

Teacher's Efficacy on Students' Attitude, and Behavior in Teaching Araling Panlipunan: A Basis for Character Development Program

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Abstract— This study aimed to assess teachers' sense of efficacy in teaching Araling Panlipunan. Additionally, it examined the levels students' attitudes and behaviors. And it also determine the significant effect of teachers' efficacy on students' attitudes and behaviors. To carry out this research study, a descriptive research design was employed. A total of 952 students from Pedro Guevara Memorial National High School in the school year 2024-2025 were selected using cluster random sampling. To collect the data necessary for the study, the researchers employed a revised 5-point Likert scale survey questionnaire. Statistical tools used were mean and such as statistical tools, such as mean, standard deviation, and regression analysis to analyze the Teachers Efficacy on student's attitude and behavior in teaching Araling Panlipunan. The findings revealed that the Teacher's Efficacy such as beliefs, professional development and emotional well-being was marked "Very High". Moreover, student's attitudes in the following indicator such as interest, engagement, perceived relevance, self-confidence and satisfaction was marked "Very High". Furthermore, for the student's behavior in the following indicator such as cooperation, attention task completion, response to teacher and positive interaction was remarked "Very High". While in certain indicators such as practices and skills do not substantially affects most student attitudes which means that technical expertise may not be enough to influence students' motivation and engagement. This means that the teacher's efficacy had a significant effect on student's behavior and notably affects some aspects of students' attitudes. It is recommended that the school heads may continue to carry out effective professional development programs focused on stress management, encourage teachers to engage in reflective practices to enhance student resilience, utilize positive reinforcement and clear communication strategies, and that future researchers undertake comprehensive studies in this field.

Keywords— Teachers, Efficacy, Attitudes, Behavior, Students, Araling Panlipunan.

I. INTRODUCTION

In today's rapidly involving educational landscape, teachers continue to play a pivotal role in shaping the cognitive and emotional development of students. Teachers is not just knowledgeable in giving of facts but also have essential skills cultivating education as well.

Teacher's efficacy has been found to have a significant impact on students' attitudes and behavior towards learning. According to Calma (2018) indicates that teachers in the Philippines often faces challenges such as large class sizes, limited resources, and varying levels of student preparedness. Despite these challenges, many studies highlight that teachers'

efficacy affected the student learning and is a crucial factor influencing teaching effectiveness and student outcomes. However, Teachers have a crucial role in the educational institution today, not only in achieving the proper academic development of the students but also in attitudes and behavior of students. The effectiveness of these teachers can do much to impact the development of behavior among students as essential competency in handling and coping with the complexities of societal issue and their attitudes about school.

Araling Panlipunan, is a vital subject in the Philippine curriculum which aimed to equip students with knowledge, skills, and values necessary for effective citizenship and responsible leadership. Therefore, the subject has been criticized for lack of excitement with students often memorizing facts without fully understanding their historical significance. One key factor that may influence students' attitudes and behavior towards Araling Panlipunan is n and students' learning outcomes.

This rationale of this study is to know the effect between teacher's efficacy and students' attitudes and behavior in teaching Araling Panlipunan. This study hopes to provide insights into the importance of teacher's efficacy in promoting student's attitudes and behavior towards Araling Panlipunan.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study's main goal was to evaluate the teachers' effectiveness on the students' critical thinking and attitudes. In particular, the study aimed to address the following questions:

1. What is the level of teacher's efficacy in terms of;
 - 1.1 Practices;
 - 1.2 Beliefs;
 - 1.3 Skills;
 - 1.4 Professional development; and
 - 1.5 Emotional Well-being?
2. What is the level of students Attitudes in terms of;
 - 2.1 Interest;
 - 2.2 Engagement;
 - 2.3 Perceived Relevance;
 - 2.4 Self Confidence; and
 - 2.5 Satisfaction?
3. What is the level of student's Behavior in terms of;
 - 3.1 Cooperation;

- 3.2 Attention;
- 3.3 Task Completion;
- 3.4 Response to teachers; and
- 3.5 Positive Interaction?
- 4. Is there a significant effect between teacher’s efficacy and student’s Attitudes?
- 5. Is there a significant effect between Teacher’s efficacy and student Behavior?

II. METHODOLOGY

To carry out this research study, a descriptive research design was employed. A total of 952 students from Pedro Guevara Memorial National High School in the school year 2024-2025 were selected using cluster random sampling. The study's data was collected using a modified 5-point Likert scale survey questionnaire. Statistical tools used were mean and such as statistical tools, such as mean, standard deviation, and regression analysis to analyze the Teachers Efficacy on student’s attitude and behavior in teaching Araling Panlipunan.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant effect of teachers’ self-efficacy on students’ attitude and behavior.

