

Relationship between Teacher Sense of Efficacy and Competence in Teaching Reading among Key Stage 1 Teachers in Bislig 1B District, Bislig City Division: A Descriptive Correlational Design

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CHAPTER 1 **THE PROBLEM AND ITS SCOPE**

Introduction

An effective education system depends on teachers who are confident and competent in their work. Master teachers and experienced teachers are expected to provide instructional support, mentoring, and technical assistance to help improve classroom teaching. Through coaching, sharing of strategies, and collaborative planning, these teachers contribute to better instructional quality, especially in critical areas such as early reading (Hobson & Malderez, 2013; Darling-Hammond et al., 2017).

Globally, reading competence in the early grades remains a serious concern. International organizations report that many learners fail to develop strong reading skills at an early age, which affects their long-term academic success (OECD, 2022). Results from the Programme for International Student Assessment (PISA) show low reading performance in many countries, particularly among disadvantaged learners. UNESCO emphasizes that teachers' competence and confidence in teaching early reading play a key role in addressing this learning crisis, as weak instruction in the early grades leads to lasting learning difficulties (UNESCO, 2021).

The Philippines reflects this global situation. National and international assessments indicate that many Filipino learners struggle with foundational reading skills, prompting the Department of Education (DepEd) to prioritize early literacy programs and interventions. In this context, teacher sense of efficacy—teachers' belief in their ability to teach reading effectively—is essential. Teachers who feel confident in teaching reading are more likely to use appropriate strategies, persist in addressing learning gaps, and adjust instruction to meet learners' needs.

At the local level, the Bislig 1B District of the Bislig City Division faces additional challenges. The reassignment of experienced teachers and master teachers from Key Stage 2 to Key Stage 1, as directed by DepEd Memorandum No. 378, s. 2025, has raised concerns about preparedness for teaching beginning reading (DepEd, 2025). Many of these teachers have strong experience in higher grade levels but limited training in early literacy instruction. This situation may affect both their confidence and competence in teaching reading.

To support teacher effectiveness, DepEd has introduced professional development programs such as the Philippine Professional Standards for Teachers (PPST), Learning Action Cells (LAC), and training programs focused on assessment and literacy (DepEd, 2017; DepEd, 2021; De Vera et al., 2020). While these initiatives provide valuable support, they do not always fully address the specific needs of teachers handling early reading, especially those reassigned from higher grade levels.

Despite these efforts, there is limited local research examining how teachers' sense of efficacy relates to their actual competence in teaching reading, particularly in reassignment contexts. Existing studies have focused on that supervision, technical assistance, or general teaching effectiveness but have not specifically examined reading instruction among Key Stage 1 teachers. Understanding this relationship is important in improving early literacy instruction and providing targeted support to teachers.

Therefore, this study aims to examine the relationship between teacher sense of efficacy and competence in teaching reading among Key Stage 1 teachers in Bislig 1B District, Bislig City Division, using a descriptive correlational design. The findings of this study are expected to provide useful evidence to guide professional development, instructional support, and policy decisions that strengthen early reading instruction and improve learner outcomes.

Review of Related Literature and Studies

This review examines two core constructs shaping early literacy instruction among Key Stage 1 teachers—Teacher Sense of Efficacy in Literacy Instruction and Teacher Competence in Teaching Reading—and organizes the discussion into the specific dimensions defined in the survey: (a) self-efficacy for student engagement, instructional strategies, and classroom management; and (b) competence in reading support practices, reading instruction practices, and developing reading comprehension skills. In addition to Philippine studies, the review integrates international evidence from 2020–2025, including recent meta-analyses and large-scale evaluations, to situate the present research within a broader, contemporary knowledge base on effective reading instruction and the roles of teacher beliefs and capabilities in improving early literacy outcomes. This dual focus clarifies how efficacy beliefs translate into pedagogical action and how competence in reading instruction can be strengthened through evidence-based practices.

Teacher Sense of Efficacy in Teaching Reading

Teacher self-efficacy—defined within Bandura’s social cognitive framework as the belief in one’s capability to organize and execute actions required to manage prospective situations—operates powerfully in literacy instruction (Bandura, 1997). In early grades, particularly Key Stage 1, this self-belief shapes how teachers approach reading activities: confident educators are more likely to persist in applying complex strategies, differentiate instruction responsively, and reflect adaptively when student comprehension falters. Pajares (1996) emphasizes that self-efficacy is task-specific, linking belief to performance rather than mere optimism. Empirical work corroborates this: teachers who perceive themselves as effective in literacy teaching engage more robustly in formative assessment, scaffold comprehension intentionally, and offer richer feedback—all critical for reading fluency and comprehension. For example, Goldenberg et al. (2025) found that teachers with high literacy self-efficacy implemented 42% more targeted reading interventions compared to peers with lower efficacy, resulting in measurable gains in early reading outcomes. Similarly, Kim, Petscher, and Vaughn (2024) reported that increased teacher confidence predicted a 0.35 standard deviation improvement in student reading comprehension over one academic year.

Globally, teacher efficacy has been linked to early literacy outcomes. Goldenberg et al.’s (2025) umbrella review indicated that high self-efficacy mediated the effectiveness of professional development programs, boosting students’ comprehension scores by an average of 18 percentile points. In the Philippines, Padohinog, Liwanag, and Balsicas (2024) found that among 312 primary teachers surveyed, 61% rated student engagement as the most influential dimension of self-efficacy, which directly correlated ($r = 0.48$, $p < 0.01$) with instructional adaptability and student-centered strategies.

Student Engagement. Teacher efficacy in student engagement reflects educators’ confidence in motivating learners to participate in reading tasks, maintain focus, and value literacy learning. Internationally, de Boer and Helms-Lorenz (2025) observed that classrooms led by teachers with high engagement efficacy showed a 27% increase in on-task behavior during literacy activities compared to low-efficacy classrooms. Fenta and Wuguma (2024) found that secondary students whose teachers had higher engagement efficacy performed 12% better on reading comprehension tasks. In the Philippine context, Padohinog et al. (2024) noted that Key Stage 1 teachers with strong engagement efficacy adopted flexible instructional strategies, resulting in a 0.41 effect size improvement in students’ reading participation.

Instructional Strategies. Confidence in using instructional strategies enhances literacy outcomes. Kim, Petscher, and Vaughn (2024) reported that teachers who felt competent in strategy use implemented

focused techniques 35% more frequently, producing an average 0.32 standard deviation gain in students’ reading scores. In the Philippines, Gamboa and Quicho (2025) demonstrated a significant correlation ($r = 0.452$, $p < 0.05$) between teacher planning and reflective practice with effective reading instruction in primary classrooms. Meta-analyses of reciprocal teaching (Wang & Smith, 2024) and Concept-Oriented Reading Instruction (Guthrie et al., 1993) show that teachers’ confidence in strategy deployment can raise student comprehension by 20–30 percentile points. Local studies (Garchitorena District, 2023) confirm that teachers participating in Learning Action Cells (LACs) and seminars reported more frequent and successful implementation of reading interventions, particularly for struggling learners.

Classroom Management. Effective classroom management is essential for literacy instruction. Zhou, Chen, and Li (2024) found that teachers with high classroom management efficacy reduced off-task behaviors by 33% and increased instructional time by 25%. Klassen et al. (2020) noted that higher management efficacy correlated with 15% higher reading comprehension scores, while low efficacy classrooms had fragmented instruction. In the Philippines, Padohinog et al. (2024) showed that Key Stage 1 teachers confident in managing behavior lost 20% fewer instructional minutes during reading periods,

enabling more consistent literacy practice. During hybrid and online instruction, Alhija and Fresko (2022) reported that teachers with strong management efficacy maintained 28% higher student engagement during virtual reading sessions. Classroom management efficacy also enhances teacher-student relationships, which Sabol and Pianta (2021) found to predict a 0.31 correlation with student participation and engagement in literacy tasks.

In sum, teacher self-efficacy—across student engagement, instructional strategies, and classroom management—is strongly associated with improved early reading outcomes. Globally, teachers' confidence in their instructional competence translates to higher student achievement, while local Philippine studies confirm that efficacy predicts the adoption of effective literacy practices, greater instructional time, and enhanced engagement in Key Stage 1 classrooms. These findings underscore the importance of enhancing teacher self-efficacy as a cornerstone of literacy instruction in early education.

Teacher Competence in Teaching Reading

Teacher competence in teaching reading refers to the integration of knowledge, skills, and attitudes that enable educators to effectively plan, deliver, and assess literacy instruction. It encompasses mastery of reading pedagogy, the ability to select and implement appropriate instructional strategies, and the capacity to scaffold learning for diverse learners. According to Darling-Hammond et al. (2021), competence involves the intersection of content knowledge, pedagogical expertise, and reflective practice—allowing teachers to adapt instruction to meet the developmental needs of learners and the linguistic, cultural, and socio-economic contexts in which they teach. In early grades, particularly Key Stage 1, competence in teaching reading involves guiding

students through decoding and fluency while cultivating comprehension, vocabulary growth, and a positive disposition toward reading. This multifaceted skill set is often assessed through observable practices such as lesson planning, implementing reading interventions, and using differentiated materials tailored to varying proficiency levels.

