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Research Article

Teachers' Self-Efficacy and Teacher-Initiated Parental Involvement: The Two-Tier Lens on Teachers' Performance

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ABSTRACT

This study examined the relationship between teachers' self-efficacy, teacher-initiated parental involvement, and their impact on the performance of elementary teachers in DepEd SDO Sto. Tomas City. A total of 261 public elementary school teachers participated, using a descriptive correlational design to assess the variables through a survey questionnaire. Results showed that teachers rated their self-efficacy as "Very High" and their parental involvement as "High," demonstrating excellent overall performance. The findings revealed moderate to strong positive correlations between both self-efficacy and parental involvement with teachers' performance. Key predictors of performance included cooperation with colleagues, overall self-efficacy, and community collaboration, with self-efficacy, learning at home, and community engagement positively correlating with performance, while collaboration with colleagues was negatively correlated. In conclusion, higher levels of teachers' self-efficacy and active parental involvement are essential for sustaining high teaching performance

Keywords: *Teachers' self-efficacy, Teacher-initiated parental involvement, Teachers' performance, Two-tier lens, Academic performance*

Introduction

The post-COVID-19 landscape has posed significant challenges to the education system, impacting teachers' performance and particularly affecting vulnerable learners. During this time, parents have become more engaged in their children's education, making their satisfaction with schools vital in reflecting how well institutions can adapt to rapid changes (Bubb & Jones, 2020).

Teachers often feel overwhelmed by their students' emotional needs, especially after traumatic events (Pfefferbaum et al., 2004). Research indicates that symptoms of post-traumatic stress disorder are notably higher among teachers compared to the general population following crises (Zhang et al., 2016), leading to emotional exhaustion.

As schools reopen, the education system remains in recovery, addressing significant learning losses, health challenges, and increased

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dropout rates, as many students have become disengaged (UNESCO, 2023). To combat these issues and ensure no child is left behind, educators have implemented various strategies built on innovations from the crisis. However, small yet impactful challenges persist.

The teaching profession has long faced stress from excessive workloads, inadequate training, and job insecurity (Pérez, 2003). Many educators experience high levels of anxiety and depression, affecting their health and performance (Ryan et al., 2017; Von der Embse et al., 2019). It's crucial to prioritize teachers' emotional well-being, as their relationships with students significantly influence both parties' stress levels (De la Fuente et al., 2020).

This study will explore the roles of teachers' self-efficacy and their initiatives to engage parents, as research shows self-efficacy is key to achieving goals and overcoming challenges. Teachers with high self-efficacy embrace challenges and demonstrate resilience, while those with low self-efficacy may avoid difficulties.

Additionally, the impact of teacher-initiated parental involvement and teachers' beliefs in their professional capabilities will be examined regarding academic outcomes and overall well-being in the workplace.

Methods

This study utilized quantitative methods, specifically a descriptive-correlational research design. The quantitative phase relied on self-reported questionnaires completed by the respondents to gather essential information. The researcher analysed this numerical data to explore the relationships between teacher self-efficacy, teacher-initiated parental involvement, and teachers' performance.

The respondents included 261 teachers from public elementary schools in the Division of Sto. Tomas City. Using Cochran's formula, the

teachers were selected from each school with a five-percent margin of error and a 95% confidence level. Stratified random sampling was employed to identify the study participants.

Primary data were collected through a self-administered survey questionnaire, which consisted of four sections. The first section, developed by the researchers, addressed the socio-demographic characteristics of the respondents. The subsequent sections included the modified Teachers' Self-Efficacy Scale by Skaalvik & Skaalvik (2010), the modified Teacher-Initiated Parental Involvement questionnaire by Dr. Joyce L. Epstein, and the Teachers' Performance questionnaire based on the Philippine Professional Standards for Teachers (PPST) aligned with the National Competency-Based Teacher Standards (NCBTS).

To ensure content validity, the questionnaires were reviewed by experts in relevant fields prior to the pilot study. All suggestions and recommendations from these experts were considered to enhance the suitability of the content and scales used in the instruments. The reliability of the instruments was assessed using the α coefficient, as recommended by Creswell (2013), yielding an impressive overall Cronbach's Alpha (α) value of 0.99.

Mean and standard deviation were utilized to determine the levels of teachers' self-efficacy, teacher-initiated parental involvement, and teachers' performance. To assess the significance of the relationships between teachers' self-efficacy and performance, as well as between teacher-initiated parental involvement and performance, the Pearson Product Moment Correlation Coefficient (Pearson r) was employed. Additionally, Multiple Linear Regression was used to evaluate whether teachers' self-efficacy beliefs and teacher-initiated parental involvement significantly predict teachers' performance.

