



PREDICTING SENSE OF SELF-EFFICACY FROM TEACHER-PARENT ROLE ENGAGEMENT AND ADMINISTRATIVE SUPPORT AMONG GENERAL EDUCATION TEACHERS HANDLING LEARNERS WITH LEARNING DISABILITIES

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ABSTRACT

Poor teacher sense of self-efficacy is disconcerting. The significance of the impact of teacher-parent role engagement and administrative support as predictors of sense of self-efficacy was examined. Using predictive design involving 136 participants selected through random sampling, and using multiple linear regression analysis, it is stressed that the determinants strongly predict the criterion (64.3%), partially supporting the Self-Efficacy Theory. Exploring other variables for future research and strengthening the teacher-parent role engagement and administrative support to enhance teachers' self-efficacy are recommended.

KEYWORDS: Predicting sense of self-efficacy, teacher-parent role engagement, administrative support, general education teachers, learners with learning disabilities

INTRODUCTION

Globally, evidence increasingly shows that teachers possess poor sense of self-efficacy. This constitutes a significant problem for education systems worldwide (Li, 2023). Research indicates that teacher self-efficacy remains an ongoing challenge in diverse educational environments, with evidence suggesting that lower levels and variability in self-efficacy beliefs are observed among teachers (Shukri & Matore, 2023).

In China, lower self-efficacy is also linked among Foreign Language (EFL) instructors (Li, 2023). In Botswana, investigations highlight concerns that weaker teacher self-efficacy, particularly in crucial domains such as instructional strategies and student engagement (Pantao, 2024). Moreover, in Sri Lanka, emerging research indicates that ICT teachers exhibit a low sense of efficacy in readiness to teach advanced topics (Rajapakse et al., 2024).

In the Philippine context, public school teachers in some districts demonstrate lower research self-efficacy (Caabas et al., 2024). These findings reflect broader challenges within the Philippine education sector. Moreover, a study of general education teachers in Dumaguete City's self-efficacy remained only average, particularly in managing and implementing inclusive practices for learners with special educational needs, indicating limits in teacher self-efficacy (Calumpang et al., 2025).

The consequences of a poor teacher sense of efficacy are significant, affecting not only educators themselves but also broader educational outcomes (Li, 2023). Thus, poor teacher efficacy does not merely reflect individual perceptions but has broader implications for teacher well-being and educational

effectiveness, underscoring its importance as a problematic situation warranting focused research and policy attention.

Significance of the Study

This study provides valuable insights into global efforts toward inclusive and equitable education, as emphasized in the Sustainable Development Goal 4 (Quality Education). This study contributes to the global academic community by expanding understanding of the teacher-parent role engagement and administrative support that shape self-efficacy in inclusive educational settings. Ultimately, the study aligns with Holy Cross of Davao's goals by promoting inclusive learning environments that uphold faith-inspired values, human dignity, social responsibility, and excellence in education for learners.

Statement of the Problem

This study aimed to predict sense of self-efficacy from teacher-parent role engagement and administrative support as predictors. Specifically, it determined the following objectives:

1. To determine the level of teacher-parent role engagement in terms of parenting, communicating, volunteering, learning at home and decision making; administrative support in terms of emotional support, appraisal support, instrumental support and informational support; teacher sense of efficacy in terms of efficacy on student engagement, efficacy on instructional strategies, and efficacy on classroom management among general education teachers handling learners with learning disabilities;
2. To determine the significance of the correlation between teacher-parent role engagement and administrative support, and of sense of self-efficacy;



- To determine the significance of the model for sense of self-efficacy, using teacher-parent role engagement and administrative support as predictors.

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

Ho1: Teacher-parent role engagement and administrative support do not significantly correlate with sense of self-efficacy.

Ho2: Teacher-parent role engagement and administrative support do not significantly predict sense of self-efficacy.

