within the teaching force.

Theoretical Framework

This study is anchored on the following traditional theories: the Self-Efficacy Theory developed by Albert Bandura (1977, 1982) and the Purpose in Life Theory posited by Viktor Frankl in 1953 (Frankl, 1992; Molasso, 2006), supported by Martin Seligman's (2011) work on well-being and happiness.

Self-efficacy was viewed as a belief system that guides human activity (Bandura, 1982 cited by Domenech-Betoret, et.al., 2017). These beliefs emanate from four psychosocial factors which are performance accomplishments or "enactive aspect", vicarious experiences or "vicarious aspect", verbal persuasion or "exhortative aspect" and physiological states or "emotive aspect" (Bandura, 1977 cited by Redmond & Slaugenhoup, 2016). Information or learning derived from these four factors may enhance or decrease self-efficacy beliefs depending on individual perception. When an individual's self-efficacy beliefs get strengthened by anyone, a combination or all the four aspects, his or her sense of fulfillment also increases, thereby providing meaning or purpose in life.

The link between self-efficacy and purpose in life was further strengthened in Bandura's 1994 publication "Self-Efficacy" (Meral, Colak, & Zereyak, 2012) where he expounded on the processes that are activated by self-efficacy, i.e., cognitive, motivational, affective and selection. It is under the motivational processes that the self- efficacy – purpose in life connection can be seen since people set goals with the belief that they can act on and fulfill those goals, which ultimately leads to the realization of a sense of satisfaction and meaning.

Purpose in life is a concept borne of Frankl's distinctive life experiences which was concretized with the publication of "*Man's Search for Meaning*" in 1959. It is seen as an integral element that propels the accretion of meaning in life. According to Frankl's viewpoint, human existence is characterized by an ingrained need for meaning which drives every human endeavor. Ideas central to the purpose in life concept are the values of spirituality; freedom and responsibility which can be realized by valuing someone or something, engaging in meaningful work, and overcoming suffering.

Meaning derived from love, which pertains to the concept of spirituality, may emanate from valuing someone or something since the only way a person can truly understand another is through love. Meaning from work may originate

from creating or doing which involves an awareness of one's personal mission. It also entails that working for one's mission brings about a meaningful contribution to society. Thus, everyone has a responsibility to aim for and work on a meaningful occupation. Meaning from suffering may arise out of a person's perception and attitude toward unavoidable suffering. This idea stems out from man's inherent freedom to choose how to respond to any stimuli. Any situation takes on a distinctive significance, which may be a boon or a bane, depending on the person's discernment and reaction (Wong, 2011, 2012, 2014).

Martin Seligman's Well-Being Theory (2011) expounds on increasing the growth of an individual, both personally and in the larger context of society. His theory of well – being, known by its acronym PERMA, is comprised of five measurable elements: positive emotion, engagement, relationships, meaning and purpose, and accomplishment. Through these five elements, the connection between the concepts of self – efficacy and meaning in life are explained (Seligman, 2018).

The first element, Positive emotion, is crucial in enhancing an individual's subjective life experiences and in building one's resources for the future. Positive emotion widens one's point of view which allows for enrichment of creativity, better approach to solving problems and more opportunity for better interpersonal connections.

The second element, Engagement, involves being completely focused on the task at hand which allows an individual to significantly grow and accomplish things. Engagement, otherwise called as "flow" means that a person should be "one" with what he is doing to achieve a meaningful experience.

The third element, Relationships, which is parallel to the "love" aspect of Frankl's theory, is about giving importance to the welfare of others. People that have positive relationships exhibits better psychological and physical health.

Meaning, the fourth element, refers to the sensation of belonging and serving something that is larger than the self. Of the five PERMA elements, meaning is the most crucial, since without it, the other four elements will be rendered virtually useless.

Finally, accomplishment, the fifth element, deals with achievement and success in performance which is the essence of self-efficacy.

The Self-Efficacy theory helped the present study by shedding light on the ways that teachers are able to build up and maintain their self-efficacy.

Meanwhile, the purpose in life theory emphasized that teachers, like any other individual, seek meaning in every action and in every experience. The intrinsic tendency of humans to search for meaning as incorporated in the Well-being theory lends support to the present study by reiterating that meaning or purpose in life is a crucial element of well-being.

For teachers, the five elements of well – being are essentially part of their daily life. Specifically, they must always maintain positive emotion since they exert considerable influence on their students. Second, they have to be engaged in the performance of their duties in order to deliver top-notch instruction. Third, their job entails relating to different types of people with different personalities, so they must be magnanimous at all times. Fourth, they must find meaning in what they are doing for them to stay motivated. Lastly, they must be committed in accomplishing their tasks and navigating the intricacies of their roles to achieve authentic happiness and fulfillment. The inveterate search for meaning is mediated by self-efficacy (Baczwaski, 2015) in that self-efficacy beliefs determine how teachers perceive and respond to past, present, and future events or situations.

METHODOLOGY

The researcher used the descriptive correlational research design to present details about the subject under study, that is, self-efficacy and purpose in life of public high school teachers. Analysis and interpretation of data are done by presenting quantitative descriptions and significance of what is described. Together with the descriptive analysis, the correlation method was also employed to reveal the extent and significance of the relationship between variables.