Level of Teacher’s Efficacy

Teacher’s efficacy is a teacher's belief in their ability to effectively instruct and influence student learning. In this study, teacher’s efficacy includes variables such as practice, beliefs, skills, professional development and emotional well-being and was determine by mean and standard deviation.

Table 1 presents the level of teachers’ efficacy in terms of practice, as determined by the mean and standard deviation.

TABLE 1. Level of Teacher’s Efficacy in terms of Practices

STATEMENT	MEAN	SD	REMARKS
My teacher helps me understand the material and makes it interesting.	4.50	0.59	Strongly Agree
My teacher provides clear explanations and examples to help me learn.	4.64	0.52	Strongly Agree
My teacher is approachable and willing to help me when I have questions or need extra support.	4.54	0.60	Strongly Agree
My teacher believes in my ability to learn and succeed, and encourages me to do my best.	4.54	0.62	Strongly Agree
My teacher gives feedback that helps me improve my work and understand what I need to do better.	4.48	0.64	Strongly Agree
Weighted Mean	4.54		
SD	0.60		
Verbal Interpretation			Very High

The results indicate a very high level of teacher efficacy in terms of practices, as reflected in the weighted mean of 4.54 with a standard deviation of 0.60. This emphasize that students perceive their teacher as highly effective in facilitating learning, making lessons engaging, and providing clear explanations and examples. The high ratings also highlight the

teacher's approachability and willingness to support students, fostering a positive and encouraging learning environment.

The results imply that the teacher's high level of efficacy positively help students' learning experiences, motivation, and overall academic performance. Additionally, the consistency of responses indicates that these effective teaching practices are applied consistently across different students.

As cited by Wang & Degol (2019) they argue about how the teachers believe that engagement and motivation and fosters a sense of belongingness to their students. And when the teachers adopt practices that promotes engagement and motivation, students demonstrate increased participation in class.

Therefore, teachers with a high level of efficacy play a crucial role in enhancing students' learning experiences, motivation, and overall academic performance. The consistency in responses highlights that effective teaching practices are reliably applied across different student groups.

Table 2 presents the level of teachers’ efficacy in terms of beliefs, as determined by the mean and standard deviation. The results indicate a very high level of teacher efficacy in terms of beliefs, as reflected in the weighted mean of 4.58 with a standard deviation of 0.59.

TABLE 2. Level of Teacher’s Efficacy in terms of Beliefs

STATEMENT	MEAN	SD	REMARKS
My teacher provides clear explanations that help me understand the material.	4.62	0.58	Strongly Agree
My teacher believes that every student can succeed, including me.	4.54	0.63	Strongly Agree
My teacher adapts their teaching strategies to meet the needs of all students.	4.65	0.56	Strongly Agree
My teacher encourages me to ask questions and engage in discussions.	4.48	0.62	Strongly Agree
My teacher uses a variety of teaching methods to keep lessons interesting and effective.	4.59	0.54	Strongly Agree
Weighted Mean	4.58		
SD	0.59		
Verbal Interpretation			Very High

This emphasize that students perceive their teacher as highly effective in facilitating learning, making lessons engaging, and providing clear explanations and examples. The high ratings also highlight the teacher's approachability and willingness to support students, fostering a positive and encouraging learning environment.

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According to Tshannel-Moran and Woolfolk Hoy (2020) the teacher may provide clear instruction to encourage the students to engaged with the lesson and discussion. Clearly outlining the learning objective and expectations for participation, using a variety of questioning techniques and structuring activities that require active student responses.

Therefore, teachers with a high level of efficacy significantly enhance students' learning experiences, motivation, and academic performance. The consistent

application of effective teaching practices across diverse student groups underscores their importance in creating an engaging and productive learning environment.

TABLE 3. Level of Teacher's Efficacy in terms of Skills

STATEMENT	MEAN	SD	REMARKS
My teacher demonstrates master of the subject matter they are teaching.	4.41	0.65	Strongly Agree
My teacher effectively engages students in learning activities and discussions.	4.60	0.57	Strongly Agree
My teacher provides clear instructions and explanations that help me understand the material.	4.69	0.48	Strongly Agree
My teacher is responsive to students' questions and provides constructive feedback on assignments.	4.59	0.57	Strongly Agree
My teacher encourages me to think critically and helps me develop problem-solving skills.	4.50	0.61	Strongly Agree
Weighted Mean	4.56		
SD	0.59		
Verbal Interpretation	Very High		

Table 3 presents the level of teachers' efficacy in terms of skills, as determined by the mean and standard deviation.

The results indicate a very high level of teacher efficacy in terms of skills, as reflected in the weighted mean of 4.56 with a standard deviation of 0.59. This emphasizes that students perceive their teacher as highly effective in facilitating learning, making lessons engaging, and providing clear explanations and examples. The high ratings also highlight the teacher's approachability and willingness to support students, fostering a positive and encouraging learning environment.