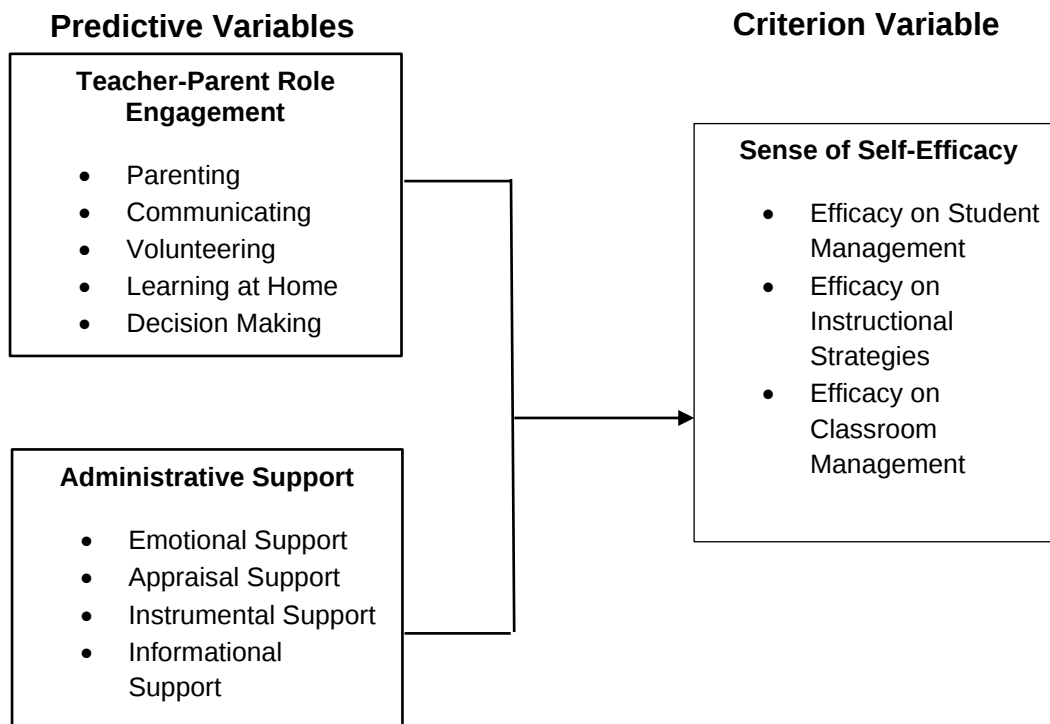
Theoretical and Conceptual Framework

This study was based on the Self-Efficacy Theory, a sub-theory of Albert Bandura's Social Cognitive Theory (1986), which posited that an individual's belief in their ability to perform specific tasks significantly influenced their motivation, effort, and resilience in the face of challenges (Bandura, 1997). The theory identified four primary sources of self-efficacy: enactive mastery experiences, or direct successes that strengthened a teacher's belief in their competence; vicarious experiences, wherein observing others succeed in

similar roles built confidence; verbal persuasion, which included encouragement, constructive feedback, and recognition from stakeholders; and physiological and affective states, where managing stress, anxiety, and overall well-being helped sustain positive self-beliefs (Bandura, 1997).

In this study, teacher-parent role engagement as predictive variable indicated by parenting, communicating, volunteering, learning at home, and decision making (Bacolod & Tantiado, 2022), aligns with Bandura's concepts of vicarious experiences in the Self Efficacy Theory. Administrative support, as another predictor, is indicated by emotional, appraisal, instrumental, and informational support (Watson, 2021) and aligns with verbal persuasion. Finally, sense of self-efficacy serves as the criterion variable, indicated by efficacy on student management, instructional strategies, and classroom management (Masongsong et al., 2023).

This study is delimited to teacher-parent role engagement (vicarious experiences) and administrative support (verbal persuasion) as the primary sources influencing sense of self-efficacy beliefs within the Self-Efficacy Theory. The enactive mastery experiences and the physiological and affective states components of the theory were excluded.



METHODOLOGY

This chapter includes the research design, the study locale, the sample and sampling, data gathering technique, data analysis, and ethical considerations.

Research Design

This study employed a predictive research design. It is a quantitative research design, specifically a correlational approach, used to determine the extent to which one or more predictive variables can forecast the criterion variable without manipulation. Regression analysis allows the researcher to estimate both the unique and combined contributions of the

predictive variables in predicting the criterion variable, moving beyond simple association toward a more comprehensive understanding of real-world relationships among variables (Putri et al., 2025).

Locale of the Study

The study was conducted within the Tarragona District of the Schools Division of Davao Oriental, Philippines, specifically focusing on public elementary schools. The district comprises 20 public elementary schools, of which 12 are situated in geographically remote or far-flung areas, while 8 schools are located along the highway and are more accessible.