Population, Sample Size, and Sampling Techniques

This study employed the simple random sampling technique in determining and selecting the respondents for this study. From a population of one hundred and twenty five (125), ninety-five (95) respondents were selected based on a five percent (5%) margin of error and ninety-five (95%) confidence level. The sample size was computed using Slovin's formula (Slovin, 1960 cited by Tejada & Punzalan, 2012) as follows:

$$n = \frac{N}{1 + Ne^2}$$

where:

n - sample size

N – population size

e – margin of error

$$n = \frac{125}{1 + 125\,(.05)^2}$$

$$n = 95$$

The researcher assigned a number for each respondent then the slips of numbered paper were put into a fishbowl to ensure random selection. To comply with the required sample, ninety-five (95) slips of numbered paper were drawn from the bowl.

Description of Respondents

The respondents are teachers both from the junior and senior high school departments of the identified respondent – school. Demographically, they were classified according to age, gender, civil status, and length of service. The demographic variables with the highest frequencies are: the 30 – 39 years age bracket with thirty-nine (39) respondents, the female category with seventy-six (76) respondents, the married category with sixty-one (61) respondents and those who had been serving for one-five (1 - 5) years with forty-four (44) respondents. On the other hand, the demographic variables with the lowest frequencies are: the 50 – 59 age bracket with nine (9) respondents; the male category with nineteen (19) respondents; the widower category with no respondents and the twenty-six to thirty (26 – 30) years of service bracket with two (2) respondents.

Research Instruments

The instruments used in gathering data were:

1. **Preliminary survey form**. This form is a simple table consisted of four columns "Name of Department/Subject Area", "Number of Male Teachers", "Number of Female Teachers" and "Total Number of Teachers". It was intended to determine the population of the respondent school which is essential in the description of the respondents. This instrument was conceptualized by the researcher specifically to gather preliminary

information used in describing the population of the study, hence it was not patterned after any existing forms or instruments.

2. **Information Sheet.** This form contained identifying information about each respondent, such as name (optional), age, civil status, position, subject area handled and length of service. The information elicited hereby was used to describe the demographic variables of the respondents. This form was designed by the researcher for this particular purpose hence no reference was cited herein.

3. **Standardized tests.** The standardized tests to be used in this study are the General Self-Efficacy Scale and the Purpose in Life Test.

   3.1 **The General Self-Efficacy Scale (GSES)** is originally developed in 1981 by Ralf Schwarzer and Matthias Jerusalem specifically to measure self-efficacy as a global disposition. Since then, it had been translated into thirty-three (33) different languages (WBMS Schulen, 2014) and used in numerous studies with hundreds of thousands of samples and has proved to be highly reliable and valid to measure generalized self-efficacy.

   The English version of this test still contains 10 items (Schwarzer, 2014), with scales validated and typically yielded a high internal consistency (Cronbach's alpha between .76 and .90 with the majority in the high .80s) and a high degree of validity in terms of convergent and discriminant validation (Juarez & Contreras, 2008).

   This test can be self – administered, individually or in groups. To facilitate the collection of data, the group administration method was utilized in this study. To accomplish this test, respondents were asked to rate the statements on a 4 – point Likert scale, as follows:

1	–	Not at all true
2	–	Hardly true
3	–	Moderately true
4	–	Exactly true

   According to instrument's website (userpage.fu-berlin.de/health/faq_ gse.pdf, WBMS Schulen, 2014), there is no cut-off score, but one could establish groups or a median split, which is to dichotomize the sample, i.e., at the cut-off point of 30. The lowest possible score is 10 points while the highest possible score is 40 points. The score on this

scale reflects the strength of an individual's generalized self-efficacy belief. Thus, the higher the score, the greater is the individual's generalized sense of self-efficacy (Schwarzer and Jerusalem, 1993).

3.2 **The Purpose in Life Test (PIL).** This test was developed by J. Craumbaugh and L. Maholick (Craumbaugh & Maholick, 1964) to operationalize the existential conditions posited by Frankl (1959) and was originally intended as a tool for use in Logotherapy. The items were written mainly to gauge the existential concept of purpose in life in relation to existential frustrations (Law, 2012), hence its factorial structure was not determined.

Shek (1988) performed a factorial analysis of the items and was able to identify five factors, namely quality of life, meaning of existence, choice, retirement and death. Based on the results of his study, he averred that the PIL has a high internal consistency as a scale. Other studies reported an internal consistency and split-half reliability coefficients range of 0.70 to 0.90 (e.g. Craumbaugh & Henrion, 1988; Hutzell, 1988; McGregor & Little, 1998; Melton & Schulenberg, 2007, 2008; Reker, 2000; Schulenberg, 2004; Schulenberg & Melton, 2010 as cited in Schulenberg, 2011}.

The general item contents of the Purpose In Life Test which was identified by Schulenberg in his 2011 study were : (1) enthusiasm (vs. boredom); (2) excitement in living; (3) presence of clear life goals; (4) life being meaningful; (5) newness of each day; (6) wishing more lives; (7) activity after retirement; (8) life goals completion; (9) good things in life; (10) life lived having been worthwhile; (11) having a reason for being alive; (12) world being meaningful; (13) individual responsibility; (14) freedom in making decisions; (15) being prepared for death; (16) suicidal thoughts; (17) capacity to discover meaning; (18) life internally/externally determined; (19) contentment in daily tasks and (20) presence of goals/life purpose.