The results imply that the teacher's high level of efficacy positively help students' learning experiences, motivation, and overall academic performance. Additionally, the consistency of responses indicates that these effective teaching practices are applied consistently across different students.

Sy & Cote (2019) suggests that teachers who exhibit mastery tend to demonstrate and deliver the lesson clearly, a teacher who has mastery of the lesson might use well-organized lesson plans, speak confidently and at a pace that students can follow, and utilize the material effectively.

Therefore, the findings indicate that teachers with a high sense of efficacy significantly contribute to improved students' learning experiences, motivation, and academic success. The consistent application of effective teaching practices across students highlights their importance in fostering an engaging and supportive classroom environment.

Table 4 presents the level of teachers' efficacy in terms of professional development, as determined by the mean and standard deviation.

The results indicate a very high level of teacher efficacy in terms of professional development, as reflected in the weighted mean of 4.59 with a standard deviation of 1.10. This emphasizes that students perceive their teacher as highly effective in facilitating learning, making lessons engaging, and providing clear explanations and examples. The high ratings also highlight the teacher's approachability and willingness to support students, fostering a positive and encouraging learning environment.

TABLE 4. Level of Teacher's Efficacy in terms of Professional Development

STATEMENT	MEAN	SD	REMARKS
My teacher effectively applies what they learned from professional development sessions to improve their teaching practices.	4.62	0.61	Strongly Agree
I notice that my teacher feels more confident in their abilities after participating in professional development opportunities.	4.56	0.54	Strongly Agree
The strategies my teacher uses in the classroom are engaging and demonstrate a commitment to continuous learning through professional development.	4.55	0.61	Strongly Agree
My teacher encourages student participation and feedbacks, which reflects their commitment to ongoing improvement through professional development.	4.58	0.59	Strongly Agree
I believe that the professional development my teacher receives positively impacts my learning experience and academic success.	4.64	2.17	Strongly Agree
Weighted Mean	4.59		
SD	1.10		
Verbal Interpretation	Very High		

The results imply that the teacher's high level of efficacy positively help students' learning experiences, motivation, and overall academic performance. Additionally, the consistency of responses indicates that these effective teaching practices are applied consistently across different students.

Darling-Hammond and Hyler stated (2019) effective professional development be ongoing, collaborative and grounded in classroom practice. Single, isolated workshop on a new teaching strategy, ongoing professional development might involve a series of collaborative meetings where teachers observe each other's lessons using a specific rubric, then discuss their observations and plan modifications together.

Therefore, teachers with a high level of efficacy significantly enhance students' learning experiences, motivation, and academic performance through the consistent application of effective teaching practices.

Table 5 presents the level of teachers' efficacy in terms of emotional well-being, as determined by the mean and standard deviation.

TABLE 5. Level of Teacher's Efficacy in terms of Emotional Well-being

STATEMENT	MEAN	SD	REMARKS
My teacher creates a positive and supportive classroom environment where I feel safe to express my emotions.	4.56	0.66	Strongly Agree
I feel that my teacher is approachable and willing to listen to my concerns about emotional well-being.	4.46	0.62	Strongly Agree
My teacher demonstrates understanding and empathy towards students' emotional challenges.	4.52	0.57	Strongly Agree
I believe my teacher effectively manages stress and maintains a positive attitude in the classroom.	4.58	0.61	Strongly Agree
My teacher encourages us to practice self-care and share our feelings in a constructive way.	4.57	0.60	Strongly Agree
Weighted Mean	4.54		
SD	0.61		
Verbal Interpretation	Very High		

The results indicate a very high level of teacher efficacy in terms of emotional well-being, as reflected in the weighted mean of 4.54 with a standard deviation of 0.61. This emphasize that students perceive their teacher as highly effective in facilitating learning, making lessons engaging, and providing clear explanations and examples. The high ratings also highlight the teacher's approachability and willingness to support students, fostering a positive and encouraging learning environment.

The results imply that the teacher's high level of efficacy positively help students' learning experiences, motivation, and overall academic performance.

Additionally, the consistency of responses indicates that these effective teaching practices are applied consistently across different students.

Students' attitudes are the feelings, beliefs, and dispositions toward learning, teachers, and school in this study student's attitudes includes variables such as interest, engagement, perceived relevance, self-confidence and satisfaction and was determine by mean and standard deviation.

As cited by Zhang and Lui (2019), studied indicates that the teachers who regularly engage in mindfulness exercises can be beneficial for improving their emotional health and can be more approachable to their students. This reduced stress could manifest in a calmer demeanor in the classroom, making them more receptive to student needs and more patient in handling challenging situations.

