Teacher Support and Self-Efficacy Mediated by Learning Behavior of Key Stage 2 Learners in Calape District: Bases for Action Plan

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ABSTRACT

Students' academic success is significantly influenced by teacher support, learning behavior, and self-efficacy, which enhances overall performance, encourages active engagement, and fosters confidence. This investigation investigated the predictive correlation between self-efficacy, learning behavior, and teacher support among Key Stage 2 students in the Calape District. In particular, it examined the impact of the four dimensions of teacher support (instrumental, affective, informational, and appraisal) on students' self-efficacy, with learning behavior serving as a mediating variable. A quantitative, non-experimental mediation research design was implemented. Randomly selected from a population of 1,842 Key Stage 2 learners in 19 public elementary schools in the Calape District during the School Year 2025–2026, the respondents were 319 Grades 4, 5 and 6 learners. Data were collected using modified standardized instruments, including the Perceived Teacher Support Scale (PTSS), Learning Behavior Questionnaire (LBQ), and Self-Efficacy Questionnaire for Children (SEQ-C). The instruments exhibited satisfactory reliability, with Cronbach's alpha values ranging from 0.65 to 0.973. Variable levels were determined using the weighted mean and standard deviation, and relationships were investigated using regression and mediation analyses. The results of the study indicated that teacher support was perceived as extremely high (M = 3.79, SD = 0.41), learning behavior was highly positive (M = 3.42, SD = 0.72), and self-efficacy was high (M = 3.28, SD = 0.74). Teacher support did not have a statistically significant direct effect on self-efficacy, as indicated by the regression results (B = 0.080, p =.252). Nevertheless, teacher support substantially predicted learning behavior (B = 0.379, p <.001), which in turn had a strong and significant effect on self-efficacy (B = 0.803, p <.001). The mediation analysis confirmed a substantial indirect effect (B = 0.305, p <.001), suggesting that learning behavior completely mediates the relationship between teacher support and self-efficacy. These results indicate that teacher support indirectly improves students' self-efficacy by encouraging positive learning behaviors, including persistence, engagement, and active participation. Consequently, a structured and process-oriented approach that commences with the reinforcement of classroom learning behaviors through effective teacher support is necessary to enhance students' confidence. A proposed action plan is based on the findings and will concentrate on the following: (1) enhancing the capacity of teachers to provide multidimensional support, (2) implementing classroom strategies that encourage active learning behaviors, (3) conducting learner engagement programs to foster confidence, and (4) establishing continuous monitoring and evaluation mechanisms. The ultimate objective of these initiatives is to improve academic achievement by increasing student engagement and self-efficacy. It is advised that future research include a variety of districts to ensure a broader generalizability and to incorporate qualitative methods to obtain a more profound understanding of the experiences and perceptions of learners.

Keywords: Teacher Support, Self-Efficacy, Learner Behavior, Mediation, Key Stage 2

INTRODUCTION/RATIONALE

Teacher support and self-efficacy are two important determinants for academic achievement and lifetime learning success. As students' progress through upper elementary years, they establish lasting habits, attitudes, and beliefs that impact their approach to learning activities. According to Bandura (1997), self-efficacy is the belief in one's ability to accomplish successfully a given activity. Ozioko (2023) also confirmed that self-

efficacy motivates learners to engage in the educational process enthusiastically, strengthening their commitment to their behaviour and academic success.

Teachers are not just knowledge transmitters, but they are builders of great classroom climates that promote students' motivation and confidence. Teachers are the backbone of education, whose professional commitment and interpersonal assistance propel learners' academic performance and personal progress (Sumatre et al., 2025). Teacher support refers to students' perception of concern, assistance, feedback, and encouragement from teachers. It fosters constructive teacher-student connections that enhance the social and academic capacities of learners.

However, there are significant gaps in the current study. Less attention has been given to key stage 2 learners, a developmental period in which core academic habits and beliefs are developed, than to secondary and tertiary education in most studies of teacher assistance and its consequences. Past research has also linked teacher support to motivation and accomplishment; however, there is a scarcity of research exploring its predictive function for self-efficacy through learning behavior.

This study investigated teacher support and self-efficacy mediated by learning behavior among key stage 2 learners in the Calape District to overcome these gaps. The study will use a quantitative research design and use a survey-based assessment to investigate the association of teacher support and self-efficacy mediated by learning behavior. The results will offer an empirical foundation for reinforcing teacher strategies, classroom management practices, and motivational techniques aimed at the developmental requirements of young learners.