Originally, the Purpose in Life Test consists of three parts, namely, A, B and C. In this study, only Form A was utilized because it is the only quantifiable portion of the test. Crumbaugh (1969) asserted that for most research purposes, this part of the test has enough reliability to measure existential vacuum or meaninglessness (Julom & De Guzman, 2013).

Form A is composed of twenty statements designed to measure the degree to which the respondents perceive their sense of meaning and purpose in life. Each statement was assigned a specific response scale and the respondents had to rate their preferences from 1 – 7. The scale represents a continuum of one extreme feeling from one end to its corresponding opposite feeling on the other end. The end points of the scale (1 and 7) were descriptive anchors, and the middle position (4) was considered neutral.

The lowest and highest possible score is twenty (20) and one hundred forty (140), respectively. The scoring guide indicated that a score below fifty (50) is symptomatic of existential vacuum or meaninglessness while those with higher scores foretell a greater sense of purpose in life.

Data Gathering Procedure

The researcher prepared and submitted a letter to the administrator of the school to ask permission to conduct the study on June 8, 2017. Then she secured the permission of the Department of Education - Division of City Schools in San Jose del Monte City on July 18, 2017. On the same day, the researcher forwarded a second letter to the respondent-school for the accomplishment of the Preliminary Survey Form and a letter of request to the respondents. To facilitate the completion of the form, the researcher was provided a master list of all the employees of the school which was used in the sampling procedure. The Division office issued its consent on July 18, 2017, and the researcher appended said consent when she distributed the questionnaire on March 16, 2018.

The survey instrument used to gather data consisted of three parts: Part I is preceded by a short acknowledgement and an expression of gratitude from the researcher to the respondents for their acquiescence in participating in the survey, followed by items asking for the respondents' demographic information, i.e., name, age, civil status, position, subject are handled and length of service. The second and third parts were the standardized tests, the General Self-Efficacy Scale and the Purpose in Life Test. The survey questionnaires were personally delivered and entrusted by the researcher to the officer-in-charge. The officer-in-charge then distributed the questionnaires to the head teachers according to the number of teachers in each department.

One hundred eighteen (118) questionnaires were distributed to accommodate the identified margin of error. Of those distributed, five (5)

questionnaires were returned unaccomplished and seven (7) were rejected due to incomplete data. From the remaining valid questionnaires, ninety five (95) were drawn to constitute the sample of the study.

The data in the collected questionnaires were then carefully compiled, tabulated and subjected to statistical analysis. To ensure the accuracy and authenticity of the treatment of data, the researcher sought the professional advice of a statistician from the Institute for Data and Statistical Analysis (IDSA) of this university.

RESULTS

The results of the study were herein presented in tabular form. Table 1 presents the level of self-efficacy of the respondents while Table 2 shows the level of purpose in life of the respondents. Table 3 depicts the relationship between these two variables.

Table 1

Level of Self-Efficacy of the Respondents

Domain	Weighted Mean	Verbal Interpretation
Coping Ability	3.27	Moderately High
Adaptation Ability	3.04	Moderately High
Overall Weighted Mean	3.15	Moderately High

Legend: Low - .1 − 1.49; Moderately Low − 1.50 − 2.49; Moderately High − 2.50 − 3.49; High 3.50 − 4.00

Table 1 depicts that the levels of coping ability and adaptation ability of the respondents were found to be both moderately high.

Table 2

Level of Purpose in Life of the Respondents

Domain	Mean	Verbal Interpretation
Quality of Life	5.35	Slightly High
Meaning of Existence	5.21	Slightly High
Choice	5.44	Slightly High
Retirement	5.73	Moderately High
Death	5.27	Slightly High
Overall Mean	5.40	Slightly High

Legend: Extremely Low - .1 – 1.49; Moderately Low – 1.5 – 2.49; Slightly Low – 2.50 – 3.49; – Neutral - 3.50 – 4.49; Slightly High– 4.50 – 5.49; Moderately High- 5.50 – 6.49; Extremely High - 6.50 – 7.00

Table 2 illustrates the level of purpose in life of the respondents according to the five domains which are quality of life – slightly high, meaning of existence – slightly high, choice – slightly high, retirement – moderately high and death – slightly high.

Table 3

Pearson Correlation: Relationship between the General Self-Efficacy and Purpose in Life of the Respondents

General Self-Efficacy	Purpose in Life			
	Pearson Coefficient	p-value	Decision	Remarks
	.580**	0.000	Reject H₀	Significant

Note: If p-value is less than the level of significance which is 0.05 reject the null hypothesis otherwise accept. Correlation coefficient values: ±0.76 - ±0.99 Very strong; ±0.51 - ±0.75; Strong; ±0.26 - ±0.50 Moderate; ±0.11 - ±0.25 Weak; ±0.01 - ±0.10 Very weak

Table 3 depicts the relationship between self-efficacy and purpose in life. With an r = .580, the correlation result shows a strong positive direct relationship between the two variables herein correlated, thus the null hypothesis was rejected.

DISCUSSION

Consistent with the results of the study of Dewitz (2004) and Baczwaski (2015) that showed a positive correlation between self-efficacy and purpose or meaning in life, the results of this study similarly showed positive relationship between the two variables under study.

A moderately high level of coping ability implies that the respondents believe they can temperately cope with a variety of difficult demands and particularly challenging situations (Pagayanan, 2016). The results depicting "moderately high" adaptation ability level exhibits the respondents' capability to handle situations that require special adaptation efforts (James & Friedman, 2009).

