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SELF-EFFICACY, CLASSROOM ENVIRONMENT AND TEACHER PROFESSIONAL ATTITUDE AS PREDICTORS OF ACADEMIC ENGAGEMENT IN ARALING PANLIPUNAN

Joyce Ann P. Arcena
Holy Cross of Davao College

ABSTRACT

Low academic engagement is a global problem. This study aimed to determine the significance of student self-efficacy, classroom environment, and teacher professional attitude as determinants of academic engagement in araling panlipunan. Utilizing descriptive-correlational design, involving 186 samples selected via stratified random sampling, and applying regression method in analysing data, it was revealed that predictive variables significantly influence (31.2%) academic engagement. However, among them, only self–efficacy and teacher professional attitude found to be significant predictors partially affirming the social cognitive theory. Replication may be conducted in different locale using other variables not covered in the study to account the remaining 68.8% variance in academic engagement. Schools may create environment that promotes strong self-efficacy and positive professional attitude aligned to SDG #4.

KEYWORDS: *Self – Efficacy, Classroom Environment, Teacher Professional Attitude, Academic Engagement*

CHAPTER I
INTRODUCTION

Low academic engagement remains a persistent challenge for teachers worldwide, becoming an increasing concern in recent years (Fraysier et al., 2020). This challenge is particularly evident in social studies, where a decline in students' motivation to engage is observed (Newsela, 2023). The ongoing struggle to keep students actively involved in their education highlights the broader problem of low academic engagement (Wijanarko et al., 2020).

Globally, studies have explored academic engagement in classrooms. In the USA, nearly half of teachers have observed a decline in student engagement since 2019 (Fittes, 2024). Similarly, Australia continues to struggle with low student participation in learning (QILT, 2020). This issue is also evident in Indonesia, where disengagement remains a challenge in many educational settings (Wargocki et al., 2020). In California, educators face similar difficulties, as low academic engagement persists as a common obstacle in the education system (Yuldasheva, 2025).

In the Philippines, low academic engagement among students continues to be a major concern (Lorbis, 2019). This issue is particularly evident in Araling Panlipunan, which many students find dull and unengaging (Elmer, 2022). The challenge of student engagement highlights the need for effective strategies to boost egagement and learning (Santos & Reyes, 2023).

Low academic engagement could cause severe consequences for both students and society, leading to significant learning losses and widening educational inequalities, particularly among vulnerable populations (Schuurman et al., 2022). This poses an urgent need for the education system, which must address the issue of student engagement. Amidst this urgency, there is a scarcity of research published on this concern. Thus, this study was conducted.

Significance of the Study

This study highlights the importance of enhancing students' engagement for effective learning and holistic development, aligning with international priorities like the Organization for Economic Cooperation and Development (OECD) emphasis on socio-emotional skills, self-efficacy, and supportive environments. Findings can aid policymakers and educators globally in designing interventions to foster resilient, actively engaged students. Nationally, it supports the Philippines' National Higher Education Research Agenda (NHERA) goals by enhancing *Araling Panlipunan*'s role in developing students' social awareness and civic-mindedness, aiding DepEd and CHED in creating effective learning policies. Aligned with the HCDC Vision-Mission, the study promotes a faith-driven, inclusive education that nurtures both academic and moral growth, fostering compassionate and socially responsible students. Additionally, it supports SDG 4 by enhancing learning environments and teacher quality, equipping students with essential skills for sustainable development, and guiding teacher training to create engaging positive classrooms.

Statement of the problem

To determine the significance of students' self-efficacy, classroom environment, and teacher professional attitude as determinants of academic engagement in Araling Panlipunan. Specifically, it aimed:

1. To determine the levels of a students' self-efficacy in terms of perceived control, competence, persistence, and self-regulated learning; classroom environment in terms of facilities of the institution, painting and lighting, proper

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ventilation of the classroom, seats and sitting arrangement, chalkboard use, and teachers behavior; teacher's professional attitude in terms of communication attitude, classroom attitude, pedagogical and mastery of the subject matter; and academic engagement in terms of behavioral engagement, cognitive engagement, and emotional engagement in Araling Panlipunan.

2. To determine the significance of the correlation between students' self-efficacy, classroom environment, teacher professional attitude, and academic engagement in Araling Panlipunan.
3. To determine the significance of the degree of influence of self-efficacy, classroom environment, and teacher professional attitude on academic engagement in Araling Panlipunan.

Hypotheses

The study was tested at a 0.05 level of significance.

Ho1. Students' self-efficacy, classroom environment, and teacher professional attitude do not significantly correlate with academic engagement in Araling Panlipunan.