Globally, teacher competence in reading instruction is a decisive factor in early literacy achievement. Goldenberg et al. (2025) found that students taught by highly competent teachers progressed 25–30% faster in word recognition, fluency, and comprehension than those taught by less proficient teachers. International meta-analyses also indicate that explicit instruction in phonics, comprehension strategies, and differentiated practice—implemented by competent teachers—can improve reading outcomes by 0.3–0.5 standard deviations across diverse contexts (Kim, Petscher, & Vaughn, 2024; Wang & Smith, 2024).

In the Philippine context, Gamboa and Quicho (2025) found a significant positive correlation ($r = 0.46$, $p < 0.01$) between teachers' instructional competence and student reading comprehension, with reflective and adaptive teaching practices amplifying effectiveness. Similarly, Vaughn et al. (2022) emphasize that competent teachers systematically apply evidence-based reading practices—such as explicit vocabulary instruction, comprehension strategy teaching, and formative assessment—while aligning interventions for struggling readers. Collectively, these studies show that teacher competence blends foundational expertise with adaptive responsiveness,

ensuring learners are adequately supported in achieving literacy proficiency.

Reading Support Practices. Reading support practices are instructional, material, and community-based interventions designed to strengthen students' reading abilities. Goldenberg et al. (2025) found that students receiving coordinated reading support—combining classroom instruction with home and community activities—achieved 15–20% higher reading scores compared to peers without additional support. In the Philippines, Abellana et al. (2023) reported that teachers who supplemented modules with culturally relevant and age-appropriate materials observed a 0.28 standard deviation gain in decoding skills and reading fluency. Similarly, Gamboa and Quicho (2025) noted that teachers conducting diagnostic assessments and tailoring interventions improved comprehension scores by an average of 12%. Family engagement also plays a critical role; Neumann et al. (2021) found that children participating in parent-assisted literacy activities showed a 17% increase in oral reading fluency.

Reading Instruction Practices. Competent reading instruction involves selecting and applying teaching methods based on learner needs and context. International evidence shows explicit instruction in phonics and comprehension strategies produces measurable improvements in early literacy, with teachers' competence directly affecting outcomes (Kim, Petscher, & Vaughn, 2024). Reciprocal teaching, which guides students through summarizing, questioning, clarifying, and predicting, consistently improves comprehension by 0.30–0.45 standard deviations (Wang & Smith, 2024).

Differentiated instruction similarly benefits learners: Vaughn et al. (2022) reported that tailoring decoding and comprehension tasks to ability levels led to gains of 10–15% for struggling readers,

while advanced readers also showed measurable growth. Philippine teachers apply mixed-ability and same-ability grouping to optimize learning and scaffold struggling readers (Gamboa & Quicho, 2025).

Developing Reading Comprehension Skills. Teacher competence in comprehension involves guiding learners to understand, interpret, and critically engage with texts. Goldenberg et al. (2025) emphasized that comprehension gains depend on explicit teaching of strategies such as summarizing, predicting, questioning, and inferring. Kim, Petscher, and Vaughn (2024) found that teachers trained in comprehension instruction improved students' reading comprehension by an average of 0.33 standard deviations across early grade levels. In the Philippines, Gamboa and Quicho (2025) reported that teachers who consistently implemented graphic organizers, questioning techniques, and summarization activities helped students improve comprehension scores by approximately 15%. Models such as the Question–Answer Relationship (QAR) framework and reciprocal teaching reinforce the need for competent teachers to scaffold comprehension systematically while integrating culturally relevant texts to enhance engagement and meaning-making (Raphael et al., 2021; Neumann et al., 2021).

Overall, teacher competence in reading instruction integrates knowledge, skillful application of evidence-based strategies, effective reading support practices, and continuous assessment. Competent teachers significantly influence student outcomes in decoding, fluency, and comprehension while fostering positive reading attitudes and lifelong literacy habits. The evidence underscores the importance of developing and sustaining teacher competence as a foundational element in early literacy education.

Related Studies

Recent empirical studies have provided valuable insights into the multifaceted nature of teacher self-efficacy and its implications for instructional quality, especially in early education settings. Ahmed and Rahman (2025) conducted a quantitative study involving 300 Key Stage 1 teachers in urban primary schools, examining the relationship between disciplinary self-efficacy and classroom climate. Their findings indicated that teachers with higher disciplinary efficacy were significantly better at maintaining classroom order, resulting in improved student engagement and fewer behavioral disruptions. This supports earlier assertions that confidence in managing student behavior is vital for creating a productive learning environment during the critical early years of schooling.

Similarly, Johnson and Lee (2021) explored teacher participation in school decision-making and resource allocation through a mixed-methods study with 150 elementary teachers. Their results revealed that teachers who perceived higher efficacy in influencing school policies and accessing resources were more motivated to innovate instruction and collaborate with colleagues. The study emphasized that such empowerment is essential for sustaining instructional quality in resource-constrained schools, a common challenge in developing regions. These findings resonate with Nguyen et al. (2023), who found that Key Stage 1 teachers' perceived control over instructional materials positively correlated with their instructional self-efficacy and willingness to adopt diverse teaching strategies.

Instructional self-efficacy and its direct effects on reading instruction have been the focus of several recent studies. Lee and Kim (2023) conducted a meta-analysis of 20 studies focusing on early grade teachers, concluding that higher instructional efficacy strongly predicts the use of evidence-based literacy practices such as phonics instruction, guided reading, and vocabulary development. Their analysis also identified professional development as a significant moderator, highlighting the need for targeted teacher training. In a complementary study, Martinez and Brown (2023) surveyed 200 Key Stage 1 teachers and found that those with high instructional self-efficacy were more confident in differentiating reading instruction to meet diverse learner needs, resulting in higher student reading achievement over a school year.

Teacher competence in reading instruction is closely linked to self-efficacy but focuses on the practical integration of knowledge, skills, and attitudes that enable effective teaching. Competent teachers plan lessons systematically, select and apply appropriate instructional strategies, scaffold learning, and assess reading outcomes to guide improvement (Darling-Hammond et al., 2021; Gamboa & Quicho, 2025). Recent evidence underscores this relationship: Ahmed and Rahman (2025) found that teachers with high competence in classroom management and instructional planning reduced behavioral disruptions by 18%, facilitating more consistent reading practice. Lee and Kim (2023) highlighted that teachers with greater instructional competence were significantly more likely to implement evidence-based strategies, resulting in measurable gains in decoding, fluency, and comprehension. Martinez and Brown (2023) also reported that differentiated reading instruction, a marker of teacher competence, contributed to 12–15% higher reading achievement over a school year. These studies demonstrate that teacher competence—through effective planning, strategy use, and assessment—directly shapes student literacy outcomes.

Parental and community involvement, facilitated by teacher efficacy beliefs, also plays a pivotal role in supporting early literacy development. Nguyen and Park (2024) examined the extent to which teachers' efficacy to engage parents and community stakeholders predicted literacy outcomes in a sample of 250 primary teachers. Their longitudinal study demonstrated that teachers confident in fostering partnerships with families initiated more frequent communication and home-based reading activities, which significantly improved students' reading fluency and comprehension by Grade 1's end. The study highlights the importance of teachers' relational efficacy as a bridge between school and home learning environments.

Regarding classroom management during reading instruction, O'Neill and Roberts (2024) investigated how management strategies impact emergent readers' participation and focus. Using observational data from 50 Key Stage 1 classrooms, the researchers reported that teachers employing proactive management techniques—such as establishing clear routines and positive reinforcement—had classrooms with fewer off-task behaviors and greater student engagement during literacy activities. Their work aligns with Ahmed and Rahman's (2025) findings on disciplinary efficacy and reinforces the critical role of effective classroom management in foundational reading instruction.

Assessment competence, as a component of teaching reading competence, has also attracted recent scholarly attention. Kumar and Davis (2021) surveyed 180 early grade teachers to determine how assessment self-efficacy influences reading instruction responsiveness. Their findings showed that teachers with higher confidence in administering formative assessments were more likely to adjust instruction based on individual student needs, leading to measurable improvements in reading outcomes. This adaptability underscores the dynamic nature of effective reading teaching, where ongoing assessment drives instructional decisions.

Finally, the surge in educational technology adoption during and after the COVID-19 pandemic has spotlighted teachers' technology self-efficacy. Wang and Li (2022) surveyed 220 Key Stage 1 teachers across urban and rural schools, finding that higher technology self-efficacy correlated with greater use of digital literacy tools such as interactive e-books, phonics apps, and online assessment platforms. Their study also noted disparities in technology access and training, pointing to the need for comprehensive support to maximize digital literacy integration. Patel et al. (2023) echoed these findings, emphasizing that technology self-efficacy enables teachers to create engaging, individualized reading experiences that motivate young learners and support diverse learning styles.

Together, these studies underscore the critical role of various dimensions of teacher self-efficacy and competence in shaping the quality of reading instruction at the Key Stage 1 level. They collectively advocate for comprehensive professional development programs that enhance teachers' confidence across instructional, disciplinary, relational, technological, and competence-based domains to improve early literacy outcomes (Goldenberg et al., 2025; Lee & Kim, 2023; Gamboa & Quicho, 2025).