This work ultimately adds to the expanding body of research confirming and giving data-driven insights for building teacher training programs and professional development activities that promote pupils' engagement, involvement, and confidence. Based on evidence, the interventions created via this research are designed to develop inclusive, supportive, and effective learning environments that create a stronger basis for student achievement and community advancement.

METHODOLOGY

Design: This study utilized a quantitative, non-experimental mediation research design to investigate the mediating role of learning behavior on the relationship between teacher support and self-efficacy

Environment and Respondents: The study was conducted at the Municipality of Calape with nineteen (19) public elementary school under one (1) district. Further, the researcher used random sampling to identify the actual number of learner respondents from 1,842 Key Stage 2 learners of Calape District for the school year 2025-2026 in all 19 public elementary schools in the district of Calape.

Instrument: The researcher used modified questionnaire sets from several sources. Part I deals on the amount of teacher support which has 4 parts with 25 items in total, Part II, the level of learner's behavior which has only one part with 17 descriptive statements, and lastly, for Part III, level of self-efficacy and it has 3 parts with 24 items in total. The Cronbach's α value of the scale and subscales of this measure is 0.913–0.973 .69 for academic self-efficacy, 0.65 for social self-efficacy, and 0.77 for emotional self-efficacy.

Procedure: After obtaining ethical approval and permissions from the Campus President, Schools Division Superintendent, Schools District Supervisor of Calape and to the school principals across the 19 public elementary school in the District of Calape. Further, surveys were administered to Grade 4, 5 and 6 learners. Confidentiality was assured. Gathered questionnaires were tallied, tabulated, analyzed and interpreted with the assistance of a statistician.

Statistical Treatment: To determine the level of teacher support, learning behavior in the classroom and level of self-efficacy, weighted mean and standard deviation was used in the study, meanwhile to determine the

mediating role of learning behavior of Key Stage 2 learners on the relationship between teacher support and self-efficacy, mediation analysis was utilized.

RESULTS AND DISCUSSION

Teacher Support for the Learners

Table 1 presents the data on teachers' support for learners in the classroom. The level of teacher support was examined based on the teachers' responses to determine the extent of instrumental, emotional, informational, and appraisal support they provide to learners within the classroom environment.

Table 1: The Level of Teacher Support for the Learners in the Classroom n=319

Domains	Mean	SD	Interpretations
Emotional Support	3.86	0.35	Highly Supportive
Informational Support	3.80	0.41	Highly Supportive
Appraisal Support	3.80	0.42	Highly Supportive
Instrumental Support	3.73	0.45	Highly Supportive
Overall	3.79	0.41	Highly Supportive

Table 1 illustrates the result of teacher help in the classroom in four domains. It can be shown that emotional support has the highest value with mean 3.86 (SD=0.35) on the other hand instrumental support has the lowest mean=3.73 (SD=0.45). More importance is attached to the provision of emotional support by instructors to learners in their studies while the provision of help and resources by teachers is less stressed relative to other dimensions of support.

The overall composite mean is 3.79 (SD=0.41) which is considered strongly supportive. The general standard deviation of 0.41 shows that the teachers' replies are very constant around the mean score of 3.79. It was suggested that whereas the amount of teacher support was generally considered as extremely supportive, there were some differences in how instructors rated their support across the different categories.

FINDINGS

From the study are well supported by Social Support Theory by Sheldon Cohen and Thomas A. Wills (1985), which posits that the presence of supportive connections enhances the emotional and psychological well-being of individuals. Moreover, the results are consistent with the work of Yang et al. (2025) that reported a strong association between teacher support and enhanced student participation. Similarly, Chen et al. (2022) found that teacher support increased good academic feelings through enhancing resilience and self-efficacy in students. In conclusion, by maintaining these practices, teachers can continue to bolster students' motivation, resilience, and overall learning results, underscoring the necessity of a supportive and responsive educational environment.

Level of Learners' Learning Behavior

This table reports on the level of learners' learning behavior. The level of learners' learning behavior indicates the action and response of learners during class activities. This is determined based on learners' responses.