Ho2. The degree of students' self-efficacy, classroom environment, and teacher professional attitude do not significantly influence student academic engagement in Araling Panlipunan.

Theoretical Framework

This research was grounded in Albert Bandura's Social Cognitive Theory (1986), which states that human action is a dynamic interaction among personal factors, environmental factors, and behavioral factors (Glanz, 2001). In this study, self-efficacy served as personal factors, while classroom environment served as the environmental factors and teacher professional attitudes as the behavioral factors that collectively shaped academic engagement in Araling Panlipunan through their dynamic interaction.

Conceptual Framework

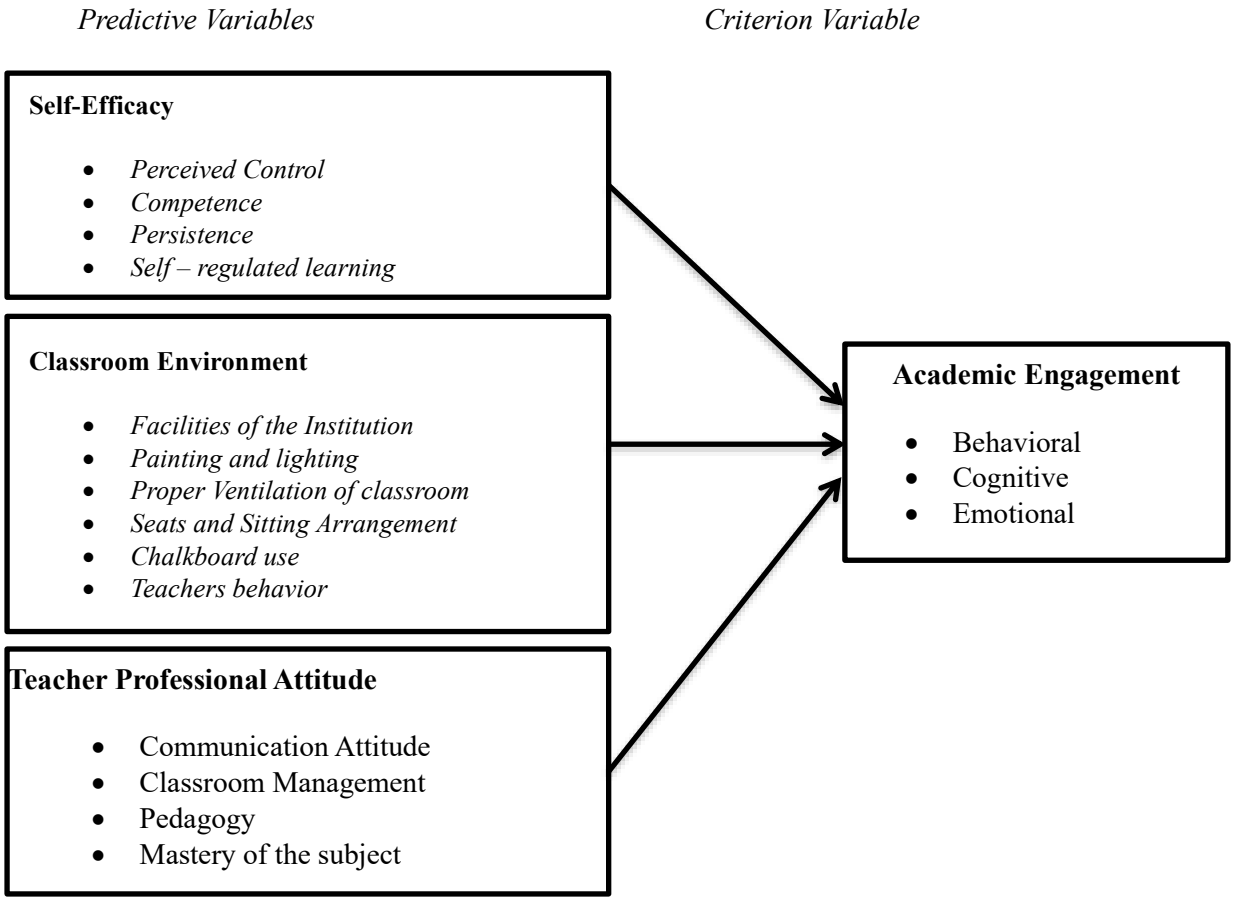


Figure 1. Conceptual Framework of the Study

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The figure illustrates the correlation between three independent variables—students' self-efficacy, classroom environment, and teacher professional attitude—and the dependent variable, academic engagement. Each arrow suggests that these independent variables have an influential effect on students' engagement in academic activities, specifically in the behavioral, cognitive, and emotional dimensions. Students' self-efficacy, which includes factors such as perceived control, competence, persistence, and self-regulated learning, positively influences academic engagement. When students feel capable, persistent, and in control of their learning, they are more likely to participate actively and remain invested in their studies. The classroom environment, including facilities, lighting, ventilation, and seating, influences students engagement by creating a conducive learning atmosphere. Likewise, teacher's professionalism—communication, management, teaching methods, and subject mastery—impacts engagement, with skilled teachers fostering greater student involvement and motivation.

