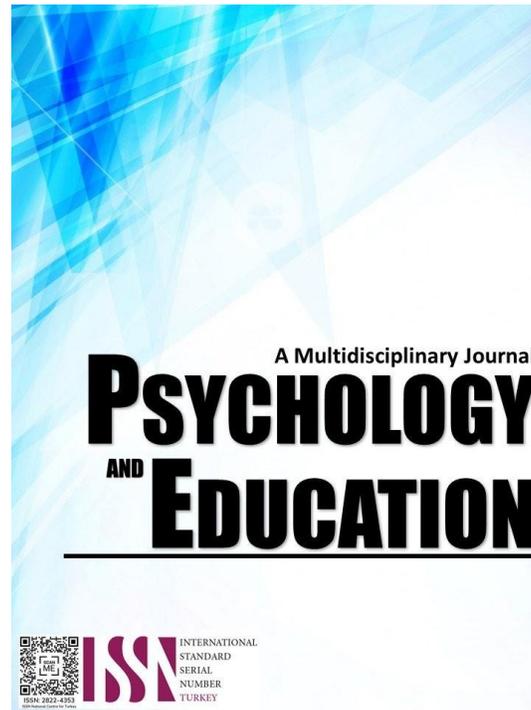


# THE MEDIATING EFFECT OF ACADEMIC SELF-EFFICACY ON THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDE AND ACADEMIC PERFORMANCE OF T'BOLI LEARNERS



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## The Mediating Effect of Academic Self-Efficacy on the Relationship between Teachers' Attitude and Academic Performance of T'boli Learners

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### Abstract

The main thrust of this study was to find the mediating effect of academic self-efficacy on the relationship between teacher's common classroom attitude and academic performance of T'boli learners in Surallah 1 District, Division of South Cotabato for the school year 2022-2023. This study employed quantitative design utilizing specially the descriptive correlation design. Stratified random sampling was used in selecting the population of respondents. Total population was used in getting the sample size of the teacher-respondents, while Slovin' formula was used for learner-respondents. This study was conducted in the four different schools namely: Centrala Central Elementary School, Little Baguio Elementary School, Lambusong Elementary School, and Tubi-Allah Elementary School in Surallah 1 District, Division of South Cotabato. The following conclusions were established based on the results of the study: The common classroom attitude of teachers was manifested most of the time in terms of demonstrating caring and kindness, sharing responsibility, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity. The level of academic self-efficacy of learners was high in terms of student's engagement, classroom management, and instructional strategies. Majority of the learners obtained a high level of academic performance. Moreover, there was a significant relationship between teacher's common classroom attitudes and academic performance of learners, teacher's common classroom attitudes and academic self-efficacy, and academic self-efficacy and academic performance.

**Keywords:** *educational management, Arabic language, Islamic values education, Muslim learners, Philippines*

### Introduction

The academic performance of T'boli learners faces significant challenges due to various socio-cultural, economic and systemic factors. These learners often contend with limited access to quality educational resources, language barriers, and teaching methods that may not align with their cultural context. Additionally, the scarcity of trained teachers who understand and incorporate Indigenous perspectives into their instruction can hinder meaningful engagement. Socioeconomic constraints, such as poverty and the need for children to contribute to household income, further exacerbate these challenges. Addressing the academic struggles of T'boli learners is crucial to promoting equitable education and preserving their cultural identity, as it allows them to participate fully in their local communities and the broader society (Prest et al., 2021; Yada et al., 2022).

Moreover, the academic performance of T'boli learners is crucial for fostering their personal growth, preserving their cultural heritage, and ensuring their active participation in the society. Strong academic foundations empower T'boli learners to access better opportunities, break the cycle of poverty, and contribute to their communities' development. Education also plays a vital role in preserving their Indigenous identity by equipping them with the skills to navigate the modern world while maintaining pride in their cultural roots. Prioritizing their academic success uplifts individual learners and strengthens their community's resilience, enabling them to advocate for their rights and to voice their unique perspectives in broader societal conversations (Gamboa et al., 2021).

Furthermore, the relationship between teachers' attitudes and the academic performance of T'boli learners is a critical area of study, as teachers play a pivotal role in shaping students' learning experiences and outcomes. A positive and culturally sensitive attitude from teachers can foster an inclusive and supportive environment that encourages T'boli learners to engage in their education actively, helping them overcome cultural and language barriers. Conversely, negative attitudes or biases may lead to a lack of motivation and diminished self-esteem among learners, directly affecting their academic performance. Understanding this relationship highlights the importance of professional development programs that promote cultural competence and empathy among educators, ensuring they are well-equipped to effectively address the unique needs of Indigenous learners. By nurturing positive teacher attitudes, schools can create an environment where T'boli learners thrive academically and personally (Engin, 2020).

On the other hand, the relationship between teachers' attitudes and students' academic self-efficacy is a significant factor in shaping learners' confidence and motivation to succeed. Teachers who demonstrate positive, supportive, and encouraging attitudes can foster a classroom environment where students feel valued and capable, boosting their belief in their ability to achieve academic goals. Conversely, negative or dismissive attitudes from teachers may undermine students' confidence, leading to lower academic self-efficacy and reduced performance. This connection underscores the importance of equipping educators with the skills and mindset needed to inspire and empower their students. By understanding and improving this dynamic, schools can help students develop the resilience and self-assurance necessary to thrive academically and beyond (Wyatt et al., 2019).

In addition, the relationship between academic self-efficacy and the academic performance of T'boli learners is a crucial area of focus, as self-efficacy significantly influences motivation, persistence, and overall success in educational pursuits. Learners with high

academic self-efficacy are more likely to engage actively in their studies, overcome challenges, and achieve better academic outcomes. For T'boli learners whose educational experiences may be shaped by cultural and socioeconomic factors, fostering self-efficacy can be transformative, empowering them to believe in their abilities despite external barriers. Understanding this relationship highlights the need for supportive teaching strategies, culturally relevant materials, and inclusive practices that enhance learners' confidence and skills. By strengthening academic self-efficacy, educators can help T'boli learners reach their full potential and contribute meaningfully to their communities (Bautista & Bantulo, 2024).

In light of this, the mediating effect of academic self-efficacy on the relationship between teachers' attitudes and the academic performance of T'boli learners addresses a critical research gap in understanding how these interconnected factors influence educational outcomes. While studies have highlighted the importance of teachers' attitudes and their direct impact on student performance, the role of academic self-efficacy as a bridge between the two remains underexplored, particularly in the context of Indigenous learners like the T'boli. Investigating this gap is essential, as self-efficacy can be a powerful internal motivator that enables learners to navigate challenges and maximize their potential despite external barriers. By examining this mediating effect, the study can provide valuable insights into how positive teachers' attitudes indirectly shape learners' confidence and performance, informing targeted interventions that enhance teaching practices and student empowerment in culturally diverse settings (Garcia & Pantao, 2021).