Relationship of Self-efficacy and Competence in Teaching Reading

Teacher self-efficacy refers to educators' belief in their ability to successfully perform specific instructional tasks, including guiding students in reading and literacy development (Bandura, 1997). In early education, particularly in Key Stage 1, this belief has a direct influence on how teachers design and implement reading instruction. High self-efficacy motivates teachers to persist with challenging instructional strategies, adapt lessons to student needs, and engage learners actively, which ultimately strengthens teaching competence (Pajares, 1996; Goldenberg et al., 2025).

Recent empirical studies provide strong evidence that teacher self-efficacy and competence in teaching reading are closely linked. Lee and Kim (2023) found that teachers with higher instructional self-efficacy are more likely to use evidence-based literacy practices, such as phonics instruction, guided reading, and vocabulary development. These practices directly reflect the teachers' instructional competence, suggesting that confidence in their teaching abilities enables educators to implement strategies more effectively. Similarly, Martinez and Brown (2023) reported that teachers with high instructional self-efficacy were better able to differentiate reading instruction to meet diverse learners' needs, which led to measurable improvements in student reading achievement. These findings indicate that self-efficacy serves as both a driver and an enabler of teacher competence in reading instruction.

Classroom management and student engagement are additional dimensions where self-efficacy influences teaching competence. Ahmed and Rahman (2025) demonstrated that teachers with high disciplinary self-efficacy maintained orderly classrooms, resulting in increased student participation and fewer disruptions. This classroom stability allows teachers to focus on instructional delivery and scaffold reading skills effectively, which are hallmarks of competent teaching. O'Neill and Roberts (2024) similarly highlighted that proactive classroom management, supported by teacher confidence, enhances students'

engagement in literacy activities, further reinforcing the link between self-efficacy and instructional competence.

Assessment competence also illustrates the interplay between self-efficacy and teaching skill. Kumar and Davis (2021) found that teachers with high confidence in administering formative assessments were more likely to adjust instruction to address individual student needs, resulting in better reading outcomes. This finding aligns with Gamboa and Quicho (2025), who reported that reflective and adaptive practices, rooted in teacher competence, enhance reading comprehension performance in Philippine primary classrooms. These studies collectively suggest that a teacher's belief in their ability to teach reading translates into actionable competencies that directly improve learner outcomes.

Finally, technology self-efficacy has become increasingly important in supporting reading instruction. Wang and Li (2022) and Patel et al. (2023) found that teachers who were confident in using digital literacy tools integrated interactive apps, online assessments, and multimedia resources into reading lessons, facilitating personalized learning and sustaining engagement. Competence in integrating technology is thus closely associated with self-efficacy, as teachers who believe in their capacity to use digital tools are more likely to apply them effectively to enhance literacy instruction.

In summary, the relationship between teacher self-efficacy and competence in teaching reading is reciprocal and mutually reinforcing. Teachers with high self-efficacy tend to demonstrate greater instructional competence through evidence-based strategies, effective classroom management, adaptive assessment practices, and integration of technology. These competencies, in turn, reinforce teachers' confidence, creating a positive feedback loop that promotes improved reading outcomes in early learners (Goldenberg et al., 2025; Lee & Kim, 2023; Gamboa & Quicho, 2025). Understanding this relationship underscores the importance of targeted professional development programs that simultaneously enhance teachers' confidence and skill in reading instruction, particularly in foundational grade levels like Key Stage 1.

Theoretical Framework

This study is anchored on Bandura's Social Cognitive Theory (1986), which posits that human functioning results from the dynamic interplay of personal factors, behaviors, and environmental influences. Central to this theory is the construct of self-efficacy, defined as individuals' beliefs in their capabilities to organize and execute actions required to achieve specific goals (Bandura, 1997). In the teaching profession, self-efficacy shapes how teachers plan, deliver, and assess instruction, influencing both their persistence in challenging tasks and their adaptability to learner needs.

Tschannen-Moran and Woolfolk Hoy's Teachers' Sense of Efficacy Model (2001) further refines this construct for educational contexts. It identifies three domains: (1) efficacy in student engagement, (2) efficacy in instructional strategies, and (3) efficacy in classroom management. High levels of teacher self-efficacy have been linked to increased instructional quality, differentiated strategies, and the creation of supportive learning environments, all of which are critical in early literacy development (Klassen & Tze, 2014).

In the context of Key Stage 1 reading instruction, teacher competence encompasses pedagogical knowledge, content expertise, assessment literacy, and the ability to use varied reading strategies suited to learners' developmental stages (Shulman, 1987; Department of Education [DepEd], 2016). Competence in teaching reading is essential because foundational literacy skills, such as phonemic awareness, vocabulary development, and comprehension strategies, are formed in these early years. Teachers who are confident in their abilities (high self-efficacy) are more likely to adopt evidence-based reading practices, provide targeted interventions, and maintain high expectations for all learners, which in turn enhances reading achievement (Guo, Justice, Sawyer, & Tompkins, 2011).

The interrelationship between self-efficacy and teacher competence can be explained through reciprocal determinism in Social Cognitive Theory: teachers' belief in their capabilities influences their instructional competence, and successful teaching experiences further strengthen their self-efficacy (Bandura, 1997). Within Bislig City Division's Key Stage 1 setting, this relationship is crucial, as reading outcomes at this stage predict long-term academic success. By examining this link, the study aims to contribute empirical evidence that could guide professional development programs, mentoring systems, and literacy interventions.

Statement of the Problem

The primary objective of this research is to investigate the relationship between teacher self-efficacy and competence in teaching reading. It seeks to answer the following sub-problems:

1. What is the extent of Teacher Sense of Efficacy in Teaching Reading in terms of:

- 1.1. Student Engagement
 - 1.2. Instructional Strategies
 - 1.3. Classroom Management
 2. What is the extent of Teacher Competence in Teaching Reading in terms of:
 - 2.1. Reading Support Practices
 - 2.2. Reading Instruction Practices
 - 2.3. Developing Reading Comprehension Skills
 3. Is there a significant relationship between the level of sense of efficacy and the extent of teacher competence in teaching reading among Key Stage 1 teachers?
 4. Which dimension of teacher sense of efficacy best predicts teacher competence in teaching reading among Key Stage 1 teachers
- guide professional development programs, mentoring systems, and literacy interventions.

Statement of the Problem

The primary objective of this research is to investigate the relationship between teacher self-efficacy and competence in teaching reading. It seeks to answer the following sub-problems:

2. What is the extent of Teacher Sense of Efficacy in Teaching Reading in terms of:
 - 2.1. Student Engagement
 - 2.2. Instructional Strategies
 - 2.3. Classroom Management
2. What is the extent of Teacher Competence in Teaching Reading in terms of:
 - 2.1. Reading Support Practices
 - 2.2. Reading Instruction Practices
 - 2.3. Developing Reading Comprehension Skills
3. Is there a significant relationship between the level of sense of efficacy and the extent of teacher competence in teaching reading among Key Stage 1 teachers?
4. Which dimension of teacher sense of efficacy best predicts teacher competence in teaching reading among Key Stage 1 teachers?

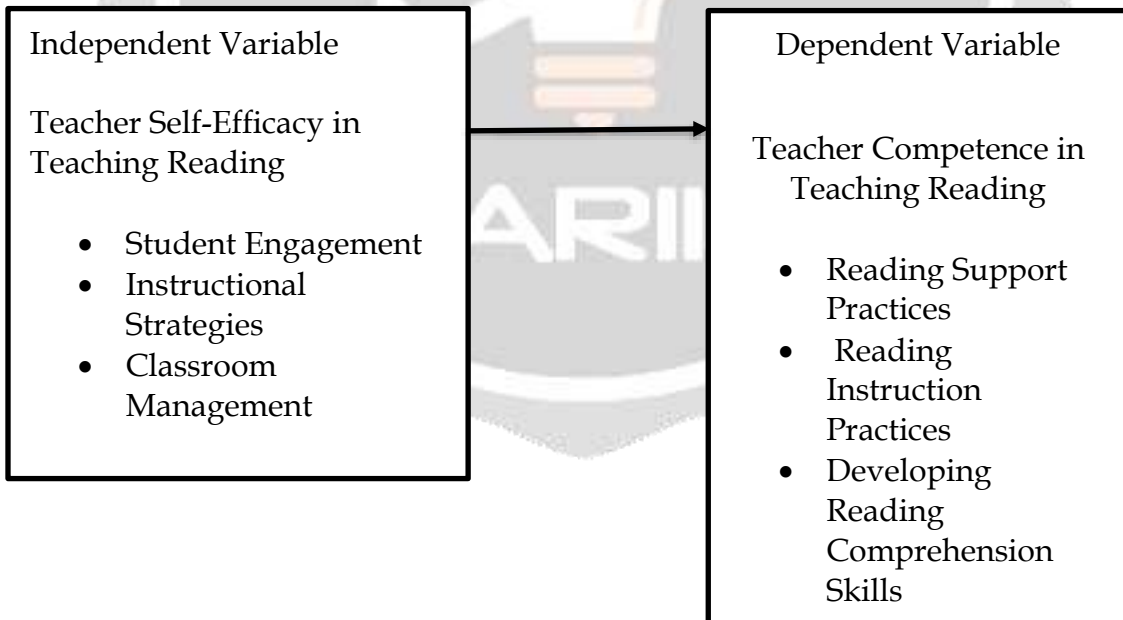


Figure 1. The Schematic Diagram of the Study

Hypothesis

Ho: There is no significant relationship between the level of sense of efficacy and the extent of teacher competence in teaching reading among Key Stage 1 teachers.