The overall level of self-efficacy came out as "moderately high" which signifies that the respondents may not be feeling as confident of their ability to handle situations as was expected. The finding is supported by Menda's 2014 study where the participants left the system after some years due to their inability to handle the physical, social, psychological and spiritual challenges and anxieties that they face while in the service. In the same manner, the respondents of this study may also be feeling the pressures of their job, which resulted to rating their self-efficacy as just moderately high.

Of the five domains of purpose in life, the mean of four aspects namely quality of life, meaning of existence, choice and death manifested slightly high levels while only the retirement domain showed a moderately high level.

The "slightly high" level of the quality of life domain indicates that the respondents believe they are currently enjoying a slightly good quality of life. The "slightly high" level of the meaning of existence domain shows that the respondents believe their personal existence is slightly purposeful. In the aspect of choice, the respondents deduced that they are only slightly free to make their decisions and choices. This may indicate that their multiple responsibilities serve as mitigating factors in their perception. Majority of the respondents find their lives as slightly worthwhile and serving a purpose, hence they have not thought of taking their lives. It indicates that the respondents have a slightly high belief that their life is meaningful hence they are prepared for eventual demise, but have not considered the option of self-emancipation. Retirement was rated as moderately high which indicates that majority of the respondents was looking forward to retirement, regardless of the age bracket they are in at the moment. It indicates that most of the respondents are eager to do things they are not capable of doing during their work tenure.

CONCLUSIONS

Based on the results of the study, it is concluded that the "moderately high" level of self-efficacy of the respondents indicates they are moderately capable of coping and adjusting to challenges, hassles, tasks and duties that they encounter regularly. It also suggests that they are moderately capable of adapting to events that need special adaptation efforts such as death, sickness, breakdown of relationships and the likes.

On the other hand, the "slightly high" level of purpose in life indicates that the majority of the respondents perceive their lives as slightly meaningful. This signifies that the respondents experience a slightly high existential fulfillment. This may be due to their perception that they enjoy a slightly good quality of life and a slightly meaningful existence. The "slightly high" level also indicates that the respondents believe they are only slightly free to decide as they would like to since they may be feeling hampered by their duties and obligations. The perceived ability to decide is a factor in their perception of a "moderately high" level of purpose upon retirement in the sense that they are looking forward to do things that they are not able to do while in service.

The significant positive correlation between self-efficacy and purpose in life reveals that self-efficacy beliefs exert a substantial effect on purpose in life. This means that when self-efficacy is high, the purpose in life also tends to be high. Conversely, when self-efficacy is low, the purpose in life also diminishes.

RECOMMENDATIONS

In-service trainings, seminars and/or workshops on coping and adaptation techniques are recommended for those who scored "low" and "moderately low" on self-efficacy. Aside from imparting information, these learning sessions should also provide experiences where the participants may be able to accommodate new schemas through vicarious learning.

Likewise, trainings, seminars and/or workshops which can expedite the process of rediscovering, redefining and re-establishing the purpose in life of those who scored "Extremely Low" to "Slightly Low" on purpose in life is suggested. This should be supplemented by periodic self-analysis to keep the participants on track in order for them to realize their true purpose more rapidly.

For a more comprehensive approach, the life skills program designed by the researcher is herein proposed. Entitled "The Self-Efficacious Way to a

Purposeful Life" (SWAP), this program aims to enhance both the self-efficacy and purpose in life levels of participants at the same time. This program consists of conceptual knowledge and practical techniques specifically aimed to improve self – awareness and self – management. These two skills are considered to be the building blocks of self-efficacy and purpose.

To improve the number of studies about this topic, future researchers are encouraged to undertake more research in this area. To extract a more comprehensive result, it is recommended that future research base be expanded to include respondents from other sectors as well. Studies with diverse population will provide a wider base of data and since self-efficacy and purpose in life are existential issues, everyone can benefit if respondents from all walks of life will be tapped. Further results can be used to generate more programs to address these aspects of existence.

APPENDICES

PART I – GENERAL SELF-EFFICACY SCALE (Schwarzer & Jerusalem, 1995)

Below are ten statements about yourself which may or may not be true. Please rate the statements as it applies to you.

	Not at all True	Hardly True	Moderately True	Exactly True
1. I can always manage to solve difficult problems if I try hard enough.				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal effectively with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

PART II – PURPOSE IN LIFE TEST (Crumbaugh & Maholick, 1964)

Directions: For each of the following statements, circle the number that would be most nearly true for you. The numbers extend from one extreme feeling to the opposite on the other side.

1. **I am usually:**

   1   2   3   4   5   6   7
   (completely bored)   (exuberant, enthusiastic)

2. **Life to me seems:**

   7   6   5   4   3   2   1
   (always exciting)   (completely routine)

3. **In life, I have:**

   1   2   3   4   5   6   7
   (no goals or desires)   (very clear goals & desires)

4. **My personal existence is:**

   1   2   3   4   5   6   7
   (meaningless, without purpose)   (purposeful, meaningful)

5. **Every day is:**

   7   6   5   4   3   2   1
   (constantly new & different)   (exactly the same)

6. **If I could choose, I would:**

   1   2   3   4   5   6   7
   (prefer never to have been born)   (like nine more lives just like this one)

7. **After retiring, I would:**

   7   6   5   4   3   2   1
   (do exciting things I've always wanted to do)   (loaf around completely)