Hence, conducting this study in Surallah 1 District, Division of South Cotabato, for the school year 2022-2023 is urgent due to the pressing need to address the unique educational challenges faced by students in this area, particularly in the wake of the ongoing adjustments in the educational system. Surallah 1 encompasses a diverse mix of learners, including indigenous communities, and has seen shifts in teaching methodologies and the increasing importance of adapting to new learning modalities. By investigating factors such as teachers' attitudes, academic self-efficacy, and their collective impact on academic performance, this study can provide timely insights into how to support educators and students in the region better. This research is essential in identifying the gaps in teachers' training, students' engagement, and overall academic support, allowing for more targeted interventions that could improve educational outcomes, particularly in underserved communities where resources are limited (Benito et al., 2022).

## Research Questions

The main thrust of this study was to find out the mediating effect of academic self-efficacy on the relationship between teachers' typical classroom attitude and the academic performance of T'boli learners in Surallah 1 District, Division of South Cotabato, for the school year 2022-2023. Specifically, the following objectives were formulated:

1. To determine the common classroom attitudes of public school teachers in terms of:
  - 1.1. demonstrating caring and kindness;
  - 1.2. sharing responsibility;
  - 1.3. sensitively accepting diversity;
  - 1.4. fostering individualized instruction and
  - 1.5. encouraging creativity.
2. To measure the level of academic self-efficacy of T'boli learners in terms of:
  - 2.1. student's engagement;
  - 2.2. classroom management, and
  - 2.3. instructional strategies.
3. To determine the level of learner's academic performance in terms of:
  - 3.1. academic achievement;
  - 3.2. satisfaction;
  - 3.3. acquisition of skills and competencies;
  - 3.4. persistence;
  - 3.5. attainment of educational outcomes, and
  - 3.6. career success.
4. To determine the significance of the relationship between:
  - 4.1. teacher's attitude and academic performance of T'boli learners;
  - 4.2. teacher's attitude and academic self-efficacy, and
  - 4.3. academic self-efficacy and academic performance of T'boli learners.
5. To determine the mediating effect of academic self-efficacy on the relationship between teachers' attitudes and academic performance of T'boli learners.

## Methodology

### Research Design

This study employed a quantitative non-experimental design utilizing the descriptive correlation technique to determine whether academic self-efficacy has a direct effect on academic performance to the influence of teachers' attitudes. The use of such design is important to generate empirical data that will deepen the understanding of the factors that affect learner's performance, particularly in

the the T'boli learners. This type of study typically uses surveys or existing data to measure the variables of interest, analyzing how they correlate.

Specific studies focusing on T'boli learners are limited, existing research employing quantitative non-experimental designs with descriptive correlation techniques has explored the mediating role of academic self-efficacy in the relationship between teacher attitudes and student academic performance. These studies underscore the importance of academic self-efficacy as a mediator between teacher attitudes and student academic performance. The key difference from experimental research is that the researcher does not intervene or manipulate variables, but observes and analyzes natural relationships in real-world settings (Sileyew, 2019; Swart et al., 2019).

Moreover, academic self-efficacy refers to students' belief in their ability to succeed, while teachers' attitudes involve their support, motivation, and engagement in the classroom. Grades or test scores measure academic performance. The study aims to determine if academic self-efficacy mediates the relationship between teachers' attitudes and students' academic performance, exploring whether a positive teacher attitude boosts students' self-belief, leading to improved performance (Seeram, 2019).

The study also used statistical models to explore how academic self-efficacy mediates the relationship between teachers' attitudes and academic performance. The hypothesis is that positive teachers' attitudes boost students' self-efficacy, leading to better academic performance. To assess indirect effects, mediation was tested using Baron and Kenny's four-step approach or Bootstrapping.

Furthermore, the study's findings would highlight the impact of teachers' attitudes and academic self-efficacy on students' outcomes. If academic self-efficacy mediates the relationship between teachers' attitudes and performance, it suggests that improving teachers' attitudes and boosting students' self-confidence can enhance academic outcomes for T'Boli learners. This nonexperimental study contributes to understanding how psychological and environmental factors influence educational success without manipulating the variables (Seeram, 2019).

Further, this nonexperimental study has practical implications for teachers and school administrators in the T'Boli community. If the findings show that positive teachers' attitudes boost students' academic self-efficacy and performance, it underscores the need for supportive, learner-centered teaching practices. Teachers can be trained to foster confidence in students, while schools may implement programs like mentoring or goal-setting workshops to enhance academic self-efficacy. By focusing on teachers' attitudes and students' self-belief, educational stakeholders can create a more positive learning environment, leading to better academic outcomes (Sürücü & Maslacki, 2020).

## Respondents

The study's respondents were 50 teachers and 200 Grade 5 T'boli learners in the four Surallah 1 District, Division of South Cotabato schools. There were 13 teachers and 50 learners from Colongulo Elementary School, 12 teachers and 50 learners from Little Baguio Elementary School. There were 11 teachers and 50 learners from Lambusong Elementary School, and 14 teachers and 50 learners from Tubi-Allah Elementary School.

**Table 1.** *The Distribution of the Respondents*

Schools	Number of Respondents		
	Teachers	Learners	
	N	N	n
1. Colongulo Elementary School	13	50	33
2. Little Baguio Elementary School	12	50	33
3. Lambusong Elementary School	11	50	33
4. Tubi-Allah Elementary School	14	50	33
<b>TOTAL</b>	<b>50</b>	<b>200</b>	<b>132</b>

Moreover, stratified random probability sampling was utilized to select the respondents. In stratified random sampling, researchers divide a population into smaller subgroups called strata. The strata are based on the shared attributes of the individuals, such as income, age range, or education level. This method is used when the researchers believe that these similarities indicate additional similarities that will resonate with their broader population. In this study, stratified random sampling was the appropriate sampling design because all learners were Grade 5, and the teachers were classified based on their Grade level. The total population was used to get the number of teacher respondents, while Slovin's formula was employed for student respondents. Below is the distribution of the respondents.

Respondents in this study included 50 Grade 5 T'Boli learners and their respective teachers from four schools in the Surallah 1 District, Division of South Cotabato: Colongulo Elementary School, Little Baguio Elementary School, Lambusong Elementary School, and Tubi-Allah Elementary School. The study included all Grade 5 learners enrolled in these schools during the academic year and their teachers are actively involved in teaching these learners. Eligible students had documented academic records (such as recent grades) and were willing to participate in the study. Teachers had at least one year of teaching experience in these schools and were willing to engage in the study's classroom attitudes and instructional practices assessments.

Learners not in Grade 5 and those with significant learning disabilities or conditions were excluded. Teachers with less than one year in their role or those who are not teaching the Grade 5 T'Boli learners were also excluded. Additionally, the respondents who were

absent during the extended periods or who were unable to provide consent (or assent) were excluded, and those who were not able to complete the required assessments or provide the accurate academic data.

Respondents were allowed to withdraw from the study without penalty or consequences. Withdrawal criteria included teachers or learners who no longer wished to participate or faced personal, academic, or emotional challenges. If a respondent withdrew, their data were excluded from the final analysis. Respondents were reminded of their right to withdraw throughout the study, and any withdrawn data were kept confidential.