This setting was selected to represent general education teachers handling learners with learning disabilities across varied school environments. The mix of remote and accessible schools allowed a solid basis for examining how teacher–parent

role engagement and administrative support predict teachers' sense of self- efficacy. The map of the study sites is presented below.

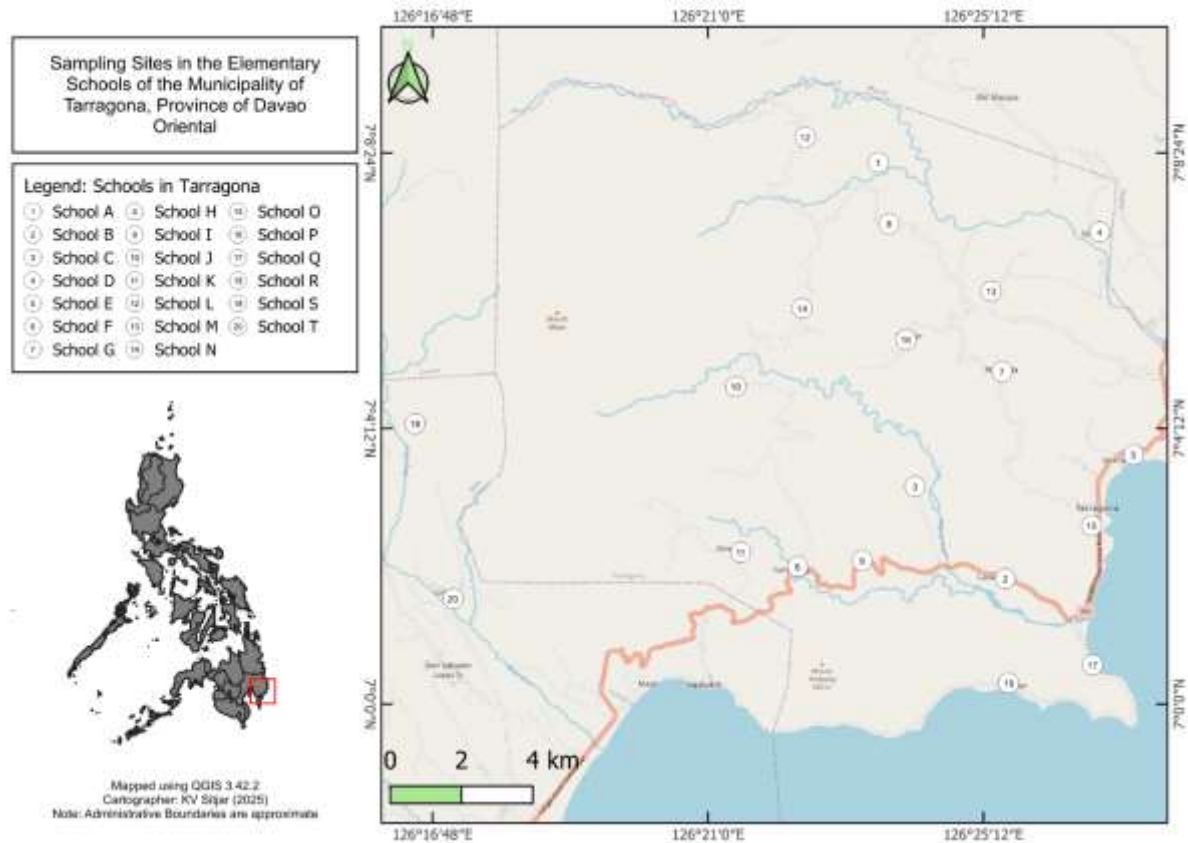


Figure 1. Map of the Study Sites

Sample and Sampling Technique

There were 136 general education teachers from public elementary schools within the Tarragona District, Schools Division of Davao Oriental, included in this study. These teachers were selected based on their experience and involvement in providing education and support to learners with learning disabilities. The total population consisted of 207 teachers across 20 public elementary schools. To determine the required number of participants, the Taro Yamane formula was applied, yielding a minimum sample size of 136 teachers. The researcher preferred to use stratified random sampling to ensure fair and accurate representation from each school. In this method, each person in the population sample could be selected as a subject. Moreover, this provides better population coverage, as the researchers have greater control over the subgroups and can ensure they are included (Rahman et al., 2022).