In summary, the arrows represent the hypothesis that higher levels of students' self-efficacy, an optimal classroom environment, and a positive perception of teacher professionalism contribute to increased academic engagement across the behavioral, cognitive, and emotional aspects.

CHAPTER 2
METHODOLOGY

This chapter describes the methodology of the study, covering the research design, research respondents, sample and sampling techniques, research instrument, data gathering procedure, data analysis, and ethical considerations.

Research Design

This study employed quantitative research, which gathers and analyzes numerical data to describe variables, examine relationships, and make predictions (Bhandari, 2020). The descriptive approach is a quantitative research method that summarizes, organizes, and presents data to describe a population or phenomenon (Sirisilla & Sirisilla, 2023). Correlational research is a non-experimental study that measures two variables to determine their statistical relationship, with minimal or no control over extraneous variables (Chiang et al., 2015). In this study, the descriptive approach involved the researcher in gathering data that described the variables of interest, such as students' self-efficacy, students' perceived teachers' professional attitude, and the academic engagement of junior high school students in Araling Panlipunan. The correlational approach was utilized by the researcher to examine the relationships and correlations between students' self-efficacy, classroom environment, teacher professional attitude, and students' academic engagement in Araling Panlipunan.

Locale of the Study

The study took place in three public secondary schools within the Division of Davao del Norte, specifically in the municipality of Carmen. The schools involved in the study were referred to as Schools A, B, and C. These schools were chosen based on their location within the same division, the consistency of the grade level, and their geographical proximity within the same municipality.

Sample and Sampling Technique

In this study, the respondents were Grade 10 junior high school students enrolled in SY 2024-2025 at three public schools within the Division of Davao del Norte, referred to as Schools A, B, and C. The researcher utilized the Taro Yamane online sample size calculator to determine the final number of respondents needed for the study. Allowing a 0.05% margin of error, the ideal sample size for this study was identified as 186 students out of a total population of 348. Across the three selected schools, the Grade 10 student population was distributed as follows: 149 in School A, 138 in School B, and 61 in School C.

Stratified random sampling is a sampling method that divides a population into smaller subgroups or strata (Hayes, 2024). The sample size was then proportionally distributed across the three schools based on their population sizes, resulting in the following allotment: 80 respondents from School A, 74 from School B, and 32 from School C. In this study, the three strata corresponded to the target locations of the respondents aligned with the population distribution across the schools.

Research Instrument

This study employed four adapted research instruments, which the researcher modified to align with the overall objectives of the study. Additionally, a panel of experts validated these instruments to ensure that an appropriate tool was used to gather the necessary data. Pilot testing was conducted with 30 respondents to assess the reliability of the instrument. The Cronbach's alpha values of the questionnaires were as follows: academic self-efficacy scale (0.79), classroom environment questionnaire (0.78), teacher professional attitude questionnaire (0.78), and student engagement questionnaire (0.82). These results indicated that the items were consistently related and reliable.

The responses of the respondents were evaluated through this scale:

Students - Self Efficacy

Academic Self-Efficacy Scale (ASES). In measuring students' self-efficacy, the researcher utilized an adapted instrument titled the Academic Self-Efficacy Scale developed by (Dullas, 2018). It obtained a Cronbach's alpha of 0.95. This instrument was rated on a 5-point Likert scale ranging from 5 (Strongly Agree), 4 (Agree), 3 (Somewhat Agree), 2 (Disagree), to 1 (Strongly Disagree). It consisted of 40 items. These items represented four dimensions: Perceived Control (10 items), Competence (10 items), Persistence (10 items), and Self-regulated Learning (10 items).

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Range of Means	Description	Interpretation
4.20-5.00	**Very High**	The self-efficacy of the junior high school students in Araling Panlipunan is excellent.
3.40 – 4.19	**High**	The self-efficacy of the junior high school students in Araling Panlipunan is very good.
2.60 -3.39	**Moderate**	The self-efficacy of the junior high school students in Araling Panlipunan is good.
1.80 – 2.59	**Low**	The self-efficacy of the junior high school students in Araling Panlipunan is poor.
1.00-1.79	**Very Low**	The self-efficacy of the junior high school students in Araling Panlipunan is very poor.