### Instrument

The researcher employed three sets of questionnaires for this study.

**Questionnaire for Teacher's Attitude.** To determine the level of teachers' attitudes, a questionnaire adapted and modified from the Five Attitudes of Effective Teachers: Implications for Teacher Training by Gourneau (2005) was used. The questionnaire assessed five key indicators of effective teaching: demonstrating caring and kindness, sharing responsibility, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity. Each indicator consists of five statements that capture how the teachers exhibited these attitudes daily.

Scale	Range	Interpretation
4.50-5.00	Always	It means that the teacher's classroom attitude is observed at all times.
3.50-4.49	Often	It means that the teacher's classroom attitude is often observed.
2.50-3.49	Sometimes	It means that the teacher's classroom attitude is served.
1.50-2.49	Seldom	It means that the teacher's classroom attitude is observed in few instances.
1.0-1.49	Never	It means that the teacher's classroom attitude is not being observed at all.

**Questionnaire for Academic Self-Efficacy.** To determine the level of academic self-efficacy of the T'boli learners, a questionnaire was used. It was adapted and modified from the Teachers' Sense of Efficacy: A Challenge for Professional Development toward Teaching Science as Inquiry by Seneviratne et al. (N/A). The questionnaire has three indicators: students' engagement with six statements, classroom management with five statements, and instructional strategies with five statements. The questionnaire aims to capture the learners' confidence in their academic abilities and perceived role in learning.

Scale	Range	Interpretation
4.50-5.00	Strongly Agree	It means that the level of academic self-efficacy is very high
3.50-4.49	Agree	It means that the level of academic self-efficacy is high
2.50-3.49	Sometimes Agree	It means that the level of academic self-efficacy is moderately high
1.50-2.49	Disagree	It means that the level of academic self-efficacy is low
1.0-1.49	Strongly Disagree	It means that the level of academic self-efficacy is very low

**Academic Performance.** To determine the academic performance of the T'boli learners, their second grading grades served as the basis.

### Procedure

The researcher collected the data based on the book of Pandey and Pandey (2021) entitled "Research Methodology Tools and Techniques." The researcher followed the following steps: To pursue this study, the researcher secured a letter of permission checked by the adviser and signed and approved by the school's division superintendent to conduct the study in the locale. The received copy was then brought to the school heads where the study was to be undertaken. Following the health and safety protocol, the researcher administered the instrument to the respondents. The researcher first conducted an orientation to secure the attentive response of the respondents and to manage reliable data to be collected. (Pandey & Pandey, 2021; Johnson & Christensen, 2020).

After the orientation, the researcher administered the questionnaires and prepared to give immediate answers to the respondents' questions. The teacher-respondents were given enough time to complete the questionnaire. After that, the researcher dealt with any questions concerning the study. After retrieving the necessary documents from the respondents, the researcher tallied the responses, consolidated them, and applied the statistical treatment. (Field & Miles, 2019; Fowler & Larkin, 2020).

Retrieved questionnaires underwent item analysis to determine the specific factors, the highest, the lowest and the overall mean among the indicators. After the retrieval of the questionnaires from the teachers, the researcher requested a copy of the learners' grades for Quarter 2. The reason for choosing the timeline was that, the First Quarter was an adjustment period for the teachers and the learners;

thus creating a tiny rift in providing the accurate numerical performance. Quarter 2 was the established timeline. After interpreting the data gathered, the researcher proceeded on developing programs as interventions based on the results of the study. (Kumar & Ph.D., 2019; Mitchell & McLeod, 2021).

This study used several statistical tools to analyze the data and to address the research objectives. The mean was used to assess the level of academic self-efficacy, the academic performance of T'Boli learners, and the teacher's attitudes across the district, directly addressing the research objectives. Pearson's Product Moment Coefficient of Correlation was applied to determine the relationship between the variables, helping to explore the strength and direction of the associations between the key variables. Moreover, Path Analysis was utilized to examine the mediating effect of academic self-efficacy, providing a more comprehensive understanding of the data. (Robinson & Wright, 2020; Harris & Smith, 2021).

### **Data Analysis**

**Mean.** This tool was used to determine the level of academic self-efficacy and academic performance of T'boli learners and the teacher's attitudes to answer research objectives 1,2 and 3.

**Pearson's Product Coefficient Moment of Correlation.** This tool determined the relationship between the variables to answer to research objective 4.

**Path Analysis** was used to prove the mediation and bolster the result obtained to answer research objective 5.

### **Ethical Considerations**

**For this quantitative study, a critical ethical factor has Voluntary Participation.** Participation in this study was entirely voluntary. Respondents were fully informed of the study's purpose, objectives, and potential benefits before consenting to participate. They were assured that their involvement would not lead to negative consequences or loss of benefits. Respondents were also made aware of their right to withdraw from the study without facing any penalties. This voluntary consent process was carefully explained to students and teachers, ensuring no one was coerced into participating. Additionally, learners were not forced to participate, and if they felt uncomfortable, they were free to withdraw at any study stage.

**Privacy and Confidentiality.** To comply with the Data Privacy Act of 2012, the study took stringent measures to protect respondents' privacy and confidentiality. Respondents' personal information, such as names, ages, and other identifiable data were kept confidential, and their responses to the survey were anonymized. The study allowed the respondents to omit their names from the survey questionnaires ensuring their privacy. Only aggregated data were used in the analysis, and any individual identifiers were omitted to prevent any breach of confidentiality. This approach guaranteed that the identities and responses were kept secure and private.

**Informed Consent Process.** All potential respondents were thoroughly informed about the study's objectives, methods, and the benefits of their involvement. Informed consent forms were distributed to students and teachers, and adult respondents obtained written consent. For students, parental consent was also secured before their participation. The informed consent process ensured that the respondents understood their rights, including the right to withdraw. By signing the consent form, respondents acknowledged that they had been fully informed and willingly agreed to participate. This transparency and clarity were essential in protecting the autonomy and decision-making rights of the respondents.

**Recruitment.** The recruitment process was designed to ensure that all respondents understood the purpose of the study and why they were chosen. The researcher explained the study's goal to the respondents in person, alongside providing formal documentation, such as a letter of invitation. This explanation helped clarify the respondents' questions and facilitated their understanding of the study's value and importance. This process ensured that the respondents were well-informed before agreeing to participate and were reassured that they could opt-out at any stage.

**Risks.** The study carefully assessed potential risks to ensure a favorable benefit-risk ratio. The researcher prioritized the respondents' well-being, taking steps to minimize potential harm. The study was designed to avoid causing the respondents physical, emotional, or social discomfort. During the data collection process, the researcher ensured that no respondent felt distress or awkwardness while completing the survey. Special care was taken to maintain a safe and secure environment for all involved, and respondents were reminded that they could withdraw at any time if they felt uncomfortable. As the study involved the learners, it was essential to safeguard their emotional and psychological welfare throughout the process.