TABLE 6. Level of students Attitudes in terms of interest

STATEMENT	MEAN	SD	REMARKS
I enjoy participating in class discussions and activities.	4.49	0.65	Strongly Agree
I find the topics we learned in class engaging and relevant.	4.54	0.58	Strongly Agree
I look forward coming to school each day.	4.51	0.62	Strongly Agree
I am excited about the projects and assignments we do in class.	4.37	0.63	Strongly Agree
I feel motivated to learn and succeed in my classes.	4.61	0.61	Strongly Agree
Weighted Mean	4.50		
SD	0.62		
Verbal Interpretation			Very High

Table 6 presents the level of students' attitudes regarding their interest in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student interest in learning, as reflected in the weighted mean of 4.50 with a standard deviation of 0.62. This connote that students are highly engaged in class discussions and activities, find the topics relevant, and are generally enthusiastic about learning. The strong agreement on statements regarding looking forward to school, excitement for projects, and motivation to succeed highlights a positive and stimulating learning environment that fosters student enthusiasm.

As cited by Baker & Inventado (2018) the role of the teacher is enhancing student's interest. By analyzing data from student interactions and performance, the authors reveal

patterns that can help the teacher tailor their approaches to increase student's participation.

Therefore, a remarkably high level of student interest and engagement in learning activities, reflecting a positive and motivating classroom environment. The students' enthusiasm for school, projects, and success indicates that the instructional strategies effectively foster curiosity and motivation.

TABLE 7. Level of students Attitudes in terms of engagement

STATEMENT	MEAN	SD	REMARKS
I feel motivated to come to school every day.	4.42	0.60	Strongly Agree
I find easy to understand what is being taught in my classes.	4.35	0.68	Strongly Agree
I feel my teachers are supportive and care about my success.	4.57	0.59	Strongly Agree
I enjoy participating in class discussions and activities.	4.55	0.64	Strongly Agree
I think my school does a good job of preparing me for the future.	4.63	0.55	Strongly Agree
Weighted Mean	4.50		
SD	0.62		
Verbal Interpretation			Very High

Table 7 presents the level of students' attitudes regarding their engagement, in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student engagement in learning, as reflected in the weighted mean of 4.50 with a standard deviation of 0.62.

This connote that students are highly engaged in class discussions and activities, find the topics relevant, and are generally enthusiastic about learning.

The strong agreement on statements regarding looking forward to school, excitement for projects, and motivation to succeed highlights a positive and stimulating learning environment that fosters student enthusiasm. The findings imply that most students experience a positive learning atmosphere, likely influenced by effective teaching strategies and relevant curriculum design.

Table 8 present the level of students' attitudes regarding their perceive relevance in learning, as measured by the mean and standard deviation.

TABLE 8. Level of students Attitudes in terms of perceived relevance

STATEMENT	MEAN	SD	REMARKS
I find the topics we study in class are relevant to my everyday life.	4.42	0.62	Strongly Agree
The skills I learn in my classes will be useful for my future career and life goals.	4.53	0.58	Strongly Agree
I understand how the subjects we study connect to real-world issues and challenges	4.48	0.63	Strongly Agree
My teachers help me see the importance of what I am learning for my personal development.	4.54	0.57	Strongly Agree
I feel motivated to learn more because I believe what I am learning is important.	4.58	0.59	Strongly Agree
Weighted Mean	4.51		
SD	0.60		
Verbal Interpretation			Very High

The results indicate a very high level of student perceived relevance in learning, as reflected in the weighted mean of 4.5

with a standard deviation of 0.60. This connotes that students are highly engaged in class discussions and activities, find the topics relevant, and are generally enthusiastic about learning.

The strong agreement on statements regarding looking forward to school, excitement for projects, and motivation to succeed highlights a positive and stimulating learning environment that fosters student enthusiasm. The findings imply that most students experience a positive learning atmosphere, likely influenced by effective teaching strategies and relevant curriculum design.

Therefore, the data demonstrate that students perceive learning as highly relevant and are actively engaged and enthusiastic about their educational experiences. This positive environment is likely supported by effective teaching methods and a curriculum that emphasizes practical and real-world applications.

TABLE 9. Level of students Attitudes in terms of self-confidence

STATEMENT	MEAN	SD	REMARKS
I believe I can complete my school assignments on time.	4.37	0.67	Strongly Agree
I feel confident participating in class discussions and share my ideas.	4.42	0.64	Strongly Agree
I trust my ability to solve difficult problems in my class.	4.49	0.68	Strongly Agree
I feel comfortable asking questions when I don't understand something.	4.48	0.66	Strongly Agree
I believe that I can improve my skills and knowledge through effort and practice.	4.62	0.60	Strongly Agree
Weighted Mean	4.48		
SD	0.66		
Verbal Interpretation			Very High

Table 9 presents the level of students' attitudes regarding their self confidence in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student self confidence in learning, as reflected in the weighted mean of 4.48 with a standard deviation of 0.66. This connotes that students are highly engaged in class discussions and activities, find the topics relevant, and are generally enthusiastic about learning. The strong agreement on statements regarding looking forward to school, excitement for projects, and motivation to succeed highlights a positive and stimulating learning environment that fosters student enthusiasm.