Classroom Environment

Classroom Environment Questionnaire (ICEQ). In measuring the classroom environment, the researcher adapted the questionnaire by (Aquino, 2019). It obtained a Cronbach's alpha of 0.82. This instrument was rated on a 5-point Likert scale ranging from 5 (Strongly Agree), 4 (Agree), 3 (Somewhat Agree), 2 (Disagree), to 1 (Strongly Disagree). The questionnaire contained 23 items focusing on the facilities of the institution, painting and lighting, proper ventilation of classroom seats and sitting arrangements, chalkboard use, and teachers' behavior.

Range of Means	Description	Interpretation
4.20-5.00	**Very High**	The classroom environment of the junior high school students in Araling Panlipunan is excellently conducive.
3.40 – 4.19	**High**	The classroom environment of the junior high school students in Araling Panlipunan is very well conducive.
2.60 -3.39	**Moderate**	The classroom environment of the junior high school students in Araling Panlipunan was fairly conducive.
1.80 – 2.59	**Low**	The classroom environment of the junior high school students in Araling Panlipunan is poorly conducive.
1.00-1.79	**Very Low**	The classroom environment of the junior high school students in Araling Panlipunan is very poorly conducive.

Teacher Professional Attitude

Teachers Professional Attitude (TPAQ). In measuring students' perceived teacher's professional attitude, the researcher adopted the questionnaire by (Gidado, 2023). This instrument was rated on a 5-point Likert scale ranging from 5 (Strongly Agree), 4 (Agree), 3 (Somewhat Agree), 2 (Disagree), to 1 (Strongly Disagree). The structured questionnaire contained 40 items focusing on teachers' professional attitudes regarding communication, classroom management, pedagogical skills, and mastery of subject matter to gather data on teachers' attitudes. A coefficient of 0.75 was obtained, suggesting that the TPAQ is a valid measure.

Range of Means	Description	Interpretation
4.20-5.00	**Very High**	Students perceive that the teacher's professional Attitude in Araling Panlipunan is excellent.
3.40 – 4.19	**High**	Students perceive that the teacher's professional attitude in Araling Panlipunan is very good.
2.60 -3.39	**Moderate**	Students perceive that the teacher's professional attitude in Araling Panlipunan is good.
1.80 – 2.59	**Low**	Students perceive that the teacher's professional attitude in Araling Panlipunan is poor.
1.00-1.79	**Very Low**	Students perceive that the teacher's professional attitude in Araling Panlipunan is very poor.

Student Academic Engagement

Student Engagement Questionnaire (SEQ). In measuring the students' academic engagement, the researcher adapted the questionnaire from (Delfino, 2019). This instrument was rated on a 5-point Likert scale ranging from 5 (Strongly Agree), 4 (Agree), 3 (Somewhat Agree), 2 (Disagree), to 1 (Strongly Disagree). The structured questionnaire contains 30 items focusing on behavioral, cognitive, and emotional. The internal reliability for each measure was as follows: behavioral engagement (alpha=.94), emotional engagement (alpha=.78), and cognitive

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engagement (alpha=.88), which shows the validity of the questionnaire.

Range of Means	Description	Interpretation
4.20-5.00	**Very High**	The academic engagement of the junior high school students in Araling Panlipunan is excellent.
3.40 – 4.19	**High**	The academic engagement of the junior high school students in Araling Panlipunan is very good.
2.60 -3.39	**Moderate**	The academic engagement of the junior high school students in Araling Panlipunan is good.
1.80 – 2.59	**Low**	Academic engagement of the junior high school students in Araling Panlipunan is poor.
1.00-1.79	**Very Low**	Academic engagement of the junior high school students in Araling Panlipunan is very poor.

Measure the strength of correlation. For the *r*-value, the following scheme was used:

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

Data Gathering Procedures

Before collecting data, the researcher diligently sought approval from the HCDC - Society for Moral Integrity and Legal Ethics (SMILE) to ensure full compliance with ethical guidelines. Once approval from SMILE was obtained, the researcher submitted a formal request to the school superintendent of the Davao del Norte Division, aimed to seek permission to conduct the study. Upon receiving approval from the superintendent, the researcher then requested permission from the principals of the three selected schools. After securing approval from the principals, the researcher visited each school to distribute informed consent forms.

As the study involved minors, both parental consent and student assent were required. The researcher also scheduled a time to administer the questionnaires. During this process, respondents were provided with detailed information about the study, including its purpose, procedures, potential risks and benefits, and their rights as respondents. It was made clear that participation was entirely voluntary and that respondents could withdraw from the study at any time without any negative consequences. This ensured that respondents fully understood the study and agreed to participate voluntarily, in alignment with ethical standards.