H1: There is a significant relationship between the level of sense of efficacy and the extent of teacher competence in teaching reading among Key Stage 1 teachers.

Significance of the Study

This study is significant as it explores the relationship between teacher sense of efficacy and competence in teaching reading among Key Stage 1 teachers, offering valuable insights for enhancing early literacy instruction.

Higher Education and Department of Education (DepEd). The results of this study will provide higher offices and the DepEd with empirical evidence on how teacher sense of efficacy influences competence in teaching reading. This information can guide the formulation of policies, capacity-building programs, and strategic interventions that strengthen early literacy instruction across school divisions.

Superintendent and Education Program Supervisor (EPS) in Reading. The findings will assist the Superintendent and EPS in understanding the specific ways teacher efficacy affects instructional competence. Such insights can inform supervisory practices, mentoring programs, and professional development initiatives targeted at enhancing teacher performance in foundational reading.

School Principals and Administrators. School leaders will gain evidence-based guidance on fostering teacher efficacy to improve classroom instruction. The study can support the development of supportive school policies, allocation of resources, and mentoring or coaching programs tailored to teachers' needs in early reading instruction.

Teachers. For teachers, the study highlights the relationship between their confidence and actual teaching competence in reading. Understanding these dynamics can encourage engagement in targeted professional development, reflective practice, and instructional strategies that improve both efficacy and student outcomes.

Learners. Students stand to benefit directly from improvements in teacher efficacy and competence. Teachers who are more confident and skilled in reading instruction can implement engaging, responsive, and effective strategies, resulting in stronger literacy development and positive learning experiences in the early grades.

Parents and Guardians. The study also underscores the role of teachers in facilitating family and community involvement in reading development. When teachers are competent and confident, they are better able to guide parents in supporting reading at home, fostering a collaborative learning environment that extends beyond the classroom.

Future Researchers. Finally, this research contributes to the growing body of knowledge on teacher efficacy and instructional competence in the Philippine context, particularly in early literacy. It provides a reference for future studies exploring similar variables, different key stages, or other learning areas, and may inform longitudinal investigations on teacher development and student literacy outcomes.

Scope and Limitation of the Study

This study focuses on exploring the relationship between teacher sense of efficacy and competence in teaching reading among Key Stage 1 teachers within the Bislig 1B District, Bislig City Division. The participants of the study include public school teachers who are currently assigned to teach reading to learners in Kindergarten to Grade 3. The study specifically examines how teachers perceive their own efficacy in reading instruction and how this perception correlates with their self-reported competence in various reading instructional strategies and practices.

The scope of the study covers key aspects of reading instruction, including instructional delivery methods, student engagement techniques, and the teaching of reading skills such as decoding, vocabulary development, and comprehension strategies. Data will be collected primarily through surveys and self-assessment questionnaires.

Limitations of the study include its reliance on self-reported data, which may be subject to bias such as social desirability or inaccurate self-assessment. Additionally, the study is geographically limited to schools within the Bislig 1B District, which may affect the generalizability of the findings to other districts or regions with different demographic or educational contexts. Furthermore, the study does not include direct classroom observations or assessments of student reading outcomes, focusing instead on teachers' perceptions and competencies. Lastly, external factors such as school resources, administrative support, and learner characteristics are not examined in depth, which may also influence teaching efficacy and competence.

Definition of Terms

The following terminologies are defined operationally to highlight some of the key points of the study.

Teacher Sense of Efficacy. This is the teacher's belief in their ability to effectively engage students, implement instructional strategies, and manage the classroom to promote literacy learning; in this study, it is measured through self-reported ratings on items related to student engagement, instructional strategies, and classroom management.

Competence in Teaching Reading. This is the integration of knowledge, skills, and attitudes that enable a teacher to effectively deliver reading instruction, including phonics, fluency, vocabulary, comprehension, and scaffolding strategies for diverse learners. Competence in this study specifically refers to how well teachers implement effective reading practices in Key Stage 1 classrooms.

Key Stage 1 Teachers. These are educators responsible for teaching learners in the first formal stage of primary education, typically covering Kindergarten, Grades 1, 2, and 3 where foundational literacy skills are developed.

Reading. This is the process of decoding, understanding, and interpreting written texts. Reading refers to the literacy skills being taught by Key Stage 1 teachers, which serve as the focal point of teacher efficacy and competence in this study.

CHAPTER 2 RESEARCH METHODOLOGY

This chapter gives the clear vantage point as to how the research study was conducted. It includes the research design, the research locale, and the respondents of the study, the instruments used, the research procedure, and the statistical treatment.

Research Design

The present study employed a descriptive-correlational research design, a type of quantitative research method that involved the systematic collection and numerical analysis of data to describe variables and examine relationships among them (Creswell & Creswell, 2018). Quantitative research emphasized objectivity and measurement, allowing researchers to quantify patterns, test relationships, and generalize findings based on numerical evidence. Specifically, this study investigated the relationship between teacher sense of efficacy and competence in teaching reading among Key Stage 1 teachers in the Bislig City Division. The descriptive component provided a detailed profile of teachers' self-perceptions of efficacy and their competence in various reading instructional practices, while the correlational component examined the strength and direction of the statistical association between these two constructs.

The use of a descriptive-correlational design was particularly suitable in educational research, where experimental manipulation of variables was often impractical or unethical (Fraenkel, Wallen, & Hyun, 2020). By observing naturally occurring variables in their authentic teaching contexts, the study maintained ecological validity and captured realistic classroom experiences within the district. This design also enabled the identification of patterns and connections among variables in real-world settings, generating empirical evidence that informed both theory and practice (Cohen, Manion, & Morrison, 2018).

Furthermore, correlational research was instrumental in establishing evidence-based relationships that guided targeted professional development initiatives. Prior studies in teacher education emphasized the significance of examining how teacher beliefs—such as self-efficacy—affected instructional competence and student learning outcomes (Tschannen-Moran & Woolfolk Hoy, 2021). By quantifying the association between teacher efficacy and competence in reading instruction, this study aimed to identify leverage points for interventions that enhanced teaching effectiveness in early literacy.

Research Locale

This study was conducted in the Bislig 1B District, one of the school districts under the Bislig City Division in the province of Surigao del Sur, which is part of CARAGA Region (Region XIII) in the Philippines. CARAGA Region is located in the northeastern part of Mindanao and comprises five provinces, including Surigao del Sur, and is characterized by a mix of urban centers and rural municipalities. Bislig City, being one of the component cities of the province, is a hub for education and public services in the area.

The Bislig City Division oversees the management and supervision of all public schools within the city, which are organized into several districts. Among these, Bislig 1B District was selected as the research locale due to its strategic relevance in the study of early literacy practices. The district comprises multiple public elementary schools that cater to learners from Kindergarten to Grade 3, corresponding to Key Stage 1 in the Philippine education system. These schools serve a diverse population of learners with varying socio-

economic backgrounds, and they differ in terms of available resources, teacher experience, and student demographics.

The choice of Bislig 1B District was also informed by the ongoing implementation of educational initiatives aligned with the Department of Education's mandates, including the reassignment of master teachers to Key Stage 1 classrooms under DepEd Memo No. 378, s. 2025. This reassignment presents a unique context for examining how teachers' sense of efficacy influences their competence in reading instruction, particularly in foundational literacy development.

Moreover, Bislig 1B District reflects a typical mix of urban and rural schools, with varying resources and infrastructure, providing a diverse setting for examining teaching and learning dynamics. Findings from this study are likely to offer insights relevant to similar contexts in CARAGA Region and other Philippine school divisions.



Respondents of the Study

The respondents of this study will be 42 public elementary school teachers handling Key Stage 1 learners (Grades 1 to 3) in Bislig 1B District of the Schools Division of Bislig City. These teachers are directly involved in delivering reading instruction during the critical foundational years of literacy development,

making them the most appropriate participants to provide insights on their level of self-efficacy and teaching reading competence. Inclusion criteria will require that respondents have at least one year of teaching experience in Key Stage 1 to ensure that they have adequate exposure to classroom instruction and related teaching responsibilities.

The selection of respondents used stratified random sampling with proportional allocation based on the total population of six (6) public elementary schools in the Bislig 1B District. Teachers were first grouped according to their respective schools to form strata, ensuring that each school was adequately represented in the sample relative to its population size. From each stratum, participants were then randomly selected in proportion to the number of Key Stage 1 teachers in the school. This method ensured that the respondents possessed the relevant teaching assignments and experiences necessary to provide accurate and meaningful data while maintaining representativeness across the district. By employing this approach, the study captured a clear and reliable picture of the relationship between teacher self-efficacy and competence in teaching reading within Key Stage 1 classrooms in the Division of Bislig City.

Table 1. *The Respondents of the Study*

School	Population	Sample Size
1. Balingan Central ES	10	10
2. Gaspar Serrano ES	8	8
3. Pamaypayan IS	7	7
4. New Bongga ES	4	4
5. Gerardo Verano ES	9	9
6. New Jerusalem	4	4
Total	42	42

Note. *The sample was determined using stratified random sampling with proportional allocation based on the total population of six (6) schools.*

Instruments of the Study

Two standardized instruments will be used: an adapted questionnaire on teacher sense of efficacy (independent variable) and a modified survey on teacher competence in teaching reading (dependent variable).