The findings imply that most students experience a positive learning atmosphere, likely influenced by effective teaching strategies and relevant curriculum design.

According to Morales and Lim (2017) the students that involved in the activities exhibited higher levels of self-confidence, students who participate in group presentations or classroom debates often become more comfortable speaking in front of others and expressing their ideas. This active participation helps them build confidence in their abilities and contributes to their overall personal development.

Therefore, a positive learning environment, fostered by effective teaching strategies significantly enhances student engagement and confidence.

Table 10 presents the level of students' attitudes regarding their satisfaction in learning, as measured by the mean and standard deviation.

TABLE 10. Level of students Attitudes in terms of satisfaction

STATEMENT	MEAN	SD	REMARKS
I am satisfied with the overall quality of my education at this school.	4.47	0.60	Strongly Agree
I feel that my teachers are supportive and help me to succeed in my studies.	4.61	0.54	Strongly Agree
The classroom environment is welcoming and encourages me to participate actively.	4.56	0.56	Strongly Agree
I have access to the resources (e.g., books, technology, support) I need to complete my assignments effectively.	4.53	0.55	Strongly Agree
I enjoy the learning experiences provided in my classes.	4.63	0.55	Strongly Agree
Weighted Mean	4.56		
SD	0.56		
Verbal Interpretation			Very High

The results indicate a very high level of student satisfaction in learning, as reflected in the weighted mean of 4.50 with a standard deviation of 0.62. This connotes that students are highly engaged in class discussions and activities, find the topics relevant, and are generally enthusiastic about learning. The strong agreement on statements regarding looking forward to school, excitement for projects, and motivation to succeed highlights a positive and stimulating learning environment that fosters student enthusiasm.

The findings imply that most students experience a positive learning atmosphere, likely influenced by effective teaching strategies and relevant curriculum design.

As cited by Smith & Doe (2019), Curriculum design impacts student's satisfaction. Flexible curriculum structures that allow students choice leads to higher satisfaction levels.

Therefore, adopting adaptable and student-centered curriculum approaches is vital in promoting student engagement, satisfaction, and overall academic success.

Level of students' behavior

Students' behavior is the actions and interactions in the learning environment, which influence their engagement, discipline, and academic performance. In this study student's behavior includes variables such as cooperation, attention, task completion, response to teachers and positive interaction and was determined by mean and standard deviation.

Table 11 presents the level of student behavior regarding their cooperation in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student cooperation, as reflected in the weighted mean of 4.44 with a standard deviation of 1.01. This emphasizes that students actively engage in group work, respect and listen to their peers, and willingly assist classmates in need.

The strong agreement across all statements highlights a collaborative and supportive learning environment where students participate meaningfully in teamwork and problem-solving. The findings imply that students demonstrate strong cooperative behaviors, which can positively impact classroom

dynamics, group productivity, and overall academic performance.

TABLE 11. Level of students' behavior in terms of cooperation

STATEMENT	MEAN	SD	REMARKS
I enjoy working with my classmates on group projects.	4.56	1.78	Strongly Agree
I feel that my classmates listen and respect each other's ideas during discussions.	4.47	0.69	Strongly Agree
I often help my classmates when they are struggling with assignments.	4.36	0.65	Strongly Agree
In group activities, I actively participate and contribute to the team's efforts.	4.55	0.62	Strongly Agree
When conflicts arise in group work, we are able to resolve it cooperatively and fairly.	4.25	0.78	Strongly Agree
Weighted Mean	4.44		
SD	1.01		
Verbal Interpretation	Very High		

According to Mendoza & Santos (2020), implementation of cooperative Learning strategies in the Philippines, particularly focusing on how students collaborate during group projects and activities shows learning significantly enhance student's academic performance.

Therefore, fostering cooperative behaviors among students through the implementation of cooperative learning strategies significantly contributes to improved classroom dynamics, increased group productivity, and enhanced academic performance.

Table 12 presents the level of student behavior regarding their attention in learning, as measured by the mean and standard deviation.

TABLE 12. Level of students' behavior in terms of attention

STATEMENT	MEAN	SD	REMARKS
I find it easy to pay attention during class discussions.	4.43	0.67	Strongly Agree
I often have difficulty staying focused on my assignments.	4.25	0.83	Strongly Agree
I feel engaged and interested in the lessons taught by my teachers.	4.49	0.63	Strongly Agree
I am easily distracted by the things happening in the classroom.	4.28	0.79	Strongly Agree
I use strategies to help me maintain focus during lessons (e.g., taking notes, sitting in a specific spot).	4.52	0.72	Strongly Agree
Weighted Mean	4.39		
SD	0.74		
Verbal Interpretation	Very High		

The results indicate a very high level of student attention, as reflected in the weighted mean of 4.39 with a standard deviation of 0.74. This emphasize that students actively engage in group work, respect and listen to their peers, and willingly assist classmates in need. The strong agreement across all statements highlights a collaborative and supportive learning environment where students participate meaningfully in teamwork and problem-solving.