Table 2: The Level of Learners' Learning Behavior n=319

Sub-Scale A: Learning Behavior in the Classroom	**Mean**	**SD**	**Interpretation**
1. My teachers help me learn new knowledge.	3.82	0.41	Highly Positive
2. I like joining group activities in class…	3.66	0.54	Highly Positive
3. I believe everyone should take …	3.64	0.55	Highly Positive
4. I find learning activities in class …	3.63	0.55	Highly Positive
5. I see that my textbook …	3.63	0.53	Highly Positive
6. I enjoy working in groups with my …	3.58	0.61	Highly Positive
7. I learn better during face-to-face classes.	3.57	0.64	Highly Positive
8. I like developing new ideas about …	3.57	0.59	Highly Positive
9. I enjoy discussing school subjects…	3.48	0.61	Highly Positive
10. After school, I finish my assignments …	3.44	0.67	Highly Positive
11. When I like a subject, I look for more …	3.44	0.62	Highly Positive
12. I try to do better than other students …	3.35	0.73	Highly Positive
13. I study most of my lessons on my own.	3.28	0.69	Highly Positive
14. I understand the lesson better when …	3.21	0.78	Positive
15. I learn more when I share ideas with …	3.20	0.82	Positive
16. I try to get my teacher's attention …	2.84	0.88	Positive
17. I often sit in front of the class …	2.75	0.89	Positive
Composite	**3.42**	**0.72**	**Highly Positive**

As shown in Table 2, the evaluations of teacher support (M=3.82, SD= 0.41) and collaborative learning (M=3.66, SD=0.54) were high, but the ratings of independent study (M=2.84, SD=0.88) and learners' area in the classroom (M=2.75, SD=0.89) were low. The classroom learning behaviors of learners are generally positive with a composite mean of 3.42, SD = 0.72, classified as Highly Positive. It reflects the constancy of the learners in the classroom activities in which they engaged. The standard deviation (SD = 0.72) also supports this view as it shows a modest level of variability among learners' replies, showing that the most of learners share comparable positive engagement levels with only slight variances.

These results are consistent with Self-Determination Theory (Ryan & Deci, 2020), which underlines how relatedness and competence feelings motivate motivation. This is evident in the learners' choice of group activities and the supervision provided by teachers. Manabag et al. (2025) further adds that the strong composite mean of this study clearly reveals that the learning behavior of the students in terms of study habits, motivation, and classroom involvement. Also, Li et al. (2024) have proved that students with optimistic attitudes and strong self-belief are more likely to form intents to study, which leads to superior learning behaviors. The strong ratings in collaborative learning provide evidence that supportive classroom environments are key in fostering students' confidence and tenacity.

Level of Learners' Self-Efficacy

Table 3 depicts the data on the level of learners' self-efficacy in terms of academic, emotional, and social aspects. The self-efficacy is looked into how the students perceive their own capabilities across three key areas: academic, emotional, and social self-efficacy.

Table 3: The Level of Learners' Self-Efficacy n=319

Subscale	**Mean**	**SD**	**Interpretation**
Academic	3.37	0.66	Highly Efficient
Social	3.24	0.79	Efficient
Emotional	3.23	0.75	Efficient
Overall	**3.28**	**0.74**	**Highly Efficient**

Table 3 specifically shows that the area on academic self-efficacy received the highest ratings, with a composite mean of 3.37(SD=0.66), while the emotional aspect had a composite mean of 3.23, which falls under the "Efficient" category. The result shows that learners feel most confident in handling academic tasks, while their confidence in managing social interactions and emotional responses, although still rated as "Efficient," is slightly lower. Looking at the grand mean (M = 3.28, SD = 0.74), the overall level of learners' self-efficacy is interpreted as "Highly Efficient." The mean suggests that, in general, learners possess a high level of confidence in their abilities across domains. However, the standard deviation of 0.74, which is moderate, reveals that there is some spread in responses. This implies that while many learners feel capable, a noticeable number may still experience uncertainty or lower confidence which highlight the need for more targeted support, particularly in emotional and social domains, to achieve a more consistent and strengthened sense of self-efficacy among all learners.

The findings on learners' self-efficacy are strongly supported by Self-Determination Theory (SDT) of Richard M. Ryan and Edward L. Deci (2020), as well as Social Cognitive Theory of Albert Bandura (2015). The high level of self-efficacy observed among learners suggests that the classroom environment successfully satisfies their basic psychological needs for autonomy, competence, and relatedness. The data shows that learners are able when it comes to study for their tests and ask their teachers for help when they are in difficulty during class activities. These results mirror the findings of Ozioko (2023) and Li et al. (2024), confirming that students with strong self-belief are more likely to demonstrate the persistence, motivation, and goal-directed behavior necessary for academic success.