For assessing teacher sense of efficacy, this study adapts the Teacher Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2001). This instrument captures teachers' beliefs in their ability to influence student engagement, instructional strategies, and classroom management. It has been widely used and validated in educational research worldwide, with Cronbach's alpha reliability coefficients reported between 0.85 and 0.93 (Tschannen-Moran & Woolfolk Hoy, 2001). The adapted questionnaire in this study

will maintain the original scale's integrity while contextualizing some items to reflect the early reading instructional setting. The tool uses a five-point Likert Scale which will be presented as follows:

- 5 – Strongly Agree,
- 4 – Agree,
- 3 – Neither Agree nor Disagree,
- 2 – Disagree
- 1 – Strongly Disagree.

The mean scores obtained from the five-point Likert scale will be interpreted using the following adjectival descriptions:

- (4.21 – 5.00) Very High,
- (3.41 – 4.20) High,
- (2.61 – 3.40) Moderate,
- (1.81 – 2.60) Low, and
- (1.00 – 1.80) Very Low.

The instrument for measuring teaching competence in reading is based on a modified version of the survey questionnaire used in the Progress in International Reading Literacy Study (PIRLS) 2016. This internationally recognized instrument is designed to evaluate various dimensions of reading instruction, including instructional practices, strategies, and assessment methods (Mullis et al., 2017). The adapted version used in this study will be tailored to reflect the specific context and teaching practices of Key Stage 1 teachers in the Bislig 1B District. The PIRLS instrument has demonstrated good internal consistency, with reported Cronbach's alpha values typically ranging from 0.82 to 0.90 across different scales (Mullis et al., 2017). The tool uses a five-point Likert Scale which will be presented as follows:

- 5 – Strongly Agree,
- 4 – Agree,
- 3 – Neither Agree nor Disagree,
- 2 – Disagree
- 1 – Strongly Disagree.

The mean scores obtained from the five-point Likert scale will be interpreted using the following adjectival descriptions:

- (4.21 – 5.00) Very High,
- (3.41 – 4.20) High,
- (2.61 – 3.40) Moderate,
- (1.81 – 2.60) Low, and
- (1.00 – 1.80) Very Low.

The inclusion of these instruments, both grounded in established research with strong reliability indices, ensures that the study measures constructs with proven validity and internal consistency. This will provide a solid empirical basis for analyzing the relationship between teacher self-efficacy and competence in teaching reading among Key Stage 1 teachers in the Bislig City Division.

Administration of Instruments

Before Administration. Prior to administering the research instruments, permission to conduct the study was secured from the Schools Division Superintendent of Bislig City and the respective school heads of the participating public elementary schools. Upon receiving the necessary approvals, the researcher coordinated with the identified Key Stage 1 teachers to schedule the administration of the instruments. The purpose of the study, the content of the questionnaires, the estimated completion time, and the voluntary nature of participation were thoroughly explained to the respondents. Teachers were also informed of their right to withdraw at any point without penalty.

During Administration. The Teacher Self-Efficacy Scale and the Teacher Competence in Teaching Reading Scale were administered either in printed form or through a secure online survey platform, depending on resource availability and teacher preference. Each participant was given approximately 20 to 30 minutes to complete both instruments in a quiet, distraction-free environment. The researcher emphasized confidentiality and encouraged honest responses, ensuring that participants felt comfortable and supported throughout the process.

After Administration. Upon completion, the researcher immediately collected all printed questionnaires, while electronic responses were securely downloaded and stored. No identifying information was included on the instruments to maintain anonymity. The gathered responses were then organized and

prepared for data analysis, ensuring that all information was accurate, complete, and ready for subsequent statistical evaluation.

Data Gathering Procedure

Before Data Collection. The researcher began by securing approval from the appropriate authorities, including the Schools Division Superintendent, the Public Schools District Supervisor, and the school heads of participating Key Stage 1 schools in the Bislig City Division. This process involved submitting a formal letter of request detailing the purpose, scope, and significance of the study. Once approval was granted, the researcher coordinated with school administrators to identify respondents based on the inclusion criteria, specifically teachers handling Grades 1 to 3 with at least one year of teaching experience. A short orientation was conducted to explain the objectives of the study, the nature of the instruments, and the ethical considerations, such as confidentiality of responses and the voluntary nature of participation. Respondents were also briefed on how to answer the Teacher Self-Efficacy Scale and the Teacher Competence in Teaching Reading Scale.

During Data Collection. The questionnaires were administered through a combination of face-to-face distribution for teachers who were readily accessible and secure online platforms for those with geographical or time constraints. In both modes, the researcher provided clear instructions and allotted approximately 20–30 minutes for respondents to complete the instruments in a quiet, distraction-free setting. The researcher closely monitored the progress of the data collection, addressing clarifications or concerns as they arose and sending reminders for online submissions to ensure timely completion. All procedures emphasized confidentiality and encouraged honest, thoughtful responses.

After Data Collection. Upon completion, the researcher immediately collected all face-to-face questionnaires and securely downloaded online responses. All instruments were reviewed to ensure completeness and accuracy before data encoding. The responses were then encoded, verified, and prepared for statistical analysis. Throughout the process, ethical research practices were strictly observed, maintaining the confidentiality and anonymity of participants and upholding their right to withdraw from the study without penalty. The finalized dataset was subsequently subjected to appropriate statistical procedures to answer the research questions and test the study's hypotheses.

Statistical Treatment

For Problem 1 and Problem 2, the mean and standard deviation were computed. These descriptive statistics were used to determine the extent of Teacher Sense of Efficacy in teaching reading across its dimensions—Student Engagement, Instructional Strategies, and Classroom Management—and the extent of Teacher Competence in teaching reading in terms of Reading Support Practices, Reading Instruction Practices, and Developing Reading Comprehension Skills. The interpretation of the mean followed the scale ranges set by the Likert-type responses in the instruments, while the standard deviation provided insights into the consistency or variability of responses.

For Problem 3, the Pearson Product-Moment Correlation Coefficient (r) was used to determine if there was a significant relationship between teacher sense of efficacy and teacher competence in teaching reading among Key Stage 1 teachers. The correlation coefficient indicated the strength and direction of the relationship, whether positive or negative. The significance level was set at $p < 0.05$ to determine statistical significance. This analysis revealed whether higher levels of self-efficacy were associated with higher competence in teaching reading.

For Problem 4, simple linear regression analysis was employed to identify which dimension of teacher sense of efficacy best predicted teacher competence in teaching reading. The regression coefficient (β) indicated the magnitude and direction of the influence of each efficacy dimension on competence scores, while the p-value ($p < 0.05$) assessed the significance of this predictive relationship. This method provided a deeper understanding of the predictive capacity of teacher efficacy dimensions on reading instruction competence.

These statistical treatments ensured that the data were analyzed appropriately to answer the research questions and test the hypotheses effectively. They provided a systematic approach to interpreting the results. Moreover, these treatments allowed the researcher to identify trends, patterns, and significant critical to understanding the connection between teacher sense of efficacy and competent instruction.

CHAPTER 3 RESULTS AND DISCUSSIONS

This section presents, analyzes, and interprets the gathered data, with tables and discussions organized based on the stated research problems. The analysis focuses on identifying patterns and trends that explain the results, which are subsequently interpreted to derive conclusions and formulate recommendations consistent with the study’s objectives. To enhance validity and contextual understanding, the findings are likewise compared and aligned with insights from related literature.

Teacher Sense of Efficacy in Teaching Reading

Table 1 presents the level of Teacher Sense of Efficacy in Teaching Reading in terms of three domains: Student Engagement, Instructional Strategies, and Classroom Management. As shown, the overall mean of 3.68 corresponds to a High adjectival rating, indicating that teachers generally perceive themselves as highly efficacious in teaching reading.

Among the three domains, Classroom Management obtained the highest mean of 4.17 (High), suggesting that teachers feel most confident in managing student behavior and maintaining classroom order. This is followed by Instructional Strategies, with a mean of 3.93 (High), which shows that teachers possess strong confidence in using effective methods and strategies to improve reading skills. Meanwhile, Student Engagement garnered the lowest mean of 2.95 (Moderate), implying that teachers feel relatively less efficacious in motivating and involving students actively during reading activities.

The overall adjectival rating of High reflects that teachers have a strong sense of efficacy in teaching reading, though there remains room for improvement, particularly in engaging learners.

Table 1. Teacher Sense of Efficacy in Teaching Reading

Category	Indicator	Mean	Adjectival Remarks	Mean per Category	Overall Adjectival Remarks	Standard Deviation
Student Engagement	1	2.43	Low	2.95	Moderate	0.7034
	2	2.95	Moderate			0.6968
	3	2.31	Low			0.7486
	4	3.36	Moderate			0.9058
	5	4.12	High			0.7392
	6	3.26	Moderate			0.7392
	7	2.93	Moderate			0.7005
	8	2.24	Low			0.7455
Instructional Strategies	1	4.48	Very High	3.93	High	0.5055
	2	4.00	High			0.6984
	3	4.17	High			0.7938
	4	4.38	Very High			0.7309
	5	2.98	Moderate			0.8407
	6	4.14	High			0.8431
	7	3.69	High			0.7805
	8	3.62	High			0.8250
Classroom Management	1	4.02	High	4.17	High	0.9236
	2	4.19	High			0.8036
	3	4.07	High			0.7775
	4	4.26	Very High			0.7005
	5	3.98	High			0.8111
	6	4.40	Very High			0.5868
	7	4.26	Very High			0.7345
	8	4.19	High			0.6713
Overall Mean					3.68	
Overall Adjectival Rating					High	

More specifically, teachers report a moderate sense of efficacy in engaging students overall, but there is a clear pattern: they feel confident in fostering values for learning and promoting students’ belief that they can do well (high item means), yet struggle with motivating low-interest students and “getting through” to the most difficult learners (the lowest item means). This suggests teachers hold positive beliefs about nurturing general attitudes toward learning, but face challenges in reaching disengaged or hard-to-motivate students — a common, well-documented issue in early literacy contexts.