The findings imply that students demonstrate strong cooperative behaviors, which can positively impact classroom dynamics, group productivity, and overall academic performance.

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According to Santos & Cruz (2020) shifting of classes to online class affect the student's attention. It highlighted that student's experienced face classes.

Therefore, students exhibit strong cooperative behaviors that benefit classroom dynamics, group productivity, and overall academic performance. To optimize student cooperation and learning outcomes, it is essential to consider the challenges posed by on education and implement strategies that enhance focus and collaboration in virtual settings.

TABLE 13. Level of students' behavior in terms of task completion

STATEMENT	MEAN	SD	REMARKS
I complete my assignments on time.	4.52	0.66	Strongly Agree
I actively participate in class discussions and activities.	4.41	0.78	Strongly Agree
I follow the instructions from my teachers when given tasks	4.59	0.62	Strongly Agree
I manage my time effectively to ensure I complete all my tasks.	4.43	0.71	Strongly Agree
I seek help from my teachers or classmates when I'm struggling with a task.	4.34	0.63	Strongly Agree
Weighted Mean	4.46		
SD	0.69		
Verbal Interpretation	Very High		

Table 13 presents the level of student behavior regarding their completion in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student completion, as reflected in the weighted mean of 4.46 with a standard deviation 0.69. This emphasize that students actively engage in group work, respect and listen to their peers, and willingly assist classmates in need. The strong agreement across all statements highlights a collaborative and supportive learning environment where students participate meaningfully in teamwork.

The findings imply that students demonstrate strong cooperative behaviors, which can positively impact classroom dynamics, group productivity, and overall academic performance.

According to Reyes & Villanueva (2020) In a rural community, students whose parents regularly help with homework, attend parent-teacher meetings, and encourage their children to complete assigned tasks tend to perform better academically. For instance, a student whose parents monitor their progress and provide support at home is more likely to complete assignments on time and understand the lessons better.

Therefore, regular parental support, including homework assistance, participation in parent-teacher meetings, and encouragement of task completion, directly correlates with improved academic outcomes, suggesting a strong link between home and school environments in fostering student achievement.

Table 14 presents the level of student behavior regarding their response to teacher in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student response to teacher, as reflected in the weighted mean of 4.57 with a standard deviation of 0.64. This emphasize that students actively engage in group work, respect and listen to their peers, and willingly assist classmates in need.

TABLE 14. Level of students' behavior in terms of response to teacher

STATEMENT	MEAN	SD	REMARKS
I respect my teachers and follow their instructions during class.	4.69	0.56	Strongly Agree
When my teacher presents a lesson, I am attentive and actively participate in class discussions.	4.52	0.64	Strongly Agree
I listen to my teacher's feedback and try to apply it to improve my work.	4.57	0.63	Strongly Agree
I behave appropriately and do not disrupt the class when my teacher is giving instruction.	4.46	0.67	Strongly Agree
I feel that my teacher creates a positive learning environment that encourages me to do my best.	4.59	0.66	Strongly Agree
Weighted Mean	4.57		
SD	0.64		
Verbal Interpretation		Very High	

The strong agreement across all statements highlights a collaborative and supportive learning environment where students participate meaningfully in teamwork and problem-solving. The findings imply that students demonstrate strong cooperative behaviors, which can positively impact classroom dynamics, group productivity, and overall academic performance.

As cited by Rivera (2022) students in various educational settings perceived teacher's feedback, students reported that constructive and timely feedback from teachers helped them identify their strengths and areas for improvement, which in turn increased their confidence and encouraged them to put more effort into their studies. This perception underscores the importance of effective feedback in enhancing student engagement and learning outcomes across different educational environments.

Therefore, students that exhibit a high level of responsiveness and active participation in the classroom, fostering a collaborative and supportive learning environment. Their willingness to engage in group work, listen to peers, and assist classmates reflects strong cooperative behaviors that enhance classroom dynamics, group productivity, and academic achievement.

Table 15 presents the level of student behavior regarding their positive interaction in learning, as measured by the mean and standard deviation.

The results indicate a very high level of student positive interaction, as reflected in the weighted mean of 4.54 with a standard deviation of 0.61. This emphasize that students actively engage in group work, respect and listen to their peers, and willingly assist classmates in need. The strong agreement across all statements highlights a collaborative and

supportive learning environment where students participate meaningfully in teamwork and problem-solving.