Data Gathering Technique

In this study, data were collected using a structured survey questionnaire, a common quantitative research method for obtaining standardized information from a large sample of participants. Using a survey questionnaire in quantitative research is advantageous because it allows researchers to efficiently gather large amounts of data, quantify subjective experiences, and generate empirical evidence that supports

statistical inference and predictive modeling (Creswell, John W. Creswell, 2018; Dillman et al., 2014).

The survey questionnaire used as an instrument in this study, namely, the Teacher-Parent Role Engagement adapted from Bacolod, and Tantiado (2022), the Administrative Support adapted from Watson (2021), and the Sense of Self-Efficacy adapted from Masongsong et al., (2023), which were contextualized to fit into the current setting and were validated by a panel of experts.

All instruments employed a Likert-type scale with indicators designed to reflect the respondents' current conditions. Additionally, they underwent reliability testing to ensure consistency. All items obtained Cronbach's alpha values of 0.974, 0.989, and 0.982, indicating that the instruments were highly reliable.

Data Analysis Technique

The researcher employed appropriate statistical tools to analyze the study's results. Descriptive statistics, including the mean and standard deviation, were employed to determine the levels of teacher-parent role engagement, administrative support, and sense of self-efficacy of general education teachers. The predictive variables were grouped into 4 range scales, each with corresponding descriptive levels and interpretations, as shown in the succeeding matrix. Pearson's moment correlation is used to examine the correlation between the predictive and criterion variables. Multiple regression was



used to determine the degree of influence and predictive strength of teacher-parent role engagement, administrative support, and sense of self-efficacy. In terms of Scale of Beta (β)

Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

β Value Range	Predictive Strength
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

The following page presents a matrix showing the scale, descriptive levels, and corresponding interpretations for each variable. This measure is used to describe levels of

teacher-parent role engagement, administrative support, and sense of self-efficacy.

Scale	Level	Interpretation for Teacher-Parent Role Engagement	Interpretation for Sense of Self-Efficacy
1.00 – 1.74	Very Low	Teacher–parent role engagement is perceived as very weak.	Sense of self-efficacy is rated as poor.
1.75 – 2.49	Low	Teacher–parent role engagement is perceived as weak.	Sense of self-efficacy is rated as fair.
2.50 – 3.74	High	Teacher–parent role engagement is perceived as strong.	Sense of self-efficacy is rated as satisfactory.
3.75 – 4.00	Very High	Teacher–parent role engagement is perceived as very strong.	Sense of self-efficacy is rated as very satisfactory.
Scale	Level	Interpretation for Administrative Support	
1.00 – 1.25	Never	Teachers rarely observed administrative support.	
1.26 – 2.50	Sometimes	Teachers occasionally observed administrative support.	
2.51 – 3.25	Often	Teachers frequently observed administrative support.	
3.26 – 4.00	Always	Teachers very frequently observed administrative support.	

Standard Deviation Value Interpretation:

Range	Description	Interpretation
$SD \leq 0.50$	Highly Consistent Responses	strong and uniform perception
$SD = 0.51 - 1.00$	Moderately Consistent Responses	acceptable consistency
$SD = 1.01 - 1.50$	Low Consistency Responses	differing views or experiences
$SD > 1.50$	Very Low Consistency Responses	high variability and lack of consensus

For the interpretation scale of r -value, the following scheme is used as proposed by Guilford (1956):

Computed r	Descriptive Interpretation
± 1.00	Perfect correlation
Between $\pm 0.75 - \pm 0.99$	High correlation
Between $\pm 0.51 - \pm 0.74$	Moderately high correlation
Between $\pm 0.31 - \pm 0.50$	Moderately low correlation
Between $\pm 0.01 - \pm 0.30$	Low correlation
0.00	No correlation

Ethical Considerations

This study adhered to ethical principles, including voluntary participation, informed consent, anonymity, confidentiality, minimizing the risk of harm, and clear communication. Respondents' information was protected in accordance with the Data Privacy Act of 2012, ensuring that their data remained private and accessible solely to the researcher. The study adhered to the SMILE review guidelines of the Holy Cross of Davao College Graduate School. Informed consent was obtained, ensuring that respondents understood the study's purpose and could withdraw at any time without

consequences. Data collection was conducted during teachers' free time, with prior approval from the division office, to avoid disrupting classes. Stratified random sampling was used to select 136 general education teachers in a fair manner.

RESULTS

This chapter includes the results of the descriptive, correlation, and regression analyses, the tables with their explanations, and the summary of findings.