**Benefits.** The study aimed to provide significant educational benefits by examining the impact of teachers' attitudes on students' academic performance and self-efficacy. The research's findings could improve teaching strategies, enhance classroom environments, and boost student outcomes, especially for T'Boli learners. The study could also have broader implications for educational practices in Indigenous communities, providing valuable insights that could inform policy and curriculum development. Additionally, the research may offer long-term benefits to teachers, students, and the broader community by improving learning strategies, fostering positive teacher-student relationships, and supporting the development of students' academic confidence and performance. These benefits are expected to support efforts to enhance education in the region and inform future programs or interventions to improve learning outcomes.

**Plagiarism.** The study took careful steps to ensure no plagiarism or misrepresentation of others' work. It was subjected to plagiarism detectors like Grammarly software to guarantee that all sources were credited correctly. Ethical authorship and integrity were maintained throughout the research process, ensuring that all contributions were transparently acknowledged and accurately represented. The researcher upheld high standards of academic honesty and avoided any form of plagiarism in the report.

**Fabrication.** The research did not fabricate data or outcomes. All findings were based on genuine data and reported accurately. There was no intentional misinterpretation or falsification of information. The researcher ensured that all results were derived from the actual responses and evidence collected during the study, and no false conclusions were drawn or presented.

**Falsification.** The data were not intentionally falsified to fit theoretical expectations or models. The researcher did not manipulate or omit any important information to mislead the readers. The data presented in the study were accurate, and the findings were based on clear and truthful analysis. There was no overclaiming or exaggeration in reporting the results, and the conclusions were drawn responsibly.

**Conflict of Interest (COI).** The study was free from conflicts of interest (COI). There were no secondary interests, such as financial or academic gains, that could have influenced the primary claims or the validity of the research. The researcher maintained objectivity throughout the study and did not allow any external factors to compromise the integrity of the research. There was no undue influence over the respondents, and the study was conducted with complete impartiality.

**Deceit.** The study did not deceive the respondents about any potential risks or the nature of the research. Respondents were fully informed about the study's goals, procedures, and possible outcomes. The researcher ensured transparency in all interactions with the respondents and made sure they understood the study's ethical guidelines. No misrepresentation occurred, and the rights of the respondents were fiercely protected.

**Permission from Organization/Location.** Before beginning the study, the researcher obtained the necessary permissions from relevant educational authorities. Upon receiving approval from the RMMCERC, the researcher sought permission from the school division superintendent, followed by the district supervisor and principal. This formal process ensured that the study was conducted within ethical and institutional guidelines. The researcher also provided an orientation to students before distributing the survey questionnaires to ensure they understood the study's purpose and procedures.

**Authorship.** The researcher adhered to ethical authorship standards, ensuring that all individuals who contributed substantially to the study were appropriately acknowledged as authors. The contributions of each person involved in the study were clearly outlined, and those who did not meet the criteria for authorship were not included. This approach helped maintain the credibility and transparency of the research, ensuring that all contributors were fairly acknowledged for their roles in the study.

## Results and Discussion

The presentation, analysis, and interpretation of the study's data are covered in this chapter.

### The Common Teacher's Classroom Attitude

Table 2 presents the common teacher's classroom attitude in demonstrating caring and kindness, sharing responsibility, accepting diversity, fostering individual instruction, and encouraging creativity. Mean was utilized to treat the data gathered.

Data revealed that teachers agreed to demonstrate care and kindness and possess enthusiasm, affection, and patience with a mean of 4.42, which indicates that teachers possess these attitudes most of the time. These qualities could significantly impact students' academic performance, emotional well-being, and overall development. Friendly and considerate teachers develop connections and trust with their students, which helps them feel appreciated and supported. Students who are passionate about the subject matter may get more involved in their education and show a sincere interest in it. Kind and understanding teachers foster a safe environment where students feel free to take chances, ask questions, and make mistakes—all of which are crucial components of the learning process.

In concerning to sharing of responsibility, teachers agreed to emphasize that an effective educator must not be overly possessive or need complete control of the children and environment most of the time, with a mean of 4.48. It means that teachers recognized the importance of not being overly possessive or exerting complete control over the children and the learning environment, prioritizing instead the cultivation of independence and autonomy among students, as evidenced by their actions and approaches most of the time.

With regard to sensitively accepting diversity, teachers agreed most of the time to understand fully the meaning and future functions of effectively working in culturally heterogeneous classrooms, with a mean of 4.25. It indicates that teachers commonly agreed on the importance of fully understanding the meaning and future functions of effectively working in culturally heterogeneous classrooms. It was indicated by their ongoing efforts to embrace diversity, promote inclusivity, and adapted instructional strategies to meet the needs of all students.

The table shows that the teachers usually agree to foster individual instruction. According to the statement, teachers thought all students could and would learn, with a mean score of 4.32. Their dedication to adapting teaching strategies to the various requirements of students is demonstrated by this philosophy, which promotes a welcoming and inclusive learning atmosphere.



Additionally, as indicated by the mean of 4.40, teachers agreed to support kids' creativity and to recognize and inspire them when they demonstrate their abilities. Teachers prioritized encouraging kids' creativity, gratitude, and drive by giving them platforms for expression, acknowledging their achievements, creating a safe space, and delivering individualized instruction. These efforts inspired students to explore their creativity, build confidence, and excel.

**Table 2.** *The Common Teacher's Classroom Attitude*

	Mean n=50	Description
<b>A. Demonstrating Caring and Kindness</b>	4.42	Agree
<b>B. Sharing Responsibility</b>	4.48	Agree
<b>C. Sensitively Accepting Diversity</b>	4.45	Agree
<b>D. Fostering Individualized Instruction</b>	4.32	Agree
<b>E. Encouraging Creativity</b>	4.40	Agree
<b>TOTAL/ AVERAGE</b>	<b>4.4</b>	<b>Agree</b>

**The Level of Academic Self-Efficacy of Learners**

Table 3 presents the level of academic self-efficacy of learners in terms of student engagement, classroom management, and instructional strategies. Mean was utilized to treat the data gathered.

The data analysis reveals a high level of learners' academic self-efficacy regarding student engagement, as evidenced by an overall mean score of 3.77. Thus, it signifies that students highly exhibit critical thinking skills, with an impressive mean score of 3.74. Furthermore, learners demonstrate high motivation and active interest in their classes, reflected in their mean score of 3.46. They also believe in their ability to perform well academically, as indicated by a mean score of 3.52. Their dedication to the learning process was underlined by a mean score of 4.20, showcasing their appreciation for education. Moreover, learners highly foster creativity, with a mean score of 3.54, and they highly seek to improve their understanding, as reflected by a mean score of 4.15. This engagement may manifest in various forms, such as asking questions, collaborating with peers, seeking additional resources, and consistently completing assignments diligently and enthusiastically.

Regarding classroom management, the data highlight a high level of academic self-efficacy. The overall mean score of 3.77 demonstrated that students excel in making expectations clear, with a mean score of 3.90. They also skillfully established high routines to ensure the smooth flow of classroom activities, boasting a mean score of 4.18. Additionally, students adhered to classroom rules, scoring a noteworthy mean score of 3.86. Their calm demeanor in the classroom was represented by a mean score of 3.52, and they highly showcase diverse classroom management styles, earning an average score of 3.40. It indicated proactive engagement in maintaining order, following rules, and contributing positively to the learning environment, demonstrating self-discipline, adaptability, and focus on educational goals amidst challenges or disruptions.