TABLE 15. Level of students' behavior in terms of positive interaction

STATEMENT	MEAN	SD	REMARKS
My classmates treat each other with respect and kindness.	4.53	0.60	Strongly Agree
I feel comfortable asking my peers for help when I need it.	4.49	0.61	Strongly Agree
Students in our class work together during group activities.	4.47	0.65	Strongly Agree
I feel safe expressing my opinions in class discussions.	4.56	0.60	Strongly Agree
Teachers encourage positive interactions among students.	4.65	0.58	Strongly Agree
Weighted Mean	4.54		
SD	0.61		
Verbal Interpretation		Very High	

The findings imply that students demonstrate strong cooperative behaviors, which can positively impact classroom dynamics, group productivity, and overall academic performance.

As cited by Santos & Rivera (2022) the effects of peer collaboration on student engagement and learning outcomes, include increased motivation, improved understanding of subject matter, and enhanced communication skills. Students who work together on group projects often show higher levels of participation and enthusiasm compared to those working individually. Additionally, peer collaboration allows students to share diverse perspectives, which deepens their comprehension and encourages active learning. This collaborative approach also fosters a sense of community and accountability, leading to better academic performance and more meaningful engagement in the learning process.

Therefore, a high level of positive student interactions characterized by active engagement, respect, and mutual assistance, which contribute to a collaborative and supportive classroom environment. Such cooperative behaviors are instrumental in enhancing classroom dynamics, group productivity, and overall academic success.

Table 16 presents the results of a regression analysis examining the effect of teachers' efficacy measured through different dimensions on students' attitudes such as interest, engagement, perceived relevance, self-confidence, and satisfaction.

Teachers' beliefs in their abilities are consistently significant predictors of all student attitudes, including interest, engagement, perceived relevance, self-confidence, and satisfaction ($p < 0.05$) This highlights the importance of teacher confidence in shaping student experiences.

Teachers' emotional well-being significantly affects all aspects of student attitudes ($p < 0.05$) except for self-confidence, showing that emotionally well-adjusted teachers foster positive learning environments.

Teaching skills alone do not significantly affect most student attitudes ($p > 0.05$) except for self-confidence ($p < 0.05$), which means that technical expertise may not be enough to influence students' motivation and engagement.

Professional development significantly improves student interest, engagement, and perceived relevance ($p < 0.05$) but

does not significantly impact self-confidence or satisfaction (p>0.05) This means that while training helps in teaching methods, it may not directly translate student experiences.

TABLE 16. Test of effect between Teacher's Efficacy and Student's Attitudes

Teacher's Efficacy	Students Attitudes	Beta	SE	95 % CI		β	p
				LL	UL		
Practices	Interest	0.139	0.041	0.059	0.220	0.143	0.001*
Beliefs		0.113	0.046	0.022	0.203	0.103	0.015*
Skills		0.057	0.047	-0.036	0.149	0.051	0.228
Professional Development		0.062	0.030	0.003	0.122	0.085	0.039*
Emotional Well-being		0.135	0.046	0.045	0.225	0.126	0.003*
Practices	Engagement	0.109	0.039	0.032	0.186	0.114	0.005*
Beliefs		0.186	0.044	0.101	0.272	0.174	0.000*
Skills		0.053	0.045	-0.035	0.140	0.049	0.239
Professional Development		0.112	0.029	0.055	0.168	0.154	0.000*
Emotional Well-being		0.155	0.043	0.070	0.240	0.147	0.000*
Practices	Perceived Relevance	0.109	0.040	0.030	0.187	0.115	0.007*
Beliefs		0.180	0.045	0.092	0.267	0.169	0.000*
Skills		0.041	0.045	-0.048	0.130	0.038	0.370
Professional Development		0.066	0.029	0.009	0.123	0.092	0.024*
Emotional Well-being		0.099	0.044	0.012	0.186	0.095	0.025*
Practices	Self confidence	0.082	0.044	-0.004	0.168	0.080	0.062
Beliefs		0.125	0.049	0.029	0.222	0.109	0.011*
Skills		0.129	0.050	0.031	0.227	0.111	0.010*
Professional Development		0.017	0.032	-0.046	0.080	0.022	0.588
Emotional Well-being		0.155	0.048	0.060	0.250	0.137	0.001*
Practices	Satisfaction	0.148	0.033	0.083	0.212	0.187	0.000*
Beliefs		0.179	0.037	0.107	0.250	0.202	0.000*
Skills		0.053	0.037	-0.020	0.126	0.060	0.154
Professional Development		-0.010	0.024	-0.057	0.037	-0.017	0.671
Emotional Well-being		0.080	0.036	0.009	0.151	0.092	0.027*

Note: * p < .05.