Descriptive Results

Table 1 presents the descriptive statistics for the predictive and criterion variables, namely teacher-parent role engagement, administrative support, and sense of self-efficacy,

along with their respective indicators. The table also shows the standard deviation, mean scores, and descriptive levels of each variable and indicator.

Table 1. Descriptive Statistics (n= 136)

Variables	SD	Mean	Descriptive Level
Teacher-Parent Role of Engagement	0.53	3.22	High
Parenting	0.57	3.29	High
Communicating	0.55	3.34	High
Volunteering	0.61	3.15	High
Learning at Home	0.61	3.21	High
Decision Making	0.58	3.12	High
Administrative Support	0.42	3.48	Very High
Emotional Support	0.48	3.48	Very High
Appraisal Support	0.44	3.49	Very High
Instrumental Support	0.46	3.45	Very High
Informational Support	0.42	3.55	Very High
Sense of Self- Efficacy	0.42	3.57	Very High
Efficacy on Student Management	0.43	3.54	Very High
Efficacy on Instructional Strategies	0.44	3.55	Very High
Efficacy on Classroom Management	0.45	3.55	Very High

1.00-1.75 VL, 1.76-2.50 L, 2.51-3.25 H, 3.36-4.00 VH

The findings indicated that teacher-parent role engagement had a mean ($M = 3.22$, $SD = 0.53$) consistently at a high level, with communicating as the most emphasized practice, while decision-making was comparatively less practiced among the five indicators, based on the mean scores.

Furthermore, administrative support was very high across all indicators ($M = 3.22$, $SD = 0.53$), suggesting that schools provided a well-established system of emotional, appraisal, instrumental, and informational assistance to teachers.

Finally, the statistical results revealed that the respondents reported a very high sense of self-efficacy across

student management, instructional strategies, and classroom management domains, suggesting that the combined presence of active teacher-parent role engagement and robust administrative support strengthens the teacher's sense of self-efficacy.

Correlation Results

Table 2 is a correlation table. It contains teacher-parent role engagement and administrative support as predictors, and sense of self-efficacy as the criterion variable. Likewise, the r-value, p-value, decision on the hypothesis, and interpretation are presented

Table 2. Correlation Table (n= 136)

Variables	Sense of Self- Efficacy			
	r-value	p-value	Decision on Ho	Interpretation
Teacher-Parent Role of Engagement	0.656	0.000	Reject	Moderate, significant correlation
Administrative Support	0.787	0.000	Reject	Strong, significant correlation

As shown, the correlation between teacher-parent role engagement and sense of self-efficacy yielded a p-value ($p=0.000$), which is less than 0.05 degree of confidence, hence the null hypothesis is rejected. This indicates that the correlation between teacher-parent role engagement and sense of self-efficacy is significant. The r-value ($r=0.656$) indicates a moderate positive relationship. Moreover, the correlation between administrative support and sense of self-efficacy yielded a p-value ($p=0.000$), which is less than 0.05 level of confidence; thus, the null hypothesis is rejected. This denotes a significant correlation. The r-value ($r=0.787$) indicates a strong positive relationship. Both teacher-parent role engagement and administrative support are statistically significant for self-efficacy. However, administrative support shows a stronger

association with sense of efficacy than teacher-parent role engagement. Results imply that greater administrative support and higher teacher-parent role engagement are associated with a higher sense of self-efficacy, with administrative support relating more strongly.

The findings reveal that both teacher-parent role engagement and administrative support are significantly related to teachers' sense of self-efficacy. However, the strength of these relationships differs. Administrative support demonstrates a stronger positive association with sense of self-efficacy compared with teacher-parent role engagement, which shows a moderate positive relationship. This comparison suggests that, while both factors are important in enhancing teachers' sense of self-efficacy, administrative support is more



strongly associated with it. Overall, the results imply that increases in administrative support and teacher–parent role engagement are associated with higher levels of teachers’ sense of self-efficacy, with administrative support exerting a greater influence.

Regression Analysis

Table 3. Regression Table (n= 136)

Predictor	Sense of Self-Efficacy						
	Estimate	Stand. Estimate	SE	t	p	Decision on Ho	Interpretation
Intercept	0.810		0.1803	4.49	0.000		
Teacher-Parent Role Engagement	0.165	0.212	0.056	2.94	0.004	Reject	Significant
Administrative Support	0.635	0.640	0.071	8.90	0.000	Reject	Significant
R= 0.802 R ² = 0.643 Adjusted R ² =0.638 F=120.0 Sig.=0.000							

The model shows a multiple correlation coefficient of $R = 0.802$, a coefficient of determination $R^2 = 0.643$, and an adjusted $R^2 = 0.638$. The overall F-test result ($F = 120.0$, $p = 0.000$) indicates that the regression model is statistically significant at the 0.05 level.