8. **In achieving life goals I have:**

1	2	3	4	5	6	7
(made no progress)				(progressed to complete fulfillment)		

9. **My life is:**

1	2	3	4	5	6	7
(empty, filled with despair)				(running over with exciting good things)		

10. **If I should die today, I would feel that my life has been:**

7	6	5	4	3	2	1
(very worthwhile)				(completely worthless)		

11. **In thinking of my life, I:**

1	2	3	4	5	6	7
(often wonder why I exist)				(always see a reason for my being here)		

12. **As I view the world in relation to my life, the world:**

1	2	3	4	5	6	7
(completely confuses me)				(fits meaningfully with my life)		

13. **I am a:**

1	2	3	4	5	6	7
(very irresponsible person)				(very responsible person)		

14. **Concerning one's freedom to make their own choices, I believe a person is:**

7	6	5	4	3	2	1
(absolutely free to make all life's choices)				(completely bound by limitations)		

15. **With regard to death, I am:**

7	6	5	4	3	2	1
(prepared & unafraid)				(unprepared & scared)		

16. **With regard to suicide, I have:**

1	2	3	4	5	6	7
(thought of it seriously as a way out)				(never given it a second thought)		

17. **I regard my ability to find a meaning, purpose or mission in life as:**

7	6	5	4	3	2	1
(very great)						(practically none)

18. **My life is:**

7	6	5	4	3	2	1
(in my control)					(out of my control)	

19. **Facing my daily tasks is:**

7	6	5	4	3	2	1
(a source of pleasure/satisfaction)				(a painful & boring experience)		

20. **I have discovered:**

1	2	3	4	5	6	7
(no purpose or mission in life)				(clear- cut goals and a purpose in life)		

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AUTHOR'S NOTES

ABOUT THE AUTHOR

Flordeliza R. Zurbano is a registered psychologist and a licensed professional teacher. She considers herself to be an aspiring polymath and that propels her to engage in several undertakings simultaneously. She is concurrently working as an instructor in psychology at the Polytechnic University of the Philippines and the Lyceum University of the Philippines. She is an associate psychologist at Childfam Possibilities Psychosocial Services and also a volunteer psychologist at St. Arnold Center for Integral Development. Being passionate in helping people, she provides free mental health and financial literacy consultations as an affiliated financial advisor of Sun Life of Canada Philippines, Inc.

PROPOSED LIFE SKILLS PROGRAM

"The Self-Efficacious Way to a Purposeful Life" is designed to address the existential issues of teachers as revealed by the results of the study. In this program, the teachers are expected to enhance their self-efficacy skills to help them cope and adapt to both known and unknown circumstances in order to strengthen their purpose in life.

Rationale

Situations that threaten to overwhelm a person's capacity to cope and adapt cause stress in all its forms, i.e. physically, emotionally, mentally. Teaching has long been considered to be a very stressful occupation hence, it is vital that a teacher be equipped with effective coping and adaptation skills in order to maintain his or her physical and psychological equilibrium.

Target Participants

The participants for this program shall be the respondents of this study who scored "low" and "moderately low" on self – efficacy and those who scored " extremely low" to "low" on purpose in life. While all the taget participants are adults and are professional teachers, they exhibited low perceptions of their self – efficacy and purpose in life, hence, it is recommended that they participate in this course.

Program Duration

This program shall be consisted of five sessions, with each session lasting for two hours. The sessions are designed to be implemented in the sequence detailed in the program. Key concepts and skills are introduced during the first hour and the application of learning gained shall be done in the second hour.

Training Environment

The sessions can be carried out in both formal and informal settings, i.e. a classroom, a conference room, an auditorium, etc. Access to a projector, a whiteboard, chairs and tables is necessary.

Overview of the Program

SESSION NUMBER	TOPIC	LEARNING OBJECTIVES	DURATION
1	Self - Identity	To help participants reinforce their understanding of their true identity. To make the participants realize that no matter the circumstances they have gone through or are going through, they can rediscover themselves and make adjustments.	2 hours
2	Self - Development	To help participants reflect on and recognize their real dreams and desires To equip them with the skill of identifying strengths, weaknesses, opportunities and threats	2 hours
3	Self - Management	To help participants manage emotions and stress precipitants To increase participants' levels of self - efficacy	2 hours
4	Finding Purpose	To impart information on the components of purpose in life To tap into the participants' capacity for finding and constructing meaning to make sense of their life's circumstances	2 hours
5	Integration	To integrate what the participants' learned from the four preceding sessions in order to create a coherent framework for effecting changes	

[S.W.A.P]
The Self-Efficacious Way to a Purposeful Life

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
Moderately high levels of self-efficacy	To help participants reinforce their understanding of their true identity	**Self-Awareness:** **Session 1: Self-Identity** **Time Required:** 2 hours **Materials:** • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers **Activity 1: The Flow of Life** **Duration:** 10 minutes **Drawing:** 5 minutes 1. Distribute blank bond papers. 2. Ask the participants to draw a diagram of their life flow, focusing on the highs and lows. 3. Process the activity. **Processing:** (5 minutes) 1. How difficult did they find the exercise? 2. How many events in their life were they able to include in the diagram? 3. Which occurred more, the positive experiences or the negative ones? 4. How do the experiences relate to their self-identity? **Discussion of the Topic:** Self-Identity	1. Participants will rediscover their sense of identity and values 2. Participants will learn skills on how to initiate changes on their self-identity which will enhance the way they look at things and situations. **Method of Assessment:** Sharing