Result and Discussion

Table 1. Extent of Teachers' Self-Efficacy

Teachers' Self-Efficacy	Mean	SD	VI
Instruction	4.74	.3864	Very High
Adapting Instruction to Students' Individual Needs	4.58	.4621	Very High
Motivating Students	4.74	.3761	Very High
Maintaining Discipline	4.68	.4213	Very High
Cooperation with Colleagues and Parents	4.68	.3923	Very High
Coping with Challenges	4.55	.4550	Very High
Overall	4.66	.3429	Very High

VI – verbal Interpretation: 4.50 – 5.00 (Always/Very High); 3.50 – 4.49 (Often/High); 2.50 – 3.49 (Sometimes/Average); 1.50 – 2.49 (Rarely/Low); 1.00 – 1.49 (Never/Very Low)

The table summarizes the extent of teachers' self-efficacy, revealing that the highest levels are in instruction and student motivation, both with a mean of 4.74 (SD = .3864 and SD = .3761). Instruction is the cornerstone of everyday teaching, offering teachers the opportunity to profoundly impact students' lives and impart valuable knowledge. This transformation is most effective when students feel motivated and appreciated.

Overall, teachers' self-efficacy was rated very high, with a mean of 4.66 (SD = .3429). This confidence stems from their belief in their ability to achieve specific goals, which empowers them in their roles.

As noted by Ross (2013), teachers' self-efficacy influences their professional behavior

through various cognitive, motivational, affective, and selection processes (Bandura, 1997). Educators with high self-efficacy tend to set more challenging goals for themselves and their students, take greater responsibility for outcomes, and persist in the face of adversity.

Hussain et al. (2021) emphasized that self-efficacy is crucial for teachers in accomplishing their goals and approaching instructional challenges. Those with low self-efficacy often avoid difficult tasks, perceive creative activities as overwhelming, and may lose confidence. Conversely, teachers with high self-efficacy embrace challenges, cultivate a deeper interest in their work, and demonstrate resilience in overcoming setbacks.

Table 2. Level of Teacher-Initiated Parental Involvement

Teachers' Initiated-Parental Involvement	Mean	SD	VI
Parenting	4.34	.5576	High
Communicating	4.49	.4943	High
Learning at Home	4.53	.5112	Very High
Making Decisions	4.43	.5957	High
Collaborating with the Community	4.46	.5573	High
Overall	4.45	.4782	High

VI – verbal Interpretation: 4.50 – 5.00 (Always/Very High); 3.50 – 4.49 (Often/High); 2.50 – 3.49 (Sometimes/Average); 1.50 – 2.49 (Rarely/Low); 1.00 – 1.49 (Never/Very Low)

The data reveals that learning at home received the highest average response, with a mean of 4.53 (SD = .5957), while initiatives for parental involvement scored slightly lower, with a mean of 4.34 (SD = .5576). The remarkable efforts by teachers to facilitate home learning have significantly engaged parents, increasing their awareness and involvement in their children's education. To strengthen this partnership, initiatives aimed at enhancing parental involvement in parenting will be intensified.

When families actively participate in their children's education, children develop a love for learning and expand their knowledge and curiosity. Teachers often notice positive changes in students when family relationships are prioritized. Increased parental involvement boosts motivation, fosters positive habits, and

contributes to academic success. Educators frequently invite parents to school events, encourage them to volunteer, and suggest meetings to set educational goals (Weber, 2021).

Bachman et al. (2021) emphasized that parental involvement is essential for helping students reach their full potential. The teacher's role in guiding parents to become active participants in their child's education and providing them with support strategies is increasingly important. Establishing open lines of communication and mutual understanding between parents and the school fosters effective, trust-based collaborations. Such involvement positively influences students' relationships with their parents, enhances their creativity, supports their emotional well-being, and sparks their interest in learning (Kohn, 2013).

Table 3. Level of Teachers' Performance

Teachers' Performance	Mean	SD	VI
Diversity of Learners	4.63	.4553	Excellent
Content, Knowledge, and Pedagogy	4.60	.4786	Excellent
Planning, Assessing and Reporting	4.69	.4282	Excellent
Personal Growth and Professional Development	4.73	.3868	Excellent
Overall	4.66	.4054	Excellent

VI – verbal Interpretation: 4.50 – 5.00 (Excellent); 3.50 – 4.49 (Very Satisfactory); 2.50 – 3.49 (Satisfactory); 1.50 – 2.49 (Fair); 1.00 – 1.49 (Poor)

The data shows that teachers perform best in personal growth and professional development, with an average score of 4.73 (SD = .3868). This commitment to self-improvement has positively impacted the quality of education in SDO Sto. Tomas City. In contrast, the area of content knowledge and pedagogy received the lowest score, averaging 4.60 (SD = .4786). Overall, teachers' performance is rated as Excellent, with a mean score of 4.66 (SD = .4054).