On the scheduled day for administering the questionnaires, consent from parents and assent from respondents were obtained before any questionnaires were distributed. This ensured that only respondents who had provided the necessary consent were included in the study. The researcher prioritized the confidentiality of respondents' identities and the information they provided. Respondents were assured that their names and any personal data collected would be kept strictly confidential and used solely for research purposes. This commitment to confidentiality was designed to build trust and protect the privacy of all respondents.

Data Analysis

The collected data were organized into separate master data sheets as appropriate. The results were then analyzed and interpreted using various statistical methods. The mean was used to address the first objective of the study, specifically to describe the level of students' self-efficacy, classroom environment, teacher's professional attitudes, and students' academic engagement in Araling Panlipunan. The standard deviation was applied to estimate the dispersion of the data in relation to its mean, determining whether the scores were evenly distributed or clustered near the mean. To examine relationships among the variables, the Pearson Product - Moment Correlation was utilized, assessing the significance of the relationship between students' self-efficacy, classroom environment, teacher's professional attitudes, and academic engagement in Araling Panlipunan. Finally, regression analysis was conducted to evaluate the significant influence of students' self-efficacy, classroom environment, and teacher's professional attitudes on students' academic engagement.

Ethical Considerations

In conducting this study, the researcher followed specific ethical considerations to protect research respondents from all forms of harm. Additionally, the researcher strictly complied with the

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HCDC – SMILE guidelines, ensuring that all research processes aligned with the institution's ethical standards and best practices.

Confidentiality

The study prioritized the privacy and anonymity of respondents by implementing strict data protection measures. All collected data were securely stored and accessible only to the researcher, ensuring confidentiality. Identifying information was anonymized, and respondents' personal details were not disclosed without their explicit consent. To further safeguard anonymity, any published findings were presented in a manner that prevented the identification of individuals or institutions. Ethical guidelines were strictly followed to uphold data integrity and protect respondents' rights, fostering trust and compliance with ethical research standards.

Credibility

To maintain credibility, the researcher adhered to rigorous data collection and analysis methods, ensuring accuracy, reliability, accurate sampling, and objective data analysis. Validity was maintained by using well-established research instruments and conducting pilot testing, while reliability was verified through Cronbach's Alpha. A representative sample was selected using appropriate sampling techniques to minimize bias and enhance generalizability. Strict data collection protocols and statistical software ensured accuracy and prevented manipulation. By applying these measures, the researcher maintained credibility, producing trustworthy and replicable results that contributed to informed decision-making and future research.

Dependability

The research process was designed to be consistent, stable, and repeatable over time, ensuring the dependability of findings. This was achieved through standardized data collection procedures, the use of reliable and validated measurement instruments, and adherence to clear research protocols. Reliability was further reinforced through statistical tests, such as Cronbach's Alpha, which assessed internal consistency and confirmed the stability of the measurements. Additionally, meticulous documentation of the methodology ensured transparency, allowing future researchers to replicate the study under similar conditions and obtain comparable results. By maintaining these rigorous standards, the study upheld scientific integrity, reduced potential biases, and contributed to the dependability of academic research.

Transferability

The researcher provided detailed descriptions of the study location, respondents, and methodology. Transferability was enhanced by using a well-defined sampling method, ensuring a representative sample, and clearly describing the study's context, respondents, and procedures. Providing detailed statistical analyses and effective sizes allowed other researchers to assess whether the findings were relevant to their own studies. By maintaining methodological transparency and reporting limitations, the study supported the possibility of applying its results to similar settings while acknowledging contextual differences.

CHAPTER 3
RESULTS

This chapter presents the descriptive analysis of self-efficacy, classroom environment, teacher professional attitude, and academic engagement in Araling Panlipunan. It also presents correlation analysis and regression analysis to determine the degree of influence of the predictive variables on the criterion variable.

Descriptive Analysis

Table 1 is the descriptive table. It contains the variables and their corresponding indicators included in this study, namely, self-efficacy indicated by perceived control, competence, persistence, and self–regulated learning. The classroom environment is indicated by the facilities of the institution, painting and lighting, proper ventilation of the classroom, seats and sitting arrangement, chalkboard use, and teacher's behavior. A teacher's Professional Attitude is indicated by communication attitude, classroom attitude, pedagogy, and mastery of the subject matter. Academic engagement is indicated by behavioral engagement, cognitive engagement, and emotional engagement. Moreover, the descriptive table also contains the population, mean, and corresponding standard deviation, as well as the descriptive level.