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
Moderately high levels of self-efficacy	To make them participants realize that no matter the circumstances they have gone through or are going through, they can rediscover themselves and make adjustments.	**Activity 2: Read "Stories that Inspire"** **Reading:** 5 minutes (see Story Sheet 1) **Processing:** 5 minutes Process the story using the following guide questions: 1. What do you think of this story? 2. What is the self-identity of the man in the story? 3. How would you like to be remembered? 4. Will you be well-spoken of? 5. Will you be remembered with love and respect? **Activity 3: Unusual Introduction** (20 minutes) **Activity 4: Draw A Person** **Instruction:** Ask the participants to draw a person. **Drawing:** 10 minutes **Powerpoint Presentation about Self-identity** (20 minutes)	**Duration:** 7-10 minutes for each participant **Sharing shall include:** **Activity 1** ➢ How many events were the participants able to come up with? ➢ Which events happened more often, the positive experiences or the negative ones? ➢ How do they feel about their life up to this point? **Activity 2** ➢ Talk about how they would like their life to be in the future **Activity 3** ➢ Talk about their identities (past, present & future)

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To help participants reflect on and recognize their dreams and desires	**Session 2: Self-development** **Duration:** 2 hours **Materials:** • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers **Activity 1: Aim High, Reach Higher** **Duration:** 10 minutes **Reflection:** 5 minutes 1. Ask the participants to reflect on their dreams and desires **Drawing:** 5 minutes 1. Distribute heart- shaped papers. 2. Ask the participants to list down on the paper all their dreams and desires. **Processing:** 10 minutes 1. How difficult did they find the exercise? 2. What is your most pressing desire now? 3. Is it easy to realize that dream? 4. What do you have now that will help you realize that dream. **Powerpoint Presentation about Self-development** (20 minutes)	Participants will gain ideas and skills on self-development and self-regulation

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To equip them with the skill of identifying strengths, weaknesses, opportunities and threats	**Activity 2: SWOT Analysis** **Instructions:** 1. Hand out blank sheets of paper to participants. 2. Ask them to draw the diagram for SWOT analysis. 3. Ask them to fill out the diagram according to the aspects of strengths, weaknesses, opportunities and threats. **Processing:** **Strengths:** 1. What do you do well? 2. What resources can you draw on? 3. What do others see as your strengths? **Weaknesses:** 1. What could you improve? 2. Where do you have fewer resources than others? 3. What are others likely to see as your weaknesses? **Opportunities:** 1. What opportunities are open to you? 2. What trends could you take advantage of? 3. How can you turn your strengths into opportunities? **Threats:** 1. What threats could harm you? 2. What is your competition doing? 3. What threats do your weaknesses expose you to?	Participants will understand the importance of finding out their strengths and weaknesses and how they can effectively build upon them to overcome their weaknesses. **Method of Assessment:** Sharing **Duration:** 7 – 10 minutes for each participant Sharing shall include output for Activity 1 and 2.

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
Slightly High levels of Purpose in Life	To help participants manage emotions and stress precipitants	**Session 3: Self-Management** **Duration:** 2 hours **Materials:** • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers **1. Managing Emotions** Activity 1: **"Feeling boxed – Boxed feelings"** **Duration:** 10 minutes **Materials:** word cards with emotions/feelings written, box and music **Instructions:** 1. The facilitator prepares card with names of feelings such as joyful, lonely, scared, excited, etc. and puts them in a box. 2. The participants sit in a circle and pass the "boxed feelings" to one another while the music plays. 3. When the music stops, the person who has the box picks up a paper. 4. Based on the feeling written on the paper, he/she has to think of a relevant situation and recount it to the group. **Processing:** 1. Was it difficult to express certain emotions? Why? 2. Do people express emotions in the same way? **Powerpoint Presentation About Managing Emotions** (10 minutes)	Participants will realize that emotions and their response to them precipitates stress which affects their perception of their purpose in life **Method of Assessment:** Sharing **Duration:** 3-5 minutes for each participant

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To help participants manage emotions and stress precipitants	**2. Managing Anger** **Activity:** Ballooning Feelings **Insructions:** 1. Hand out "Ballooning Feelings" activity sheet 2. Ask participants to fill out the activity sheet **Processing:** 1. Discuss the input the participants wrote in the activity sheet. 2. Ask the following questions: • How do you feel when you hear appreciative comments? • How do you respond when you hear depreciative comments? • Can negative feelings go away when you want them to? **Powerpoint Presentation about Managing Anger** (10 minutes) • Tips on Managing Anger based on Eastern Philosophy • The Anger – Stress Connection • Thoughts for Reflection: What Anger is and What Anger is Not • Dealing with an Angry Person using Transactional Analysis • Five Conflict-Handling Orientations	Participants will be able to manage their anger **Method of Assessment:** Sharing **Duration:** 3-5 minutes for each participant