Gonzales (2021) highlighted that teaching performance is essential for delivering quality education, regardless of curriculum or budget. He cited Escribano (2018), emphasizing that effective teaching meets societal needs and fosters responsibility for both learning and professional growth. Teacher performance standards

provide important guidelines for classroom practices, encouraging continuous reflection and improvement. Without adequate support, it becomes difficult to assess student learning and identify areas for growth (Pérez et al., 2018).

Teaching is a demanding profession that requires skilled individuals. The complexities of the role and the evolving demands of the 21st century present significant challenges for educators. The introduction of 21st Century Skills and the National Competency-Based Teacher Standards (NCBTS) has redefined educators' roles and transformed the learning environment. Teachers are now seen as agents of change, fostering a positive culture within schools.

The Department of Education's K to 12 Basic Education Program aims for the holistic development of students and aligns with essential 21st Century Skills (K-12 Basic Education Program, 2012). These skills include Learning and Innovation, Information, Media and Technology, and Life and Career Skills. This reform

marks a significant advancement in education, reshaping teachers' skills and competencies, which are crucial for assessing performance and ensuring educational standards are met. In this context, performance is synonymous with quality and excellence.

Table 4. Relationship between the Salient Variables of Teachers' Self-Efficacy and Teachers' Performance

Teachers' Self-Efficacy	Teachers' Performance				
	Diversity of Learners	Content, Knowledge, and Pedagogy	Planning, Assessing Reporting	Professional Growth & Development	Overall Teachers' Performance
Instruction	.548**	.540**	.573**	.492**	.582**
Adapting Instruction to Needs	.586**	.612**	.604**	.534**	.632**
Motivating Students	.611**	.578**	.574**	.527**	.619**
Maintaining Discipline	.608**	.571**	.579**	.565**	.627**
Cooperation with Colleagues	.566**	.513**	.496**	.558**	.574**
Coping with Challenges	.626**	.615**	.555**	.551**	.635**
Overall Teachers' Self-efficacy	.717**	.695**	.684**	.653**	.743**

****.** Correlation is significant at the 1% level of significance.

The table illustrates the relationship between teachers' self-efficacy and their performance across various domains, including Diversity of Learners, Content Knowledge, Pedagogy, Planning, Assessing, Reporting, and Professional Growth. A strong positive correlation was found between self-efficacy and instructional effectiveness, with particularly high correlations observed in Planning ($r = .573$, $p < 0.01$) and Overall Performance ($r = .582$, $p < 0.01$). This suggests that enhancing teachers' self-efficacy can lead to better instructional practices, benefiting diverse learners and overall teaching quality. Additionally, adapting instruction to meet student needs showed significant positive correlations, especially with Overall Performance ($r = .632$, $p < 0.01$), indicating that personalized instruction enhances

teachers' effectiveness and student engagement.

Teachers' self-efficacy also significantly correlates with their ability to motivate students ($r = .527$ to $.619$), emphasizing that confident teachers are more likely to inspire their students. Maintaining discipline, which is vital for effective teaching, also displayed strong correlations, particularly with Overall Performance ($r = .627$, $p < 0.01$). Furthermore, cooperation among colleagues was positively correlated with performance, suggesting that teamwork leads to better outcomes across multiple teaching domains.

Coping with challenges also emerged as an important factor, with a strong correlation to Overall Performance ($r = .635$, $p < 0.05$), indicating that teachers who effectively manage

difficulties tend to excel in their roles. Overall, the findings highlight that higher self-efficacy is consistently linked to improved teacher performance across all examined variables. Research, such as that by Song et al. (2018), supports this by showing that self-efficacy positively impacts teachers' commitment and job performance.

From a social cognitive perspective, high self-efficacy encourages goal-setting and resilience, which are crucial for effective teaching. Teachers with elevated self-efficacy are more engaged with their students and better equipped to overcome challenges, leading to enhanced educational experiences.

Table 5. Relationship between Teacher-Initiated Parental Involvement and Teachers' Performance

Teachers' Initiated Parental Involvement	Teachers' Performance				
	Diversity of Learners	Content, Knowledge, and Pedagogy	Planning, Assessing, Reporting	Professional Growth & Devt.	Overall Teachers' Performance
Parenting	.510**	.516**	.448**	.490**	.531**
Communicating	.636**	.643**	.602**	.542**	.657**
Learning at Home	.682**	.675**	.662**	.571**	.702**
Making Decision	.502**	.508**	.495**	.449**	.529**
Collaborating with the Community	.654**	.651**	.625**	.572**	.677**
Overall Teacher-initiated Parental Involvement	.674**	.676**	.640**	.594**	.699**

**** Correlation is significant at the 1% level of significance**

Table 5 displays the relationship between Teachers' Initiated Parental Involvement and Teachers' Performance. It examines how various aspects of parental involvement relate to teacher performance in areas such as Diversity of Learners, Content Knowledge, Pedagogy, Planning, Assessing and Reporting, and Professional Growth & Development.