Table 1. Descriptive Table

Variables	N	Mean	SD	Descriptive Level
Self-Efficacy	**186**	**3.14**	**0.48**	**Moderate**
Perceived Control		3.08	0.50	Moderate
Competence		3.32	0.48	Moderate
Persistence		3.25	0.47	Moderate
Self-Regulated Learning		3.20	0.39	Moderate
Classroom Environment	**186**	**3.10**	**0.27**	**Moderate**
Facilities of the institution		2.95	0.36	Moderate

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Painting and lighting		3.15	0.43	Moderate
Proper Ventilation of the Classroom		2.90	0.38	Moderate
Seats and Sitting Arrangement		3.33	0.49	Moderate
Chalkboard Use		3.20	0.46	Moderate
Teachers Behavior		3.04	0.47	Moderate
Teacher Professional Attitude	**186**	**3.42**	**0.44**	**High**
Communication attitude		3.46	0.61	High
Classroom attitude		3.35	0.52	Moderate
Pedagogical		3.40	0.48	High
Mastery of the Subject Matter		3.46	0.50	High
Academic Engagement	**186**	**3.43**	**0.45**	**High**
Behavioral Engagement		3.46	0.48	High
Cognitive Engagement		3.40	0.51	High
Emotional Engagement		3.42	0.50	High

As presented in the table, self-efficacy obtained a standard deviation of 0.48 and a mean of 3.14, which is described as moderate. All other indicators are also described as moderate. This indicates that the self-efficacy of the junior high school students in Araling Panlipunan is good.

The classroom environment obtained a standard deviation of 0.27 and a mean of 3.10, which was described as moderate. All other indicators are also described as moderate. This indicates that the classroom environment of the junior high school students in Araling Panlipunan is fairly conducive.

The teacher's professional attitude obtained a standard deviation of 0.44 and a mean of 3.42, which is described as high. All three indicators are also described as high except for classroom attitude, which is described as moderate. This indicates that students perceived the teacher's professional attitude in Araling Panlipunan as very good. The indicator classroom attitude with a descriptive level of moderate indicates that students perceived the teacher's professional attitude in Araling Panlipunan as good.

The academic engagement obtained a standard deviation of 0.45 and a mean of 3.43, which is described as high. All other indicators are also described as high. This indicates that the academic engagement of the junior high school students in Araling Panlipunan was very good.

Correlation Analysis

Table 2 is the correlation table. It contains predictive variables, which are self–efficacy, classroom environment, and teacher's professional attitude. Likewise, the criterion variable is academic engagement. Also, the table contains the r-value to describe the strength of correlation, the p-value to describe the level of significance based on 0.05 degree of confidence, the decision, and the corresponding interpretation.

Table 2. Correlation Table

Variables	**Academic Engagement**			**Interpretation**
	r-value	p-value	Decision on Ho	
Self-Efficacy	0.524	0.000	Reject	Significant
Classroom Environment	0.369	0.000	Reject	Significant
Teachers Professional Attitude	0.360	0.000	Reject	Significant

As shown, the correlation between self–efficacy and academic engagement obtains a p-value of 0.000, which is lower than the 0.05 degree of confidence. Hence, the null hypothesis was rejected. This indicates that the correlation is significant.

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Likewise, its correlation obtains an r-value of 0.524, which indicates a moderately high correlation.

The correlation between classroom variables and academic engagement obtained a p-value of 0.000, which was lower than the 0.05 degree of confidence. Hence, the null hypothesis was rejected. This indicates that the correlation was significant. Similarly, its correlation obtains an r-value of 0.369, which indicates a moderately low correlation.

The correlation between teacher professional attitude and academic engagement obtained a p - p-value of 0.000, which was lower than the 0.05 degree of confidence. Hence, the null hypothesis was rejected. This indicates that the correlation was significant. Also, its correlation obtained an r-value of 0.360, which indicates a moderately high correlation.

Regression Analysis

Table 3 presents the regression analysis, including predictive variables—self-efficacy, classroom environment, and teacher professional attitude—and the criterion variable, academic engagement. The table also included estimated coefficients, which represented the change in the dependent variable for a one-unit change in each predictor while holding other variables constant. Additionally, it provided standard errors, which measured the variability of the estimated coefficients, with smaller values indicating more precise estimates. The standard allows for comparison among predictors by standardizing the variables, where higher absolute values suggest stronger relationships. The t-values indicated how many standard deviations the estimated coefficient was from zero, with larger absolute values signifying a stronger predictor effect. The p-values described the level of statistical significance, with a threshold of 0.05. Finally, the table included decisions on the null hypothesis, with a significant intercept (p = .000) suggesting a meaningful baseline level of academic engagement.