The analysis reveals that both teacher–parent role engagement ($\beta = 0.165$, $SE = 0.056$, $t = 2.94$, $p = 0.004$) and administrative support ($\beta = 0.635$, $SE = 0.071$, $t = 8.90$, $p = 0.000$) have significant positive effects on sense of self-efficacy. The null hypothesis for both predictors is rejected, confirming that each significantly predicts sense of self-efficacy.

Summary of Findings

Based on statistical results, it was specifically found that:

1. All the predictive variables are significantly correlated with sense of self-efficacy.
2. The model to predict sense of self-efficacy with teacher–parent role engagement and administrative support as predictors is significant.

DISCUSSION

In this chapter, the study’s findings are discussed. The conclusion and recommendation are also presented.

Teacher-Parent Role Engagement, and Administrative Support with Sense of Self-Efficacy

The present finding revealed significant positive relationships among administrative support, teacher–parent role engagement, and sense of self-efficacy, with administrative support showing the stronger association. This finding aligns with (Nwoko et al., 2023), who argued that supportive leadership enhances teacher resilience, and (Maldia, 2024), who highlights the motivational impact of parental participation. Ultimately, this finding validates Social Cognitive Theory and Distributed Leadership Theory, confirming that supportive organizational contexts are essential for teacher efficacy in student management, instructional practices, and classroom administration (Chen, 2025; Esllera & Escala, 2024; Rodulfa, 2023).

Table 3 presents the regression analysis, showing the predictive influence of teacher–parent role engagement and administrative support on sense of self-efficacy. The table includes unstandardized estimates, standardized estimates, standard errors, t-values, p-values, null hypothesis testing at the 0.05 level of significance, and overall model fit statistics.

On the other hand, the finding of this study contradicts the study of (Katsantonis, 2020), who reported that while teachers’ self-efficacy, perceived administrative support, and positive attitudes toward students were correlated with coping with job-related stress, administrative support did not significantly predict teacher outcomes, emphasizing instead that personal factors were more influential than institutional supports, which stands in contrast to the strong predictive role of administrative support found in my study.

Teacher-Parent Role Engagement and Administrative Support Predict Sense of Self-Efficacy

The finding of this study, that administrative support significantly predicts sense of self-efficacy, supports (Gordon et al., 2023) who identified organizational support as a critical contextual resource shaping teacher confidence. Further, this study also affirms the assertions of (Astuti et al., 2020), (Özdemir et al., 2020), and (Prusak, 2020) that administrative guidance, access to resources, and constructive feedback enhances teachers’ self-confidence while the positive relationship between teacher–parent engagement and self-efficacy is consistent with studies demonstrating the value of collaboration in improving job satisfaction and perceived effectiveness (Ekornes & Bele, 2022; Galián et al., 2023; Liu & Leighton, 2021; Maldia, 2024).

On the contrary, the finding of this study, which identifies administrative support as the strongest and most reliable predictor of sense of self-efficacy opposes the study of (Donohoo et al., 2020), who reported that administrative guidance does not always lead to stronger teacher confidence, especially in environments where leadership practices vary or support is inconsistent.

Conclusion

Based on the study’s findings, it is concluded that the model’s ability to predict sense of self-efficacy, with teacher–parent role engagement and administrative support as predictors, is strongly significant (64.3%). Hence, the Theory of Self-Efficacy, positing that personal factors, environmental supports, and behavior continuously interact, highlighting the



important role of supportive contexts in shaping teacher performance, is partially affirmed.

Recommendations

Based on the conclusion, it is recommended that future research may explore other variables not covered in the study to account the remaining 35.7% of variance in the strength to predict sense of self-efficacy, which was not explained by teacher-parent role engagement and administrative support, and which may further validate the theory of Self-Efficacy. A qualitative study may be conducted to generate themes that could serve as variables to inform the criterion. In addition, the educational leaders may initiate programs that enhance teacher-parent role engagement and administrative support to improve teachers' sense of self-efficacy.

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