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**PhD Dissertation Defense**

Entitled

*TEACHERS' PERCEPTIONS OF THE IMPACT OF EDUCATIONAL REFORMS IMPLEMENTED BY ABU DHABI EDUCATION COUNCIL ON TEACHER SELF-EFFICACY IN AL AIN PUBLIC SCHOOLS*

by

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Abstract

Teachers' self- efficacy has been considered as one of the main contributors to quality teaching and job performance of teachers. Teachers' self- efficacy may be influenced by factors such as educational reforms. The aim of this dissertation is to investigate teachers' perceptions on whether educational reforms implemented by ADEC from 2005-2017 contributed to their self-efficacy and influenced their abilities to carry out their teaching jobs. The second aim of this dissertation is to investigate whether teachers' perceptions of their self-efficacy differ in relationship to ADEC reforms based on a number of demographic factors such as gender, cycle, years of teaching experience, educational level, and nationality. Using exploratory mixed methods research, the four domains of self-efficacy of teaching and instruction, motivation, satisfaction, and professional development were identified from the open interviews with nine participants. The four domains were used in determining the influence of educational reforms on teachers' self-efficacy. Then, the results of the survey with 384 public school teachers showed disagreement with ADEC reforms on the four domains meaning that the reforms have not helped teachers improve their self-efficacy in the performance of their jobs. Male teachers showed more positive views on ADEC reforms than female teachers did and the higher the level of education of teachers is, the more negative views they have on ADEC reforms. Furthermore, the study found that heavy workloads, work pressure, non-teaching related tasks, far too high curriculum content, teachers' lack of time to achieve their objectives in the classroom, and lack of quality PDs weaken teachers' self-efficacy. The study concludes that teachers need enough time, realistic objectives, and quality PDs to help them improve their teaching and instruction, promote motivation and satisfaction, which consequently enhance their self-efficacy.

**Keywords:** Teachers, Education, Self-efficacy, United Arab Emirates, Abu Dhabi Education Council, Education Reform.