Moreover, the data underscore a high level of instructional strategies with an overall mean score of 3.66; students exhibit high proficiency in responding to challenging questions, scoring an average of 3.36. They highly assess their comprehension based on their teacher's guidance, achieving a mean score of 3.54. Learners employed effective learning strategies, as indicated by their mean score of 3.88. Moreover, they actively seek clarification by requesting alternative examples from their teachers when they encounter confusion, earning a mean score of 3.90. Their ability to craft meaningful questions was highly reflected in an average score of 3.62. It is shown by teachers' skill in using varied teaching methods, tailoring instruction to student needs, consistently achieving learning goals, and fostering student engagement and comprehension.

The data portray a learning environment where students are highly engaged, adept at classroom management, and proficient in various instructional strategies, suggesting a positive and productive educational setting.

**Table 3.** *The Level of Academic Self-Efficacy of Learners*

	MEAN n=132	DESCRIPTION
<b>A. Students' Engagement</b>	3.77	High
<b>B. Classroom Management</b>	3.77	High
<b>C. Instructional Strategies</b>	3.66	High
<b>TOTAL/ AVERAGE</b>	<b>3.77</b>	<b>High</b>



### The Level of Learner’s Academic Performance

Table 4 presents the level of the learner's academic performance. The data gathered were treated using frequency count.

A very high level of academic performance was reflected in the results of this study. Data revealed that 28 or 21% of the learners garnered a very high academic performance. Learners obtained a 90 to 100 grading scale, reflecting outstanding academic performance. 59 or 45% garnered a high level of academic performance. It means that the learners obtained an 85 to 89 grading scale. 30 or 23% garnered a moderately high level of academic performance. Learners with an 80 to 84 grading scale of 15 or 11% garnered low academic performance. It means that the learners obtained a 75 to 79 grading scale. None of the learners did not meet the expectations. It indicates high grades, mastery of complex concepts, exceptional critical thinking skills, and a strong ability to apply knowledge in various contexts, reflecting deep understanding and excellence in learning outcomes.

**Table 4.** *The Level of Academic Performance of Learners*

Description	Frequency n=132	Percentage	Interpretation
Outstanding 90-100	28	21	The level of academic performance was very high
Very Satisfactory 85-89	59	45	The level of academic performance was high
Satisfactory 80-84	30	23	The level of academic performance was moderately high
Fairly Satisfactory 75-79	15	11	The level of academic performance was low
Did not Meet Expectations 75 and Below	0	0	The level of academic performance was very low
<b>TOTAL</b>	<b>132</b>	<b>100</b>	

### Significant Relationship between Teacher’s Common Classroom Attitude and Learner’s Academic Performance

Table 5 presents the significant relationship between teacher's common classroom attitude and learner's academic performance. Pearson's Product Moment Coefficient of Correlation was employed to analyze the collected data.

The test between the variables revealed a significant relationship between teachers' common classroom attitude and learners' academic performance. It implies that the common classroom attitude was associated with the learner’s academic performance. It was found that when the teacher's common classroom attitude and the learner's academic performance level were tested, the data were analyzed at the Alpha level of .05 with a pdf of 130. The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.80. It was more significant than the tabular value of 0.174. Consequently, the null hypothesis was rejected. The teacher's common classroom attitude significantly influenced the learner's academic performance.

**Table 5.** *Significant Relationship between Teacher’s Common Classroom Attitude and Learner’s Academic Performance*

Variables	Df	Rxy value n=132		Decision	Analysis
		Computed	Tabular		
Teacher's Attitude Vs. Learner's Academic Performance	130	0.80	0.174	Reject null hypothesis	There was a significant relationship.

### Significant Relationship between Teacher’s Common Classroom Attitude and Learner’s Self-Efficacy

Table 6 presents the significant relationship between teacher's common classroom attitude and learner's self-efficacy. Pearson's Product was used to treat the data gathered.

The test of the relationship between the variables revealed a significant connection between the teacher's common classroom attitude and the learner's self-efficacy. It indicates that the teacher's attitude in the classroom is strongly associated with the learner's academic self-efficacy. It was found that when the level of the teacher's common classroom attitude and the level of the learner's academic self-efficacy were tested, the data were tested at the Alpha level of .05 with a pdf of 130.

The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.77, more significant than the tabular value of 0.174. It resulted in the null hypothesis being rejected, confirming that the level of the teacher's common classroom attitude significantly influences the level of the learner's academic self-efficacy. To further capitalize on this finding, teachers must continue cultivating positive, supportive attitudes in the classroom, as these directly enhance students' confidence in their academic abilities, ultimately leading to better academic performance.



**Table 6. Significant Relationship between Teacher's Common Classroom Attitude and Learner's Self-Efficacy**

Variables	Df	Rxy value n=132		Decision	Analysis
		Computed	Tabular		
Teacher's Attitude Vs. Learner's Self-efficacy	130	0.77	0.174	Reject null hypothesis	There was a significant relationship.

**Significant Relationship between Learner's Academic Self-Efficacy and Learner's Academic Performance**

Table 7 presents the significant relationship between the learner's academic self-efficacy and performance. Pearson's Product was used to treat the data gathered.

The test between the variables revealed a significant relationship between the learner's academic self-efficacy and performance. It implies that the common classroom attitude is associated with the learner's academic performance. It was found that when the level of the learner's academic self-efficacy and the level of the learner's academic performance were tested, the data were analyzed at the Alpha level of .05 with a pdf of 130. The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.81. It was more significant than the tabular value of 0.174. Consequently, the null hypothesis was rejected. The learner's academic self-efficacy level significantly influenced the learner's academic performance. Enhancing students' self-efficacy could improve their academic outcomes.

**Table 7. Significant Relationship between Learner's Academic Self-Efficacy and Learner's Academic Performance**

Variables	Df	Rxy value n=132		Decision	Analysis
		Computed	Tabular		
Learner's Academic Self-Efficacy Vs. Learner's Academic Performance	130	0.81	0.174	Reject null hypothesis	There was a significant relationship.