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To help participants manage emotions and stress precipitants	**3. Managing Fear (Anxiety)** **Materials:** • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers **Activity:** Fear Me Not **Instructions:** 1. Give participants a blank sheet of paper. 2. Ask them to write the thing they fear most and why they fear it. 3. Ask them to create a fear hierarchy – they should come up with a minimum of 10 steps leading to that fear. **Processing:** Apply systematic desensitization using the following steps: 1. Ask the participant to relax. 2. When he/she is ready, ask the participant to imagine the first item in the fear hierarchy list for 1 to 5 seconds. When he/she accomplishes it, gradually increase the thinking time to about 1 minute. 3. Ask the client to relax again. 4. Repeat Step 4 on the next item. If the participant has difficulty with any item, let him/her break it down into smaller steps and approach it gradually. 5. Tell the client to reassure himself/herself that there is nothing to fear. **Powerpoint Presentation about Managing Fear** (10 mins)	Participants will be able recognize the sources of their fear and will be equipped to handle their fears through systematic desensitization. **Method of Assessment:** Sharing **Duration:** 3-5 minutes for each participant

Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To tap into participants' capacity for meaning construction to make sense of their life's circumstances	**Session 4: The Pause-Think-Choose Concept** **Duration:** 2 hours **Materials:** • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers Activity 1: **Love or Hate** **Materials:** Situational Questions **Instruction:** On a sheet of paper, ask the participants to write their answers to the questions prepared beforehand. **Processing:** 1. How did you decide on which answers to choose? 2. Explain your answers. **Powerpoint Presentation about the Pause-Think-Choose Concept** (10 minutes)	Participants will be able to make choices at every step of life and not get consumed by others' behavior towards them

| Based on Findings	Objectives	Specific Activities/Strategies	Learning Outcomes
	To integrate what knowledge and skills the participants learned in the program	**Session 5: Integration** **Duration:** 2 hours Materials: • Powerpoint Presentation • Activity Sheets • Flip charts • papers • pencils & erasers • art supplies (black colored papers, coloring pens/pencils, scissors, etc) **Activity:** Little Black Book **Instructions:** 1. Give participants pieces of blank paper. 2. Ask them to create a little book from the materials provided. 3. The book shall contain all that they have learned from the program, and how they plan to implement them in their lives. **Processing:** 1. Ask the participants to provide answers to the following questions: • What skills have you learned? • What change(s) have you made in yourself, if any? • Will you be able to apply the skills that you learned in your life after the training.	Participants will realize and strengthen their self – efficacy and purpose in life. Participants will be able to synthesize the learning gained from the program and apply those learnings in their lives. **Method of Assessment:** Sharing **Duration:** 3-5 minutes for each participant

Sources:

1. Peace Corps Life Skills & Leadership
2. Score Life Skills Manual
3. Comprehensive Stress Management

SELF-AWARENESS

Session 1: SELF-IDENTITY

Activity 1: The Flow of Life

Objective: To gauge how aware the participants are of themselves.
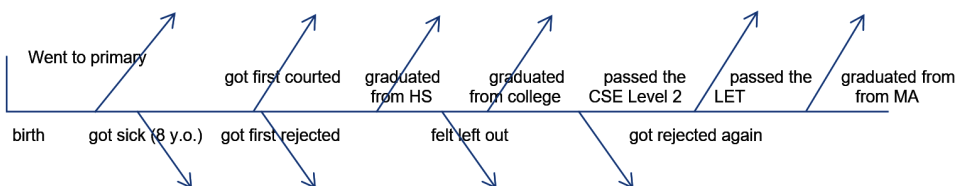
Processing:

1. How many events were the participants able to come up with?
2. How difficult did they find the exercise to be?
3. Which events happened more often, the positive experiences or the negative ones?
4. How do they feel about their life up to this point?

Self-awareness is the ability to notice one's feelings, physical sensations, reactions, habits, behaviors and thoughts.

Benefits of Self-awareness:

Self – awareness:

1. Allows us to learn about ourselves in a way no one can teach us
2. Equips us in coping and adapting to life challenges
3. Helps us understand why we do certain things at certain times
4. Unlearn or improve our existing habits and create new and better ones
5. Helps undo negative limiting internal beliefs.

Activity 2: Self-Identity

Objectives:

1. To help participants understand the factors that influence their identity
2. To help them realize if they are satisfied with their identity or not

STORY SHEET 1

"Noble Prize"

About a hundred years ago, a man looked in the morning newspaper and to his surprise and horror, read his name in the obituary column. His first response was shock. When he regained his composure, his second thought was to find out what people said about him.

The obituary read, "Dynamite King Dies." And also "He was the merchant of death." This man was the inventor of dynamite and when he read the words "merchant of death," he asked himself a question, "Is this how I am going to be remembered?"

"When he saw his own photograph and the tagline – the merchant of death, he looked into his own self and asked the following question, "Is this the way people will remember me after my death?"

He got in touch with his feelings and decided that this was not the way that he wanted to be remembered. From that day on, he started working towards peace. Today, we remember him with the noble prize."

Do you know who this person is?

Activity 3: Unusual Introduction

Imagine a world where people are not identified by their names, but instead by their characteristics, likes and dislikes, etc.

Instruction: Create an identity for yourself using the Identity Card template provided. You can include your special gifts/talents, expectations in life, goals, dreams, etc.

IDENTITY CARD

1: _____

2: _____

3: _____

4: _____

Activity 4: Draw a Person

Objective: To determine how the participants see themselves.

Instructions:

1. Draw a person as how you perceive a person to be.
2. On the back side of the paper, write information about the person you drew.