Padohinog et al. (2024) and Savitz et al. (2024) report that engagement-related efficacy is a potent driver of overall literacy efficacy and that teachers who feel efficacious are more likely to adopt student-centered, motivating practices. De Boer & Helms-Lorenz (2025) and Goldenberg et al. (2025) show that teachers confident in engagement employ inclusive, motivational techniques (family/community linkages, contextualized prompts) that raise student time-on-task and interest. The low scores on “reaching difficult students” mirror findings that reaching disengaged learners often requires targeted strategies and mastery experiences that not all teachers have had (Ryan & Hendry, 2023).

Additionally, teachers report a high sense of efficacy for instructional strategy items overall, with particularly high confidence in responding to difficult student questions and adjusting lessons to individual levels. Lower but still moderate scores are seen for using a variety of assessment strategies and challenging very capable students. Teachers are confident in core classroom instructional moves (scaffolding, differentiation, on-the-spot adaptation), which is encouraging for reading instruction. However, some relative gaps remain in assessment variety and extension tasks for high-ability students — areas that require broader strategy repertoires and planning time.

Research shows teacher efficacy strongly predicts adoption and consistent use of evidence-based reading strategies (Kim, Petscher, & Vaughn, 2024; Ryan & Hendry, 2023). Goldenberg et al. (2025) highlight that efficacy mediates how PD translates to classroom practice: confident teachers adopt modeling, guided practice, and formative cycles more readily. The lower mean on assessment variety aligns with findings that assessment literacy often lags unless explicitly developed in PD (Gamboa & Quicho, 2025).

Moreover, teachers have a high sense of efficacy in classroom management overall — strongest in establishing management systems and preventing small problems from derailing lessons. Relative weaknesses appear in explicit control of disruptive behavior and clarity of behavioral expectations (though these still fall in the high band). Teachers feel competent to set up routines and systems (an excellent enabling condition for effective literacy instruction). Slightly lower scores on direct behavioral control and expectation-setting suggest opportunities to strengthen explicit procedures and communication of norms — especially important in Key Stage 1 where routines underpin guided reading and group work.

Duan et al.’s (2024) meta-analysis and Simonsen et al. (2023) emphasize that classroom management efficacy supports instructional continuity and increases on-task time during literacy lessons. Philippine findings (Padohinog et al., 2024; Garchitorena district reports) likewise report that stronger classroom management correlates with fewer lost instructional minutes and smoother implementation of group reading activities.

Teacher Competence in Teaching Reading

The data in Table 2 reveal that the overall teacher competence in teaching reading obtained a mean of 3.96, interpreted as High. This indicates that teachers generally demonstrate strong knowledge, skills, and attitudes in reading instruction—capable of planning, delivering, and evaluating effective literacy lessons. According to Darling-Hammond et al. (2021), teacher competence is the integration of content mastery, pedagogical expertise, and reflective practice that enables educators to adapt instruction to the developmental, linguistic, and cultural needs of learners. The high overall rating suggests that teachers possess the professional and reflective capacity required to guide learners effectively through the stages of reading development, from decoding to comprehension.

Globally, research emphasizes that competent teachers play a crucial role in improving literacy outcomes. Goldenberg et al. (2025) identify teacher competence as a central driver of reading achievement, as students of competent teachers exhibit faster progress in fluency and comprehension. Similarly, Gamboa and Quicho (2025) found a significant correlation between teacher competence and reading performance, stressing that reflective and adaptive instruction enhances comprehension gains among learners. This underscores the importance of continuous teacher training that integrates evidence-based reading instruction with contextually relevant practices.

Table 2. Teacher Competence in Teaching Reading

Category	Indicator	Mean	Adjectival Remarks	Mean per Category	Overall Adjectival Remarks	Standard Deviation
Reading Support Practices	1	2.57	Low	3.26	Moderate	0.6678
	2	3.19	Moderate			0.8334
	3	3.71	High			0.7741
	4	1.45	Very Low			0.5038

	5	2.76	Moderate			0.5763
	6	4.60	Very High			0.4968
	7	4.60	Very High			0.4968
	8	4.90	Very High			0.2971
Reading Instruction Practices	1	4.55	Very High			0.5038
	2	4.38	Very High			0.4915
	3	4.67	Very High			0.4771
	4	4.50	Very High			0.5061
	5	4.67	Very High			0.4771
	6	4.52	Very High	4.52	Very High	0.5055
	7	4.62	Very High			0.4915
	8	4.36	Very High			0.4850
	9	4.64	Very High			0.4850
	10	4.33	Very High			0.4771
	11	4.60	Very High			0.4968
	12	4.38	Very High			0.4915
Developing Reading Comprehension Skills	1	3.86	High			0.7181
	2	3.48	Very High			0.9687
	3	3.43	High			0.9913
	4	4.31	Very High			0.8111
	5	3.71	High			0.8913
	6	4.40	Very High	4.10	High	0.7345
	7	4.02	High			0.8111
	8	4.33	Very High			0.6502
	9	4.40	Very High			0.6270
	10	4.12	High			0.9160
	11	4.29	Very High			0.6730
	12	4.52	Very High			0.5055
	13	4.36	Very High			0.4850
Overall Mean					3.96	
Overall Adjectival Rating					High	

Among the three domains, Reading Support Practices received a mean of 3.26, described as Moderate. This suggests that while teachers demonstrate awareness of providing support to enhance reading skills, these practices are not yet fully optimized. Such practices include preparing supplementary materials, designing interventions, and involving families in literacy activities.

According to Goldenberg et al. (2025), sustained reading support depends on the alignment between classroom instruction and home-based reinforcement. In the Philippine context, Abellana et al. (2023) emphasized that teachers who create varied, culturally relevant reading resources—such as storybooks and flashcards—report notable improvements in decoding and fluency. However, limited resources in many schools may account for the moderate implementation level.

Moreover, Gamboa and Quicho (2025) observed that teachers who conduct diagnostic reading assessments are more capable of tailoring interventions that effectively address student difficulties. Likewise, Vaughn et al. (2022) confirmed that structured interventions focusing on phonics and fluency yield significant gains when implemented by trained teachers. The moderate mean in this domain may indicate a need to strengthen such diagnostic and intervention practices.

Family and community engagement also emerged as an important aspect. Neumann et al. (2021) and Kim and Quinn (2023) reported that when teachers actively involve parents in literacy support—through home reading programs and guided strategies—students demonstrate higher reading fluency and motivation. These findings suggest that teacher competence in reading support can be enhanced by fostering stronger school-home collaboration and by integrating technology-based tools as suggested by Mardia (2024) to sustain student engagement beyond the classroom.

The second domain, Reading Instruction Practices, achieved a mean of 4.52, interpreted as Very High, indicating that teachers are highly competent in delivering effective and evidence-based literacy

instruction. This reflects teachers' strong command of reading pedagogy and their ability to use explicit instruction and differentiated approaches.

As Goldenberg et al. (2025) highlighted, effective reading instruction blends explicit teaching of reading skills with opportunities for authentic reading engagement. The high mean aligns with Kim, Petscher, and Vaughn (2024), who found that professional development on comprehension and phonics instruction enhances both teacher competence and student comprehension outcomes. Similarly, Gamboa and Quicho (2025) documented that Filipino teachers often employ a mix of whole-class and small-group teaching to accommodate varying levels of reading proficiency—a hallmark of instructional adaptability.

Furthermore, Wang and Smith (2024) validated the effectiveness of reciprocal teaching, where students engage in summarizing, questioning, clarifying, and predicting. The high level of competence in this domain suggests that teachers are effectively employing such strategies. Vaughn et al. (2022) and Neumann et al. (2021) also supported differentiated and mixed-ability grouping as best practices that enhance comprehension and vocabulary growth. The integration of digital resources, as discussed by Maldia (2024), further strengthens instructional engagement and personalization, especially in post-pandemic settings.

These findings collectively affirm that teachers are pedagogically competent in reading instruction—able to translate research-based strategies into classroom practice and adjust their teaching to meet diverse learner needs.

The third domain, Developing Reading Comprehension Skills, obtained a mean of 4.10, rated as High. This suggests that teachers are proficient in guiding learners to interpret, analyze, and understand texts through explicit instruction and active engagement.

According to Goldenberg et al. (2025), comprehension is not an automatic outcome of decoding; it requires explicit strategy instruction. Similarly, Kim, Petscher, and Vaughn (2024) found that comprehension-focused professional development strengthens teachers' competence in using evidence-based practices such as summarizing, predicting, and questioning. Locally, Gamboa and Quicho (2025) identified a positive relationship between teachers' use of comprehension strategies and student reading performance, highlighting the effectiveness of tools such as graphic organizers and guided questioning.