**Mediating Effect of Academic Self-Efficacy**

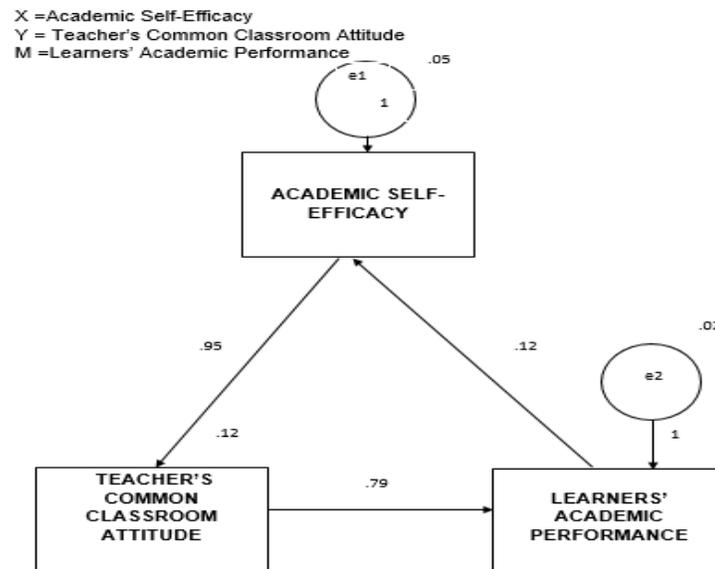
Table 8 shows a path analysis of the mediating academic self-efficacy on the relationship between the teacher's common classroom attitude and the learner's academic performance.

The data revealed the direct effect of the teacher's common classroom attitude and learner's academic performance, the teacher's common classroom attitude and learner's self-efficacy, and the learner's academic performance. The routes with an unstandardized regression coefficient of .918, standardized regression coefficient of .902, and S.E. were teachers' classroom attitudes and students' academic achievement of less than 0.05 and a probability value of .044. A low or tiny standard error indicates that the estimate was more accurate, and a value below the significance level of 0.05 suggests that these two variables have a meaningful relationship. The effect size or the impact of efficiency is 95%, which was large enough to reject the null hypothesis. Moreover, the path b coefficient, which teacher's common classroom attitude and academic self-efficacy had an unstandardized regression coefficient of .090, a standardized regression coefficient of .120, S.E. of .044, and a p-value of .017, which was smaller than the significance alpha level of 0.05. Thus, the relationship between teacher's common classroom attitude and academic self-efficacy was significant. The effect size of teacher's common classroom attitude and academic self-efficacy is 15%.

**Table 8. Mediating Effect: Path Analysis (Partial Mediation)**

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
Teacher's Common Classroom Attitude → Learner's Academic Performance	.918	.902	.044	26.024	***
Teacher's Common Classroom Attitude → Academic Self-Efficacy	.090	.120	.044	2.886	.017
Academic Self-Efficacy → Learner's Academic Performance	.711	.801	.050	15.561	***

Furthermore, the path c coefficient shows the effect size of academic self-efficacy and the learner's academic performance. The data result had an unstandardized regression coefficient of .711 or 73% efficiency, a standardized regression coefficient of .801, a computed standard error of .050, and a p-value smaller than 0.05. Thus, it means that the two variables have a significant relationship. Mathematically, this supports the assumption that academic self-efficacy is associated with the learner's academic performance.



**Figure 3.** Regression Weights on the Mediating Effect of Academic Self-Efficacy on the Relationship between Teacher's Common Classroom and Learner's Academic Performance

### The Common Classroom Attitude

Teachers' common classroom attitude was usually manifested in demonstrating caring and kindness, sharing responsibility, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity.

Teachers agree to demonstrate care and kindness most of the time, indicating that they believe in the importance of communication and care in developing personal relationships with students. They expressed a sincere interest and care for their students and communicated openly about their feelings. They aimed to be genuine and possess enthusiasm, affection, and patience toward their learners.

Based on a study, Xie and Derakhshan (2021) claim that teachers who demonstrate a caring and kind attitude create a supportive and nurturing environment that can positively impact students' academic, social, and emotional development. A caring and kind teacher was approachable, empathetic, and compassionate toward their students. They took the time to listen to their students' concerns and show genuine interest in their lives outside the classroom. They are also concerned about students' well-being and proactively provide support and assistance. It could include providing extra help, encouragement, or connecting students with resources outside the classroom. A caring and kind teacher also models positive student behavior and attitudes, which could help create a more positive and respectful classroom culture. Ultimately, a teacher who demonstrates caring and kindness towards their students could profoundly impact their student's lives, both in and out of the classroom.

On the other hand, teachers agreed to share responsibility most of the time, indicating that teachers believe in organizing the learning process to encourage students to take responsibility for their learning. They allowed students both responsibility and freedom in the classroom and believed in students being independent in making decisions about their learning. The author indicated the importance of establishing a shared environment and the effectiveness of a teacher not being overly possessive or needing complete control.

Based on the study of Solone et al. (2020), who claimed that sharing responsibility is an essential attitude for public-school teachers, as it could positively impact both the students and the school community. Teachers collaborate with their colleagues to create a more efficient and effective learning environment when they share responsibility. It include sharing resources, collaborating on lesson plans, and working together to identify and address areas where students need additional support. Sharing responsibility could also create a more cohesive school community, with teachers, students, and staff working together toward common goals.

Further, teachers agreed to accept diversity sensitively most of the time, which indicates that they could reinforce, support, and appreciate their students' work and play. They understand the meaning and future implications of effectively working in culturally heterogeneous classrooms and consistently show empathy toward their students. The author understands their students without

analyzing or judging them and spends much time listening to their problems and thoughts.

Based on the study of Berlian and Huda (2022), who claimed that the study of sensitively accepting diversity was an essential attitude for public school teachers, it could help create a more inclusive and welcoming educational environment for all learners. When teachers sensitively accept diversity, they recognize and value the differences among their students, including differences in culture, ethnicity, race, religion, gender, and sexual orientation. They strive to establish a safe and supportive space where all students feel respected, valued, and included. Teachers who accept diversity also work to challenge biases and stereotypes and promote a more equitable and just society. Doing so helps to create a more positive and respectful classroom culture where all students feel comfortable expressing themselves and sharing their ideas.

Moreover, teachers agree to foster individualized instruction most of the time, which indicates that teachers believe that learners have the right to travel with an encouraging facilitator or teacher who supports them at each roadblock or challenge. They could provide meaningful learning opportunities for all their students and believed every child could and would learn. The author does not focus on weaknesses, but emphasizes individual strengths and talents, encouraging positive self-confidence and self-esteem.

Based on the study of Markey et al. (2023), who claimed that fostering individualized instruction was an essential attitude for public-school teachers, as it could help meet their students' diverse needs. Teachers who support individualized education acknowledge that every student has distinct learning preferences, passions, and skills, and they work to design a customized learning environment that caters to each student's needs. It could include adapting teaching strategies, modifying assignments, and providing additional support or resources. Teachers who foster individualized instruction also work to build strong relationships with their students, getting to know them on a personal level and understanding their strengths and challenges. Doing so could create a supportive and nurturing learning atmosphere where all learners feel valued and respected.

In addition, teachers agreed to focus on learners' intrinsic motivation, cognitive learning styles, and ability levels, encouraging creativity most of the time. It indicated that teachers stressed the importance of stimulating students' creativity, listened to their ideas and suggestions for lessons and activities, and are open to their ways of being imaginative while utilizing various approaches to learning. The author appreciates and motivates the students when they showcase their skills. This assumption parallels the study of Locke et al. (2019), who claimed that encouraging creativity promoted and supported the development of new and innovative ideas, concepts, and products in learners. Encouraging creativity involves providing learners the opportunities to think critically, explore and experiment with their ideas, and approach problems from different perspectives. It involves creating an atmosphere that fosters curiosity, imagination, and innovation while providing the learners with the resources and support they need to develop their creative abilities.