Mediation Analysis

Table 4 presents the regression and mediation analysis examining whether learning behavior explains the relationship between teacher academic support and students' self-efficacy.

Table 4: Relationship between Teacher Academic Support and Self-Efficacy as Mediated by Learning Behavior n=319

Regression Analysis		**Estimate (B)**	**SE**	**z-value**	**p-value**
Self-efficacy ~ Teacher Support		0.080	0.070	1.146	.252
Learning Behavior ~ Teacher Support		0.379	0.088	4.302	.000

Self-efficacy ~ Learning Behavior		0.803	0.047		17.036	.000
Mediation Analysis	**Estimate (B)**	**SE**	**z-value**	**p-value**	**Interpretation**	**Decision**
Direct Effect (Teacher Support → Self-efficacy)	0.080	0.070	1.146	.252	Not Significant	Do not Reject H_0
Indirect Effect (Teacher Support → Learning Behavior → Self-efficacy)	0.305	0.072	4.257	.000	Significant	Reject H_0
Total Effect	**0.385**	**0.098**	**3.919**	**.000**	**Significant**	**Reject H_0**

The regression results show that teacher support has no statistically significant direct effect on self-efficacy (B = 0.080, p = .252). This means that perceived teacher support alone is not adequate to directly increase students' views in their potential. However, the influence of teacher assistance on learning behavior is robust and significant (B = 0.379, p < .001), indicating that children are more likely to participate, collaborate and persist in positive learning behaviors when teachers provide academic help. Learning behavior, in turn, has a very strong and significant effect on self-efficacy (B = 0.803, p < .001), which means that students who actively engage in learning tasks tend to have more confidence in their academic ability. These findings underline the significance of learning behavior as a key process for the formation of internal beliefs, lending support to the notion that self-efficacy is shaped more by the active participation of students than just external aid (Tergravida & Prihastiwi, 2023; Ozioko, 2023).

This relationship is further clarified by the mediation analysis. The direct effect of teacher support on self-efficacy was not significant (B = 0.080, p = .252), however the indirect effect of teacher support via learning behavior was significant (B = 0.305, p < .001). Moreover, the total effect is substantial (B = 0.385, p <.001), showing that teacher support is still an important overall predictor of self-efficacy, albeit indirectly. This implies that teacher assistance is beneficial in improving self-efficacy only when it is transformed into positive learning behavior, which follows a full-mediation pattern. This is consistent with other work showing that changes in students' behavior are the primary channel through which teacher inputs alter self-beliefs (Duan et al.,., 2024). Social Cognitive Theory offers a theoretical basis for the observed mediation effect, suggesting that self-efficacy is cultivated through mastery experiences and active engagement (Bandura, 2015). Additionally, Self-Determination Theory supports this mediation by emphasizing the importance of supportive environments in promoting autonomous and engaged learning behaviors, which in turn enhance self-perceptions (Ryan & Deci, 2020).

CONCLUSIONS

Overall, the results showed a very high level of academic support by teachers, especially in emotional support, and generally strong learning behaviors and self-efficacy by learners, with academic self-efficacy being the most significant. Moreover, learning behavior entirely mediated the association between teacher support and self-efficacy, meaning that teacher support boosted students' confidence primarily through boosting active involvement in learning. However, the self-reported nature of the data and the absence of prior instrument validation may impact the accuracy and generalizability of the results. Future study could incorporate validated questionnaires, different data sources and other possible mediators to better understand how teacher support effects student outcomes.

RECOMMENDATIONS

1. Teachers can enhance self-efficacy, as their main strategy, by transforming their academic assistance into methods that actively encourage students' learning behaviors, such as collaborative activities, guided engagement and opportunities for independent study.

2. Schools may additionally supplement professional development programs that focus not only on giving support but also on how to engage learners effectively in meaningful classroom activities.

3. Activities should be incorporated by teachers which enhance students' confidence in interaction, emotional regulation and engagement.

4. DepEd Calape and other public elementary schools shall implement the action plan as specified and may use it as a basis for the existing school continuous program.

5. Schools institution or personnel may implement the provided action plan as developed to further improve learning engagement that may lead to enhancing learner's confidence in classroom settings.

6. Future investigations are advised to employ validated tools, involve different samples, and explore other mediating or moderating variables to gain a deeper understanding of the mechanisms relating teacher support with student results.

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