Table 3. Regression Table

Predictor	Estimate	SE	Stand. Estimate	T	P	Decision on Ho
Intercept	1.168	.323		3.614	.000	
Self-Efficacy	.549	.091	.480	6.045	.000	Reject
Classroom Environment	-.084	.145	-.051	-.581	.562	Fail to reject
Teachers Professional Attitude	.223	.073	.221	3.056	.003	Reject

R= 0.559 R^2= 0.312, Adjusted R^2=0.301, F=27.536, Sig.=0.000

The table presents the impact of self-efficacy, classroom environment, and teacher's professional attitudes on academic engagement. It presents estimated coefficients, standard errors, t-values, p-values, and null hypothesis decisions. The significant intercept (p = .000) suggested a meaningful baseline level of academic engagement.

Self-efficacy significantly influenced academic engagement (Estimate = .549, p = .000), indicating that students with higher self-efficacy were more academically engaged. Consequently, the null hypothesis for self-efficacy was rejected. In contrast, the classroom environment did not show a significant effect on academic engagement (Estimate = -.084, p = .562), leading to the failure to reject the null hypothesis for this predictor. This implies that variations in the classroom environment are not significantly related to changes in academic engagement in this model. Teacher's professional attitudes significantly influenced academic engagement (Estimate = .223, p = .003), suggesting that a more positive perception of teacher's professional attitudes contributed to higher academic engagement. Subsequently, the null hypothesis for this predictor was rejected.

The self-efficacy scored higher, with an estimated rating of .480, indicating that personal factors could better predict students' academic engagement than teacher's professional attitude. The model demonstrated a moderate fit (R = .559, R^2 = .312), indicating that 31.2% of the variance in academic engagement was explained by the predictors. The adjusted R^2 (.301) provides a refined estimate, accounting for the number of predictors. The F-statistic (F = 27.536, p = .000) confirm the model's statistical significance.

Summary of Findings

1. The level of students' self-efficacy was good, the classroom environment was fairly conducive, the teacher's professional attitude was good, and academic engagement was very good.
2. Students' self-efficacy, classroom environment, and teacher professional attitude significantly correlated with academic engagement in Araling Panlipunan.

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3. Self-efficacy and teacher professional attitude significantly influenced academic engagement. However, the classroom environment did not.

CHAPTER 4
DISCUSSIONS

This chapter presents the discussions, conclusion, and recommendation of self-efficacy, classroom environment, and teacher professional attitude as predictors of academic engagement in araling panlipunan among grade 10 students.

Descriptive Results of The Variables

The results indicate that students' self-efficacy is at a moderate level, with a mean score of 3.14. The indicators—perceived control, competence, persistence, and self-regulated learning—are also moderate, suggesting that while students possess some confidence and ability to manage their learning, they require additional support to achieve higher levels of efficacy.

These findings were supported by Wang and (Tambi, 2024), who stated that positive academic self-efficacy was associated with higher academic engagement. Furthermore, (Zhao et al., 2021) emphasized that academic self-efficacy and perceived social support were critical factors that should have been considered together to enhance academic engagement. Conversely, individuals with low academic self-efficacy tended to demonstrate low levels of student engagement (Noreen et al., 2018).

The results show that the classroom environment is rated at a moderate level, with specific aspects such as seating arrangements and chalkboard use receiving relatively higher scores, while facilities and ventilation scored lower. This indicates that while some classroom factors support learning, improvements in physical infrastructure and basic amenities are necessary to enhance the overall learning environment.

These findings were supported by (Romorosa et al., 2024), who stated that a favorable school environment had the potential to improve students' engagement levels. Moreover, students' positive perceptions and attitudes toward their school environment positively influenced their engagement in school. Additionally, classroom environments were found to be significant predictors of both academic performance and engagement (Jalal et al., 2023). In contrast, the lack of a conducive classroom environment created hindrances to effective teaching and better student learning (Ahmed et al., 2020).

The results indicate that teacher's professional attitudes are rated highly overall, particularly in communication, pedagogy, and mastery of the subject matter, while classroom attitude is rated moderately. This suggests that teachers' expertise and communication skills positively impact students' learning experiences, though improvements are needed in fostering a supportive classroom atmosphere.