### **The Level of Students' Academic Performance**

A high level of learner's academic performance was reflected in students' achievement, satisfaction, acquisition of ability and competencies, persistence, educational outcomes, and career success.

A high level of students' academic performance was shown in terms of students' achievement. It indicates that students' confidence in understanding course subjects, their ability to apply learned concepts in real-world situations, their satisfaction with overall academic performance, their capacity to solve problems using acquired knowledge independently, and their active participation and engagement with course material were highly evaluated. These statements aimed to gauge students' understanding, practical application, contentment, problem-solving skills, and interaction within the educational context.

Based on the study of Olivier et al. (2019), academic achievement, participation in activities with an educational purpose, contentment, acquiring the necessary knowledge, skills, and competencies are the considered aspects of academic performance, It also include perseverance, achieving educational goals, and performance beyond college. The authors modified this multifaceted definition by focusing on the six most crucial elements: academic success, contentment, skill and competency acquisition, perseverance, achieving learning goals, and career success.

Moreover, a high level of student academic performance in terms of satisfaction indicated that students express that they were provided comprehensive subject knowledge. They experienced respectful treatment from teachers and peers, received valuable assessment feedback, are content with their school's distance education system. They also and found the teaching-learning resources to be adequate, accessible, and of high quality. It was supported by the study of Mishra (2020), that learners who achieve academic performance are well-prepared for further education and career opportunities and can make constructive contributions to their communities and society. Academic performance was not just limited to achieving high grades or test scores, but also encompassed the development of positive attitudes toward learning, such as curiosity, engagement, and a love of learning.

Further, a high level of student academic performance in terms of acquisition of skills and competencies indicate that learners were confident in applying learned skills to real-world scenarios. It include possessing a solid foundation in program core competencies, transparent and professional communication of ideas and having a strong foundation in program core competencies. They are communicating ideas clearly and professionally, being confident when presenting work to a variety of audiences, and being able to demonstrate creativity and originality when using the skills learned. According to Jovanović et al. (2021), academic performance involves the development of social and emotional competencies, such as self-awareness, self-regulation, empathy, and social skills,

which are essential for personal and interpersonal growth. In conclusion, academic performance for learners involves the attainment of knowledge, skills, and competencies necessary for their academic, social, and emotional development, as well as their ability to succeed in further education and career opportunities.

Furthermore, a high level of student academic performance in terms of persistence indicates that learners persistently pursue their goals, dedicate significant effort to tasks and maintain resilience during challenges. They exhibit devotion in all endeavors, and consistently uphold high levels of motivation. This assumption parallels on the study of O'Sullivan et al. (2019). Academic performance is vital because it strongly linked to the positive outcomes we value. Adults who are academically successful and with high levels of education are more likely to be employed. They will have a stable employment, have more employment opportunities than those with less education and will earn higher salaries. They will be more likely to have health insurance, less dependent on social assistance, have a lower likelihood of committing crimes. They will be more active as citizens and charitable volunteers and will be healthier and happier. Working people will require more excellent education to handle the technologically demanding jobs of the future, academic competence is essential.

Similarly, a high level of student academic performance in terms of attainment of educational outcomes indicates that learners have cultivated a global perspective and cultural awareness, nurtured a sense of responsibility and ethical decision-making and contributed to personal and professional growth. They provided adaptability in the face of change and challenges, and encouraged exploration and creative thinking. It was supported by the study of Mishra (2020), that learners who achieve academic performance are well-prepared for further education and career opportunities and could contribute positively to their communities and society. Academic performance is not just limited to achieving high grades or test scores, but also encompassed the development of positive attitudes towards learning, such as curiosity, engagement, and a love of learning.

Furthermore, a high level of student academic performance in terms of attainment of educational outcomes indicates that learners have a strong sense of readiness for a successful career. They have the confidence in applying their acquired knowledge to real-world situations, clarity about their chosen career path, active pursuit of feedback for self-improvement. They also possess practical communication skills.

### **The Level of Academic Self-Efficacy**

Learners have high academic self-efficacy regarding student engagement, classroom management, and instructional strategies.

A high level of academic self-efficacy of learners in terms of student engagement indicates that teachers think critically. They are motivated to show interest in the class and believe they can do well. They also value learning, foster creativity, and try to improve their understanding. This assumption parallels on the study of Reeve et al. (2019), who asserted that the degree of commitment, enthusiasm, and motivation students exhibit in their academic endeavors is called student engagement. Engaged students are actively involved in learning and invested in their academic and personal growth. They are curious, enthusiastic, and willing to take risks in their learning. Engaged learners are not just passive recipients of information, but they also actively participate in classroom activities, ask questions, and seek opportunities to deepen their understanding of the subject matter.

A high level of learners' academic self-efficacy in classroom management indicates that teachers make their expectations clear. They establish routines to keep the activities smooth, follow classroom rules, are calm, and establish classroom management styles. This assumption parallels on the study of Nasir and Iqbal (2019), who claimed that classroom management refers to creating a safe, supportive, and effective learning environment for the learners. Effective classroom management involves using strategies and techniques that promote positive behavior, minimize disruptive behavior, and create an environment conducive to learning. It includes establishing clear rules, expectations, and routines for the learners and providing a positive and supportive learning environment that encourages learners to succeed.

A high level of learners' academic self-efficacy in instructional strategies indicate that teachers respond to difficult questions. They assess their comprehension based on what the teacher has taught, use various learning strategies, ask for alternative examples when confused, and craft good questions. This assumption parallels on the study of Morrison et al. (2019), who claimed that instructional strategies were the techniques and methods used by educators to facilitate learning and improve academic outcomes for learners. Effective instructional strategies involve selecting appropriate teaching methods, activities, and materials that match the learners' needs, abilities, and interests. It involve a combination of direct instruction, independent practice, group work, and other strategies that help thelearners develop knowledge, skills, and competencies. Instructional strategies were designed to enhance learners' understanding of the subject matter, promote critical thinking and problem-solving skills, and provide opportunities to apply what they had learned in real-world contexts.

### **The Level of Learner's Academic Performance**

An outstanding academic performance was reflected in the results of the study. Data revealed that 28 or 21% of the learners performed well. It means that the learners obtained a 90 to 100 grading scale. 59 or 45% garnered a very satisfactory academic performance. It means that the learners obtained 85 to 89 grading scales. 30 or 23% garnered a satisfactory academic performance. It means that the learners who obtained an 80 to 84 grading scale 15 or 11% garnered a reasonably satisfactory academic performance. It means that the

learners obtained a 75 to 79 grading scale. None of the learners met expectations.