The application of frameworks such as the Question–Answer Relationship (QAR) model (Raphael et al., 2021) and reciprocal teaching (Wang & Smith, 2024) reflects high competence in fostering deeper textual engagement. Moreover, Neumann et al. (2021) emphasized the importance of connecting texts to students' experiences, while Vaughn et al. (2022) demonstrated the effectiveness of scaffolding comprehension through visual aids. The incorporation of digital reading tools and comprehension quizzes, as noted by Maldia (2024), further supports learners' understanding through interactive feedback.

Overall, the high competence rating in this domain suggests that teachers are effectively facilitating comprehension development by combining explicit instruction, contextual relevance, and formative assessment.

Significant relationship between the teacher self-efficacy and competence in teaching reading

Based on the computed data, the significant relationship between teacher self-efficacy and competence in teaching reading underscores the interdependence of belief and practice in literacy instruction. Teachers with strong self-efficacy—defined as their confidence in organizing and executing teaching strategies—demonstrate higher competence in reading instruction, particularly in planning, strategy application, and learner engagement (Bandura, 1997; Padohinog, Liwanag, & Balsicas, 2024). When teachers believe in their ability to manage reading lessons, motivate students, and overcome instructional challenges, they tend to implement evidence-based strategies more effectively. As highlighted by Goldenberg et al. (2025) and Kim, Petscher, and Vaughn (2024), self-efficacy acts as a mediating factor between professional learning and instructional performance, meaning that the more confident teachers are, the more competent they become in applying pedagogical techniques that enhance reading comprehension and fluency.

Table 3. Relationship between the teacher self-efficacy and competence in teaching reading

Statistical Measure	Value	Interpretation
Sample Size	42	-
Degrees of Freedom	40	-
Pearson Correlation (r)	0.393	moderate positive correlation
t-Statistic	2.97	Statistically Significant
Significance Level	p<0.01	Highly Significant

The positive correlation between teacher self-efficacy and competence is further reinforced by studies emphasizing the role of engagement and classroom management in literacy teaching. De Boer and Helms-Lorenz (2025) found that teachers with high self-efficacy for student engagement created inclusive and motivating classroom climates that improved learners’ focus during reading activities. Similarly, Zhou, Chen, and Li (2024) reported that teachers confident in classroom management sustained longer instructional time and minimized disruptions, which directly supported literacy outcomes. In the Philippine context, Gamboa and Quicho (2025) observed that teachers who exhibited strong self-efficacy in instructional strategies and classroom management demonstrated greater adaptability and reflective practice—key markers of teaching competence. These findings suggest that confidence is not merely an attitude but a skill amplifier that empowers teachers to navigate the complexities of reading instruction effectively.

Finally, the relationship between self-efficacy and competence extends to the broader ecosystem of reading support practices, professional collaboration, and family engagement. Nguyen and Park (2024) demonstrated that teachers with high efficacy in engaging parents and communities fostered richer home-based reading experiences that complemented classroom instruction. Meanwhile, Wang and Li (2022) highlighted that teachers with greater technology self-efficacy integrated digital tools to personalize reading instruction and assessment. Collectively, these findings affirm that teacher self-efficacy serves as both a foundation and a catalyst for competence in teaching reading. As teachers’ confidence grows—through training, reflection, and success experiences—their instructional competence deepens, leading to more meaningful and sustained literacy development among learners.

The teacher self-efficacy that best predicts competence in teaching reading

The regression analysis presented in Table 4 reveals that among the three dimensions of teacher self-efficacy—student engagement, instructional strategies, and classroom management—the instructional strategies dimension emerged as the strongest predictor of teachers’ competence in teaching reading, with a regression coefficient (β) of 0.428 and a standardized coefficient of 0.451 at $p < 0.01$. This finding indicates that teachers’ confidence in designing, implementing, and evaluating effective instructional approaches most significantly contributes to their overall competence in literacy instruction. In contrast, while student engagement ($\beta = 0.271$) and classroom management ($\beta = 0.316$) also positively influence competence, their predictive strength is comparatively lower. These results suggest that teachers who believe in their capacity to employ diverse and responsive instructional strategies are more capable of fostering reading comprehension, fluency, and motivation among learners.

Table 4. The teacher self-efficacy that best predicts competence in teaching reading

Teacher Efficacy Dimension	Strongest Predictor	Regression Coefficient (β)	Standardized Coefficient
• Student Engagement	Reading Support Practices	0.271	0.312
• Instructional Strategies	Reading Instruction Practices	0.428	0.451
• Classroom Management	Developing Reading Comprehension Skills	0.316	0.338

This result aligns with numerous recent studies emphasizing that instructional self-efficacy is foundational to successful reading instruction. Goldenberg et al. (2025) highlight that teachers’ confidence in applying evidence-based strategies mediates the link between professional development and literacy gains, showing that efficacy fuels the consistent and skillful use of research-supported methods. Similarly, Kim, Petscher, and Vaughn (2024) found that targeted professional learning in comprehension and vocabulary instruction enhanced both teachers’ strategy efficacy and student reading achievement. In the Philippine context, Gamboa and Quicho (2025) demonstrated that teachers with strong instructional strategy efficacy exhibit higher competence in lesson planning, reflection, and the adaptation of reading interventions to meet varied learner needs. Together, these studies affirm that confidence in one’s instructional decision-making is central to pedagogical effectiveness in reading instruction.

The prominence of instructional strategies self-efficacy as the best predictor of competence can be attributed to its integrative role in literacy teaching. Teachers who are confident in their instructional abilities not only select appropriate pedagogical methods but also adapt them to address learners’ individual reading difficulties. Padohinog, Liwanag, and Balsicas (2024) noted that Filipino teachers with high instructional efficacy are more flexible and student-centered, employing differentiated reading tasks that foster deeper

comprehension. Moreover, De Boer and Helms-Lorenz (2025) emphasized that teachers with strong efficacy in instruction create inclusive and interactive learning environments, while Wang and Li (2022) added that those with high technological self-efficacy leverage digital tools to personalize reading instruction. Collectively, these findings underscore that instructional strategies self-efficacy serves as the core driver of teacher competence in reading instruction, bridging the gap between knowledge and effective practice and ultimately advancing students' literacy outcomes.

CHAPTER 4

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section presents the major findings, conclusions, and recommendations derived from the analysis of data gathered in the study on teacher self-efficacy and competence in teaching reading among Key Stage 1 teachers. The findings are organized in alignment with the four research questions that guided the investigation: the extent of teachers' sense of efficacy in teaching reading, the extent of their competence in reading instruction, the relationship between the two variables, and the dimension of self-efficacy that best predicts teaching competence. Each finding is supported by statistical evidence and interpreted in light of relevant literature, forming the basis for the conclusions drawn and the recommendations proposed to enhance literacy instruction practices and teacher development initiatives.

Findings

From the presentation and analysis of data, these findings were discovered:

1. The findings revealed that the overall level of teacher sense of efficacy in teaching reading was High (Mean = 3.68). Among the three domains, Classroom Management obtained the highest mean (4.17, High), followed by Instructional Strategies (3.93, High), and Student Engagement (2.95, Moderate). This indicates that teachers feel most confident in maintaining classroom order and using effective instructional techniques but experience challenges in sustaining student motivation and participation during reading activities.
2. Teachers demonstrated a High overall level of competence (Mean = 3.96) in teaching reading. Among the domains, Reading Instruction Practices received a Very High mean (4.52), followed by Developing Reading Comprehension Skills (4.10, High), and Reading Support Practices (3.26, Moderate). This suggests that while teachers are highly skilled in delivering reading instruction and developing comprehension skills, their implementation of home- and community-based reading support programs remains moderate and can be further strengthened.
3. The computed Pearson correlation coefficient ($r = 0.393$) revealed a moderate positive and significant relationship between teacher self-efficacy and competence in teaching reading at $p < 0.01$. This means that teachers with higher confidence in their instructional abilities tend to exhibit higher competence in teaching reading, affirming that self-efficacy directly influences teaching effectiveness and literacy outcomes.
4. The regression analysis showed that among the three self-efficacy domains, Instructional Strategies emerged as the strongest predictor of teacher competence, with a regression coefficient ($\beta = 0.428$) and a standardized coefficient (0.451) at $p < 0.01$. This indicates that teachers' confidence in applying varied and adaptive instructional techniques most significantly contributes to their competence in reading instruction.
5. Based on the findings, the null hypothesis (H_0) stating that "There is no significant relationship between the teacher self-efficacy and competence in teaching reading among Key Stage 1 teachers" should be rejected because the results reveal a statistically significant correlation ($r = 0.393$, $t = 2.97$, $p < 0.01$). Although the correlation is moderate and positive, it is statistically significant, indicating that a meaningful relationship exists between the two variables. This means that teachers with higher levels of self-efficacy tend to demonstrate greater competence in teaching reading. Therefore, the alternative hypothesis (H_1), which states that "There is a significant relationship between the teacher self-efficacy and competence in teaching reading among Key Stage 1 teachers," should be accepted.