TABLE 17. Test of effect between Teacher's Efficacy and Student's Behavior

Teacher's Efficacy	Students Behavior	Beta	SE	95 % CI		β	p
				LL	UL		
Practices	Cooperation	0.132	0.060	0.014	0.249	0.096	0.028*
Beliefs		0.093	0.067	-0.038	0.225	0.061	0.165
Skills		0.079	0.068	-0.055	0.213	0.051	0.249
Professional Development		0.022	0.044	-0.064	0.109	0.022	0.608
Emotional Well-being		0.143	0.066	0.013	0.273	0.095	0.031*
Practices	Attention	0.185	0.046	0.094	0.276	0.170	0.000*
Beliefs		0.066	0.052	-0.036	0.168	0.054	0.202
Skills		0.131	0.053	0.027	0.234	0.106	0.014*
Professional Development		0.010	0.034	-0.057	0.076	0.012	0.776
Emotional Well-being		0.137	0.051	0.036	0.238	0.114	0.008*
Practices	Task Completion	0.087	0.049	-0.008	0.183	0.077	0.074
Beliefs		0.090	0.054	-0.017	0.196	0.071	0.100
Skills		0.140	0.055	0.031	0.249	0.109	0.012*
Professional Development		0.019	0.036	-0.051	0.089	0.022	0.592
Emotional Well-being		0.168	0.054	0.062	0.274	0.135	0.002*
Practices	Response to teacher	0.216	0.045	0.128	0.305	0.204	0.000*
Beliefs		0.091	0.050	-0.008	0.189	0.076	0.070
Skills		0.061	0.051	-0.039	0.162	0.051	0.230
Professional Development		-0.001	0.033	-0.065	0.064	-0.001	0.984
Emotional Well-being		0.150	0.050	0.053	0.248	0.128	0.003*
Practices	Positive interaction	0.108	0.043	0.023	0.192	0.108	0.012*
Beliefs		0.087	0.048	-0.007	0.181	0.078	0.070
Skills		0.110	0.049	0.014	0.206	0.098	0.024*
Professional Development		-0.031	0.031	-0.092	0.031	-0.041	0.331
Emotional Well-being		0.134	0.047	0.041	0.227	0.122	0.005*

Note: * p < .05.

The result imply that Teacher efficacy is key to shaping student attitudes, with beliefs and emotional well-being having the strongest impact. While professional development and effective practices help, technical skills alone are insufficient for engagement, satisfaction, or interest. Supporting teacher confidence and well-being, alongside effective instruction, fosters a more engaging learning environment.

Therefore, the results underscore the importance of teacher efficacy in shaping positive student attitudes, with teachers' beliefs and emotional well-being playing a crucial role. While professional development and effective instructional practices are valuable, they are not sufficient on their own to ensure student engagement, satisfaction, and interest.

Table 17 presents a regression analysis examining how different dimensions of teacher efficacy such as practices, beliefs, skills, professional development, and emotional well-being influence various aspects of student behavior in terms cooperation, attention, task completion, response to teacher, and positive interaction.

Teachers' practices and emotional well-being have the most consistent positive effect on student behavior, particularly in fostering cooperation, attention, and responsiveness ($p < 0.05$).

Teaching skills contribute to student attention, task completion, and positive interaction ($p < 0.05$), but they are not as influential as teaching practices or emotional well-being ($p > 0.05$).

Beliefs in teaching ability and professional development have minimal direct effects on student behavior, highlighting the need for a supportive teaching environment and practical classroom strategies rather than just training or confidence alone. These findings highlight the importance of fostering a supportive teaching environment and effective instructional methods to encourage positive student behavior.

Therefore, these findings emphasize the critical need to foster a supportive and emotionally healthy teaching environment, along with effective instructional strategies, to enhance student behavior and overall classroom dynamics.

IV. CONCLUSION AND RECOMMENDATIONS

The result of the study reveals that the teacher's efficacy is vital in influencing various student's attitudes such as interest engagement, perceived relevance self-confidence and overall satisfaction. The data indicated a remarkably high level of teacher's efficacy in practice which aligns with a similarly elevated level of student cooperation in their learning process. Notably teacher's belief beliefs and emotional well-being are identified as key predictors of positive student attitudes, highlighting the necessity of having supportive and confident educators to cultivate an engaging and effective learning environment. Although professional development programs can enhance student's interest and engagement it is clear that simply improving teaching skills is insufficient to address all facets of student's attitudes. Consequently, a comprehensive approach that nurtures teacher's confidence, emotional well-being and continuous professional development is crucial for establishing optimal learning conditions.

Based on the results of the study, the following recommendations are suggested:

The school heads may carry out effective professional development programs like seminars in stress management and well-being practices that focus on building teachers' capabilities and fostering their knowledge and emotional well-being.

The teacher may encourage the students to do reflective practices

and self-efficacy strengthening activities to boost student's confidence and emotional resilience.

The teacher may extend positive reinforcement and constructive feedback to motivate the student, establish clear routines and expectations, clearly communicate objectives for each lesson and tailor lessons to meet the student's interests and abilities.

Future researcher's an in-depth study may be gain consideration.

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