Based on the study of academic performance for learners, this refers to the attainment of knowledge, skills, and competencies that are necessary for their development and achievement in the academic context. It involved achieving a high academic performance in various areas of study, such as Language, Math, Science, Social Studies, and the Arts. The growth of analytical, problem-solving, and critical thinking abilities, as well as the capacity to work both independently and cooperatively with others, are all components of academic performance. Learners who achieve academic performance are well-prepared for further education and career opportunities and can contribute positively to their communities and society. Academic performance is not just limited to achieving high grades or test scores, but also encompasses the development of positive attitudes toward learning, such as curiosity, engagement, and a love of learning (Hayat et al., 2020).

### **Significant Relationship between Teacher's Common Classroom Attitude and Learner's Academic Performance**

The test of the relationship between variables revealed a significant relationship between teachers' common classroom attitude and learners' academic performance. It implies that the common classroom attitude was associated with the learner's academic performance. The teacher's common classroom attitude and the learner's academic performance level were tested, the data were analyzed at the Alpha level of .05 with a pdf of 130. The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.80. It was more significant than the tabular value of 0.174, resulting in the rejection of the null hypothesis. The teacher's common classroom attitude significantly influenced the learner's academic performance.

### **Significant Relationship between Teacher's Common Classroom Attitude and Learner's Self-Efficacy**

The test of the relationship between the variables revealed a significant relationship between teacher's common classroom attitude and learner's self-efficacy. It implies that the common classroom attitude was associated with the learner's academic self-efficacy. The level of the teacher's common classroom attitude and the level of the learner's academic self-efficacy were tested, the data were tested at the Alpha level of .05 with a pdf of 130. The table showed that the Computed Pearson's Product Moment Coefficient of Correlation value was 0.77. It was more significant than the tabular value of 0.174. Thus, it led to the rejection of the null hypothesis. The level of the teacher's common classroom attitude significantly influenced the level of the learner's academic self-efficacy.

### **Significant Relationship between Learner's Academic Self-Efficacy and Learner's Academic Performance**

The test of the relationship between the variables revealed a significant relationship between the learner's academic self-efficacy and performance. It implies that the common classroom attitude was associated with the learner's academic performance. The level of the learner's academic self-efficacy and the level of the learner's academic performance were tested, the data were tested at the Alpha level of .05 with a pdf of 130. The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.81. It was more significant than the tabular value of 0.174. Consequently, the null hypothesis was rejected. The learner's academic self-efficacy level significantly influenced the learner's academic performance.

### **The Mediating Effect of Academic Self-Efficacy On The Relationship Between Teachers' Attitude And Academic Performance Of T'boli Learners**

The findings of the route analysis are shown in Table 8, which also shows the mediating role of academic self-efficacy, instructors' common classroom attitudes, and students' academic achievement. The relevance and strength of these relationships are shown by the unstandardized and standardized path estimates and the standard errors (S.E.), critical ratios (C.R.), and p-values that go along with them. An unstandardized estimate of 0.918 and a standardized estimate of 0.902 (C.R. = 26.024,  $p < .001$ ) indicate a significant and statistically significant relationship between the learner's academic achievement and the teacher's typical classroom mood. The teacher's attitude plays a significant role in enhancing students' academic performance. In the second path, the teacher's common classroom attitude to academic self-efficacy, the unstandardized estimate is 0.090, and the standardized estimate is 0.120 (C.R. = 2.886,  $p = .017$ ), which indicates a significant but moderate influence on students' self-efficacy. Additionally, academic self-efficacy's impact on learners' academic performance is significant, with an unstandardized estimate of 0.711 and a standardized estimate of 0.801 (C.R. = 15.561,  $p < .001$ ), showing that self-efficacy strongly predicts academic performance. These results suggest partial mediation, where academic self-efficacy mediates the relationship between teacher's attitudes and learner's academic performance. Although the direct effect of teacher's attitudes on academic performance remains strong, the influence of teacher's attitudes on performance is also significantly mediated through students' self-efficacy beliefs.

### **Conclusions**

Based on the study results, the following conclusions were established: Teachers' typical classroom attitude was most often manifested in demonstrating caring and kindness, sharing responsibility, sensitively accepting diversity, fostering individualized instruction, and encouraging creativity. The learners' academic self-efficacy level was high regarding student engagement, classroom management, and instructional strategies. The majority of the learners obtained a high level of academic performance.

Additionally, there was a significant relationship between teachers' common classroom attitudes and learners' academic performance, teachers' common classroom attitudes and academic self-efficacy, and academic self-efficacy and academic performance. There was

also a partial mediating effect of academic self-efficacy on the relationship between teachers' attitudes and the academic performance of T'boli learners.

The following recommendations were established based on the study results: Teachers may access professional development programs from the Department of Education to learn about the value of good attitudes toward teaching and learning, such as a growth mindset and the effectiveness of motivation and encouragement. The department should also invest in teacher training programs that foster positive attitudes, cultural sensitivity, and effective teaching methodologies tailored to the unique needs of T'boli learners. Collaborative efforts between teachers, parents, and the community should also be encouraged to create a supportive learning environment. Ultimately, this approach would enhance the academic performance and contribute to the holistic development of T'boli students, ensuring a more inclusive and equitable education system, in line with SDG 4: Quality Education, which aims to assure inclusive, equitable, and quality education for all.

Furthermore, school administrators may encourage teachers to establish positive relationship with their students by getting to know each student's unique learning style, interests, and strengths. It would help build self-efficacy in students and improve their academic performance. Moreover, school heads may provide resources and training to help educators create a classroom environment that is safe, respectful, and inclusive. It would help students feel comfortable and motivated to learn. Similarly, school heads may encourage teachers to implement strategies that empower the T'boli learners to take charge of their learning. It includes setting achievable goals, providing constructive feedback, and involving students in decision-making processes within the classroom.

Relatively, teachers may create support services within schools that focus on building the academic self-efficacy of T'boli learners. It may involve counseling, tutoring, or mentorship programs to boost students' confidence in their ability to succeed academically and encourage the active involvement of parents and the local community in the education of T'boli learners. Their support and engagement could positively influence both the teacher's attitudes and student's self-efficacy.

Moreover, to address the low mean scores in fostering individualized instruction and instructional strategies, it is recommended that teachers participate in professional development programs focused on differentiating instruction to meet the diverse needs of the learners. Teachers should be encouraged to use personalized teaching methods and various instructional strategies, such as formative assessments and adaptive learning techniques. Additionally, providing targeted feedback, setting achievable goals, and offering consistent encouragement will help enhance students' self-efficacy and motivation, ultimately improving academic performance.

Additionally, teacher's training should foster positive classroom attitudes, as these directly improve student's performance and enhance self-efficacy. Strategies to boost students' academic self-confidence should be integrated into the teaching practices, as self-efficacy plays a key role in mediating the impact of teacher's attitudes on academic achievement. This combined approach can lead to better student's outcomes. Continuous collaboration between educators, parents, and community leaders is crucial to strengthen the cultural and educational support systems for T'boli learners, thereby maximizing the positive influence of teacher attitudes on academic performance through enhanced self-efficacy.

Lastly, future researchers may use this study as a basis for researching the mediating effect of academic self-efficacy on the relationship between teachers' attitudes and the academic performance of T'boli learners.

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