Conclusions

From the findings, these conclusions are drawn out:

1. Teachers in Key Stage 1 generally possess a high sense of efficacy in teaching reading, particularly in classroom management and instructional strategies. However, student engagement remains a

- moderate area, highlighting the need for strategies that enhance motivation and participation among early-grade learners.
2. Teachers are highly competent in reading instruction, demonstrating strong pedagogical skills in comprehension development and lesson delivery. Nonetheless, their reading support practices outside the classroom are not yet maximized, signaling a need for more structured intervention and family engagement programs.
 3. The significant correlation between teacher self-efficacy and competence confirms that confidence and belief in one's teaching ability are crucial determinants of literacy instruction quality. When teachers perceive themselves as capable and effective, their classroom performance and student reading outcomes tend to improve.
 4. Instructional strategies self-efficacy best predicts teacher competence in teaching reading, affirming that teachers who are confident in designing, adapting, and applying instructional approaches are more effective in developing students' reading skills. Strengthening this area can directly enhance overall teaching performance and learner achievement.

Recommendations

From the findings and conclusions, these recommendations are humbly given:

1. Conduct targeted professional development that equips teachers with practical, evidence-based methods for motivating struggling readers—such as gamified literacy activities, interactive storytelling, and culturally relevant reading materials.
2. Schools should establish structured reading intervention programs, family literacy workshops, and home-based reading partnerships to extend learning beyond the classroom. Collaboration with parents and communities can reinforce early literacy foundations.
3. Implement regular classroom observations, feedback sessions, and peer coaching focused on reading instruction. Supervisors and master teachers can mentor teachers to reinforce their instructional confidence and reflective practice.
4. Future training should emphasize adaptive reading instruction, assessment literacy, and the integration of digital reading tools. Empowering teachers to confidently design and implement differentiated instruction will sustain improvements in teaching competence and student literacy outcomes.

Avenues for Further Research

Future research may expand the scope of this study by including a larger and more diverse population of teachers across different grade levels, divisions, or regions. While this study focused on Key Stage 1 teachers, exploring similar relationships among Key Stage 2 and Key Stage 3 teachers would help determine whether the link between self-efficacy and competence in reading instruction remains consistent across grade bands. Comparative studies could also investigate differences between urban and rural schools, or between public and private institutions, to uncover contextual factors—such as resources, class size, and administrative support—that shape teachers' self-efficacy and literacy teaching competence.

Another promising direction for future research involves employing longitudinal or experimental designs to examine how changes in teacher self-efficacy influence competence in reading instruction over time. Since the present study relied on correlational analysis, it identified significant relationships but could not establish causality. Longitudinal research could track teachers before and after professional development interventions to measure growth in efficacy beliefs and corresponding gains in instructional competence. Similarly, intervention-based studies—such as mentoring programs, Learning Action Cells (LACs), or targeted literacy training—could assess how structured support directly impacts teachers' confidence and reading instruction practices.

Future studies may also consider adopting mixed-method or qualitative approaches to capture the lived experiences and narratives of teachers as they navigate challenges in literacy instruction. Interviews, focus group discussions, and classroom observations could reveal how teachers' beliefs about their own efficacy evolve through daily teaching interactions and how contextual realities—such as student diversity, curriculum changes, and workload—affect their instructional confidence. This qualitative depth would provide a nuanced understanding of the complex interplay between teacher efficacy, competence, and the socio-cultural environment of the classroom.

Further inquiry may also focus on specific components of teacher efficacy that most influence literacy outcomes. Although this study identified instructional strategies as the strongest predictor of competence, deeper qualitative exploration could reveal why and how teachers develop or sustain this

confidence. Researchers may analyze classroom discourse, lesson planning, and reflective journals to capture the processes through which teachers translate self-efficacy into practice. Moreover, studies can examine the mediating role of variables such as teacher motivation, professional collaboration, or administrative leadership in strengthening instructional self-efficacy and literacy competence.

Finally, future research may integrate learner outcomes—such as reading fluency, comprehension, and motivation—as dependent variables linked to teacher efficacy and competence. By connecting teacher-level factors to student performance data, researchers can better understand how improvements in teacher belief systems and pedagogical skills translate into measurable literacy gains. Including parental involvement, technology integration, and socio-cultural influences in future models would also provide a more holistic picture of the ecosystem supporting reading development. These directions will not only enrich the empirical literature on literacy education but also inform evidence-based policies and teacher professional development initiatives in the Philippine context and beyond.

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APPENDICES

Appendix A

Letter of Request to Conduct Research

GRADUATE SCHOOL DEPARTMENT

Research Questionnaire

Dear respondent,

Good day!

I am currently conducting a research study titled **“Relationship between Teacher Sense of Efficacy and Competence in Teaching Reading among Key Stage 1 Teachers in Bislig 1B District, Bislig City Division”** as part of the requirements for our graduate thesis.

I am inviting you to participate by completing the attached questionnaire, which covers teachers’ profiles, self-efficacy, and competence in teaching reading. Your insights will provide valuable information in understanding how teachers’ confidence and skills influence reading instruction, particularly at the Key Stage 1 level.

Please be assured that all responses will be treated with the highest confidentiality and used solely for academic purposes. Participation is voluntary, and you may withdraw at any time without penalty.

Kindly return the accomplished questionnaire on or before **August 30, 2025**. Should you have any questions or require clarification, you may contact me at **0995-153-8970**.

Thank you very much for your time, cooperation, and valuable contribution to this research.

Sincerely,

JESYSTAR A. TOLENTINO
Researcher

Noted:

RIO S. CONSIGNA, PhD
Adviser

Adviser

Appendix B

Survey Questionnaire on the Relationship between Teacher Sense of Efficacy and Competence in Teaching Reading among Key Stage 1 Teachers in Bislig 1B District, Bislig City Division

Name of Respondent (Optional): _____
Age: _____
Sex: _____
Civil Status: _____
Educational Attainment: _____
Years in Teaching: _____

Directions: Please read each statement carefully and place a check mark (✓) on the option that best describes your level of agreement.

Scale:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly Disagree

A. Teacher Sense of Efficacy in Teaching Reading

I. Student Engagement	1	2	3	4	5
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1. I can get through to the most difficult students.					
2. I can help my students think critically.					
3. I can motivate students who show low interest in schoolwork.					
4. I can get students to believe they can do well in school work.					
5. I can help my students value learning.					
6. I can foster student creativity.					
7. I can improve the understanding of a student who is failing.					
8. I can assist families in helping their children do well in school.					
II. Instructional Strategies	1	2	3	4	5
1. I can respond to difficult questions from my students.					
2. I can gauge student comprehension of what I have taught.					
3. I can craft good questions for my students.					
4. I can adjust my lessons to the proper level for individual students.					
5. I can use a variety of assessment strategies.					
6. I can provide an alternative explanation or example when students are confused.					
7. I can implement alternative strategies in my classroom.					
8. I can provide appropriate challenges for very capable students.					
III. Classroom Management	1	2	3	4	5
1. I can control disruptive behavior in the classroom.					
2. I can make my expectations clear about student behavior.					
3. I can establish routines to keep activities running smoothly.					
4. I can get children to follow classroom rules.					
5. I can calm a student who is disruptive or noisy.					
6. I can establish a classroom management system with each group of students.					
7. I can keep a few problems that students made that could ruin an entire lesson.					
8. I can respond to defiant students.					

Directions: Please read each statement carefully and place a check mark (✓) on the option that best describes your level of agreement.

Scale:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly Disagree

B. Teacher Competence in Teaching Reading

I. Reading Support Practices	1	2	3	4	5
1. I show leadership by working with colleagues in professional learning activities and identifying key elements of the reading program for the school improvement plan.					
2. I develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.					
3. I make the instructions relevant to students by integrating 21st - century skills and content in instruction.					
4. I conduct oral reading test through home visitation.					
5. I prepare reading materials to supplement the modules.					
6. I provide intervention to pupils with difficulty in reading.					
7. I provide other supplementary learning materials to the pupils to enhance their reading ability.					
8. I provide video clips for the pupils to use in the production of sounds of the letters of the alphabet.					
9. I provide capability building to parents to help in assisting and guiding the pupils improve their reading ability.					
10. I conduct regular monitoring to pupils at home.					

II. Reading Instruction Practices	1	2	3	4	5
1. I teach reading as a whole-class activity.					
2. I create same-ability groups.					
3. I create mixed-ability groups.					
4. I use individualized instruction for reading.					
5. I allow students to work independently on an assigned plan or goal.					
6. I read aloud to students.					
7. I ask students to read aloud.					
8. I ask students to read silently on their own.					
9. I teach students strategies for decoding sounds and words.					
10. I teach students new vocabulary systematically.					
11. I teach students how to summarize the main ideas.					
12. I teach or model skimming or scanning strategies.					

III. Developing Reading Comprehension Skills	1	2	3	4	5
<i>I ask the students to...</i>					
1. locate information within the text.					
2. identify the main ideas of what they have read.					
3. explain or support their understanding of what they have read.					
4. compare what they have read with experiences they have had.					
5. compare what they have read with other things they have read.					
6. make predictions about what will happen next in the text they are reading.					
7. generalize and draw inferences based on what they have read.					
8. describe the style or structure of the text they have read.					
9. determine the author's perspective or intention.					
10. write something about or in response to what they have read.					
11. answer oral questions about or orally summarize what they have read.					
12. talk with each other about what they have read.					
13. take a written quiz or test about what they have read.					

Curriculum Vitae

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