Powerpoint Presentation about Self-Identity

Session 2: SELF-DEVELOPMENT

Activity 1: Aim High, Reach Higher

Instructions:

1. Distribute heart- shaped papers.
2. Ask the participants to list down on the paper all their dreams and desires.

Cut out the following:
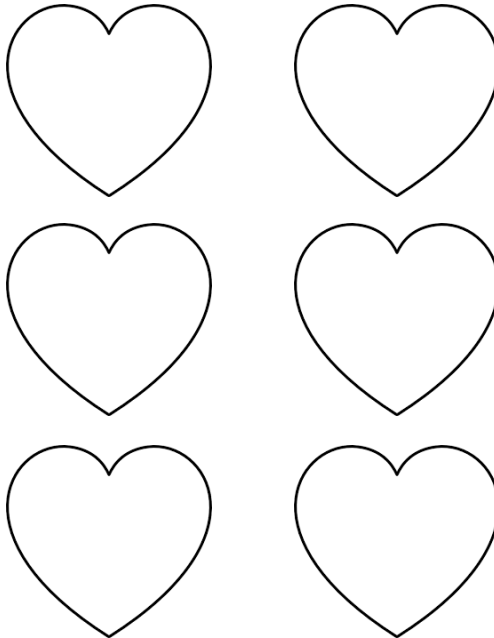
Powerpoint Presentation about Self-Development

Activity 2: SWOT Analysis
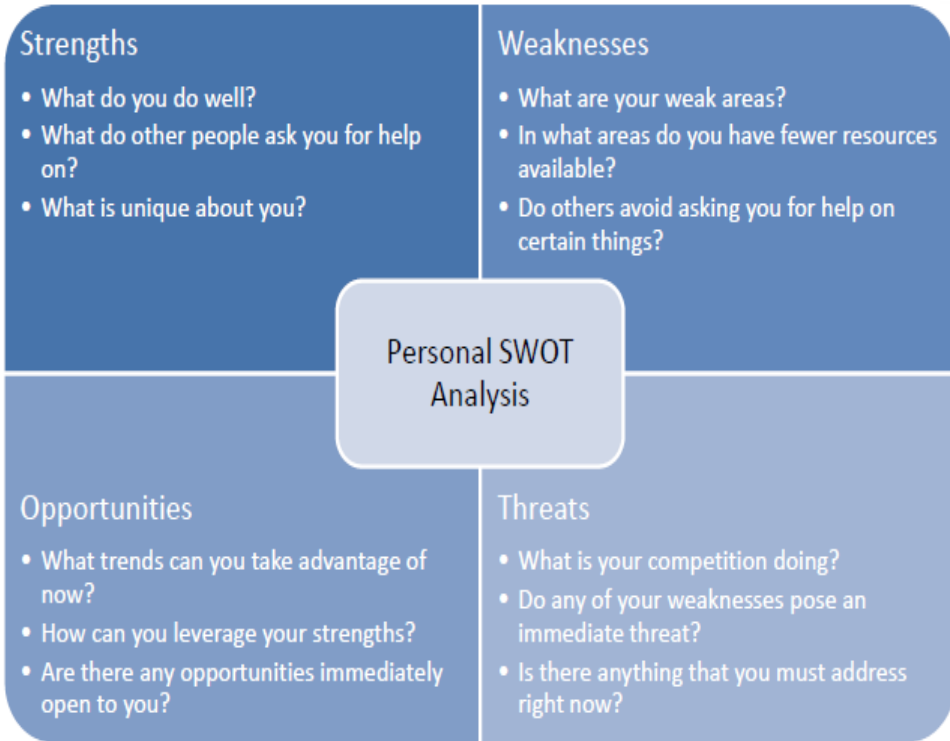
Session 3: SELF-MANAGEMENT

- **Powerpoint Presentation About Managing Emotions**
- **Powerpoint Presentation About Managing Anger**
- **Powerpoint Presentation About Managing Fear**

Activity: Fear Me Not (Apply the Systematic Desensitization as shown in the diagram below)

SYSTEMATIC DESENSITIZATION

I FEAR _____

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

Session 4: THE PAUSE-THINK-CHOOSE CONCEPT

THE PAUSE-THINK-CHOOSE CONCEPT

Pause – stop what you are doing and pause

Think – think about what you should and shouldn't do

Choose – choose the right thing to do.

THE PAUSE – THINK – CHOOSE MODEL

STIMULUS	→	FREEDOM TO CHOOSE	→	RESPONSE
Situation		Pause and Think		How to choose to respond

Each of us should try to pause before we act, so we can make a good choice. We should ask ourselves:

1. What choices do I have?
2. Will my action let myself and others think good things about me?
3. Will my action be positive for other people?
4. Will my action harm something that does not belong to me?
5. Am I willing to be responsible for this action?

APPLICATION:

Instruction: Think of a situation where you had to make a choice. Apply the model above to see if you would have responded differently.

Pause: In the box below, write one or more ways you can pause to take control and keep from reacting badly.

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Think: In the box below, write what you'll think about – your choices and the results (consequences) or impact on you and those around you.

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Choose: In the box below, write what is the one best choice you would make and why?

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Session 5: INTEGRATION

Activity: The Little Black Book

Processing: In this activity, the participants should be able to provide answers to the following questions:

- What have you discovered about yourself?
- What skills have you learned?
- What change(s) have you made in yourself, if any?
- Will you apply the skills that you learned in your life after the training?

Created By: **Flordeliza R. Zurbano**
Created in: **May 2018**