The data reveals a moderate to strong positive correlation between factors like parenting, communication, learning at home, decision-making, and community collaboration, with correlation coefficients ranging from 0.448 to 0.682. This leads to the rejection of the null hypothesis, indicating a significant link between these parental involvement aspects and

teacher performance in the various domains mentioned.

These findings highlight the importance of parental involvement, effective communication, and community engagement in enhancing teaching effectiveness. By actively involving parents and leveraging community resources, teachers can improve their performance across multiple areas, fostering a better learning environment for students.

Notably, teacher-initiated parental involvement has a strong correlation value of 0.699 ($p < 0.01$) with overall teacher performance. This suggests that the more teachers engage parents in the educational process, the better their performance tends to be.

Table 6. Regression of Teachers' Performance Predicted by Teachers' Self-Efficacy Beliefs and Teacher-Initiated Parental Involvement

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
	(Constant)	0.738	0.209		3.526	0.000
Teachers' Self-Efficacy (TSE)	Cooperation with Colleagues and Parents	-0.146	0.069	-0.141	-2.126	0.034
	Overall, Teachers' Self-Efficacy	0.673	0.089	0.569	7.578	0.000
Teacher-Initiated Parental Involvement (TIPI)	Learning at Home	0.178	0.054	0.224	3.277	0.001
	Collaborating with the Community	0.149	0.047	0.205	3.179	0.002

$R^2 = .638$, Adjusted $R^2 = .633$, $SEE = 0.246$, $df = 4, 256, 260$, $F = 112.9$, $Sig. = 0.000$

Table 6 presents the regression model predicting teachers' performance based on their self-efficacy and parental involvement.

The analysis revealed several key findings. First, teachers' self-efficacy (TSE) showed a strong positive relationship with overall performance ($\beta = 0.569$, $t = 7.578$, $p < 0.001$), indicating that teachers with higher self-efficacy tend to perform better.

Interestingly, cooperation with colleagues and parents, as a component of self-efficacy, had a negative relationship with performance ($\beta = -0.141$, $t = -2.126$, $p = 0.034$). This suggests that less collaboration might be associated with better teacher performance.

Additionally, two aspects of teacher-initiated parental involvement were positively linked to performance: learning at home ($\beta = 0.224$, $t = 3.277$, $p = 0.001$) and community collaboration ($\beta = 0.205$, $t = 3.179$, $p = 0.002$). This indicates that increased parental engagement in learning at home and community collaboration leads to improved teacher performance.

The regression model, summarized by the equation $Y = 0.738 - 0.146x_1 + 0.673x_2 + 0.178x_3 + 0.149x_4$, explained 63.8% of the variance in teachers' performance ($F(2,246) = 112.9$, $p < 0.001$).

In conclusion, the analysis shows that teachers' self-efficacy and parental involvement are significant predictors of performance.

Higher self-efficacy and active parental engagement contribute to better teaching outcomes. This highlights the importance of fostering strong connections among teachers, parents, and the community to enhance educational performance.

In contrast to Akil et al. (2019), while teachers express high confidence in their literature teaching abilities, this self-efficacy does not translate into effective implementation. This suggests a need for more opportunities and experiences for teachers to enhance their instructional skills beyond textbook reliance.

Conclusion

Based on the foregoing findings, the following conclusions are put forward:

- 1 Regarding teacher self-efficacy, the respondents rated the different indicators of this domain as "Very High" in terms of instruction, adapting instruction to individual needs, motivating students, maintaining discipline, cooperation with colleagues and parents, and coping with challenges.
- 2 Regarding teacher-initiated parental involvement, the teachers rated the different indicators of the domain as "High."
- 3 In terms of teachers' performance, the teachers had shown excellent performance regarding the diversity of learners, curriculum, content, pedagogy, planning,

assessing, reporting, and personal growth and professional development.

- 4 There is a significant relationship between teachers' self-efficacy and teachers' performance. Hence, the null hypothesis is rejected.
- 5 There is a significant relationship between teacher-initiated parental involvement and teachers' performance. Hence, the null hypothesis is rejected.
- 6 There were also significant factors predicting the teachers' performance. Cooperation with colleagues and parents, overall self-efficacy, learning at home and collaborating with the community significantly predict the teachers' performance. Specifically, the teachers' self-efficacy, learning at home, and collaborating with the community were positively correlated with their performance, while collaborating with their colleagues and parents was negatively correlated with it. Hence, the null hypothesis was partly sustained.

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