These findings were supported by (Tao et al., 2022), who stated that teacher support had the greatest impact on student achievement, with a larger influence on student course grades than on standardized test scores. Additionally, positively perceived teacher behaviors and attitudes, such as communication with students and ethical behavior, were also crucial. Similarly, according to (Kahveci, 2022), teachers who made students feel valued, approached them patiently, and provided a fair classroom environment had a positive impact on students. Conversely, as noted by (Khalilzadeh & Khodi, 2018), teachers' attitudes were found to have a negative effect on students' intrinsic motivation, accomplishment, and knowledge.

The results indicate that students demonstrate a significant level of academic engagement, reflecting their active participation and motivation in learning activities. This suggests that behavioral, cognitive, and emotional engagement is consistently present among the students, contributing to their overall involvement in the learning process.

These findings were supported by (Estévez et al., 2021), who stated that students with high engagement performed the best academically, managed their time and study spaces effectively, used smart methods to find information, and emphasized the importance of considering all three aspects—emotional, behavioral, and cognitive—when studying school engagement.

Correlational Results of The Variables

Self-efficacy plays the most crucial role in fostering academic engagement, especially in Araling Panlipunan. However, the classroom environment and teacher professional attitude are also important factors that contribute significantly to improving students' learning experiences and success. Self-efficacious individuals are more likely to be highly engaged academically (Singh & Abdullah, 2020). A favorable and strong correlation between academic self-efficacy and academic engagement was found in the study by (Meng & Zhang, 2023). Similarly, academic self-efficacy was found to have a positive and significant relationship with students' long-term engagement in the study conducted by (Jian, 2022).

Classroom environmental support had a significant impact on students' perceived learning. Further analysis showed that the connection between classroom environment and learning was influenced by how engaged the students were (Shernoff et al., 2016). A positive classroom environment, characterized by clear expectations, engaging teaching, and strong teacher-student relationships, enhances student engagement. When students feel valued, they are more motivated, persistent, and excited to learn. Classroom design also plays a key role, with flexible, open spaces fostering a sense of community and supporting active participation and holistic learning (Rands & Top, 2017). When students are actively engaged in their learning and classrooms have an enabling environment, critical thinking is promoted (Cassum and Gul, 2017). In contrast, a negative classroom environment, such as having unsupportive teachers, unclear rules,

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or disruptive classmates, can lower students' motivation to learn (Aziz, 2024).

A teacher's positive attitude greatly helps students and improves their learning experience and engagement. The study also found that when students show a positive attitude toward their teachers, it boosts their academic performance. Teachers should always display a friendly and supportive attitude toward their students, no matter the circumstances (Yassen et al., 2023).

Regression Analysis of The Variables

The results highlight the significant roles of self-efficacy and teachers' professional attitudes in influencing academic engagement, while the classroom environment does not appear to have a significant impact in this context. This aligns with the study by (Owolabi & Owolabi, 2024), which states that self-efficacy is an indispensable factor in enhancing students' academic engagement. Similarly, (Huang & Wang, 2023) emphasize the strong relationship between self-efficacy and academic engagement, noting the importance of a supportive learning environment in fostering engagement. Students who attend classes, participate in discussions, and engage in activities that support the conclusion (Wawrzynski et al., 2012) that academic engagement predicts positive outcomes in both curricular and co-curricular activities. This engagement is essential for acquiring the knowledge needed for further education, further aligning this study's findings with existing research.

Additionally, the study found that both academic and practical support play key roles in boosting student engagement, with academic support having the greatest effect (Mao & Fadri, 2024). Based on these results, a teacher support program is recommended to enhance student engagement. (Tang & Hu, 2022) also note that teachers' encouraging attitudes and supportive teaching approaches are crucial for promoting student motivation. In contrast, the classroom environment does not appear to have a significant impact on engagement. This finding is consistent with the study by (Cooper & Fry, 2020), which states students did not report the physical environment of the classroom as directly affecting their course engagement.

Conclusion

Students' self-efficacy and teacher's professional attitude significantly determine the academic engagement in Araling Panlipunan but not the classroom environment. The results partially affirm the Social Cognitive Theory, which states that human action as a dynamic interaction among personal factors, environmental factors, and behavioral factors.

Recommendations

Based on the conclusion, it is recommended that this study may be replicated in other locales using other variables not covered herewith in order to trace the 68.8% of the variance of academic engagement. Moreover, it is recommended that schools enhance engagement and learning outcomes by fostering a positive learning environment, encouraging student participation, and implementing student-centered teaching strategies. Additionally, continuous professional development for teachers can strengthen education quality through nationwide training, equitable access to quality learning materials, and targeted interventions for disadvantaged learners. By prioritizing these initiatives and fostering partnerships with universities, NGOs, and private institutions, the education sector can advance SDG 4, ensuring that all learners receive a quality education that empowers them for lifelong success.

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