

Self-Efficacy of Meranaw Teachers in Teaching Language, Reading, and Literacy Under the Matatag Curriculum: Relation to Student Learning Outcomes

Airin A. Mayon¹, Cairamah L. Cairodin², Alia I. Pacasirang³, Amnah M. Baraiman⁴, Rohanifah T. Mama-Marohombsar⁵

Department of Elementary Teaching, Mindanao State University, Marawi City, Philippines

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ABSTRACT

Language, Reading, and Literacy are foundational skills essential for learners to attain at an early age. Consequently, teachers play a significant role in developing these literacy skills. This study determines the level of Meranaw Grade 1 teachers' self-efficacy, their perceived impact on pupils' learning outcomes, and explores the factors influencing teachers' self-efficacy in teaching Language, Reading, and Literacy. A convergent mixed method was used in this study, with forty-one (41) teachers participating in the survey, including the six (6) respondents selected for interview. Findings revealed that most respondents are aged 41 years and above (56.10%), predominantly female (95.12), have 10 years and above of teaching experience (70.73), hold a bachelor's degree (51.22%), and are BEED graduates (34.15%). The study found that respondents generally possess a high level of self-efficacy, with Mastery Experiences as the most influential variable of self-efficacy, which is positively associated with pupils' learning outcomes. Teachers with high self-efficacy attributed their perceived capability to Teaching Experiences, their Role in Supporting Learners' Literacy Development, Use of Effective Instructional Strategies, and Continued Improvement of Self-Efficacy through professional development training. In contrast, teachers with low self-efficacy experienced challenges related to Managing and Supporting Learners' Literacy Development, Limited Instructional Resources, Workload Demands, Lack of Parents' Involvement, Difficulties in Educational Technology Use, and the Need for Training Opportunities. This study highlights the need to strengthen teachers' self-efficacy through professional development programs, continuous stakeholder support, and provision of adequate teaching resources.

Keywords: Self-Efficacy, Meranaw, Language, Reading, Literacy, Learning Outcomes

INTRODUCTION

The Department of Education (DepEd) introduced the MATATAG Curriculum on August 10, 2023, as an enhancement of the K to 12 Basic Education Program. This revised curriculum is designed to reduce loaded competencies, build strong foundational skills, and align learning with the needs of Filipino pupils. Under the MATATAG Curriculum, Grade 1 learners are formally introduced to Language and Reading and Literacy as core subject areas. Language learning area emphasizes the strengthening of oral language and communication skills, while Reading and Literacy focuses on phonemic awareness, decoding, and foundational reading skills essential for early literacy development (DepEd, 2024). Establishing these competencies at an early age is important because they establish the foundation for learners' academic progress and academic success.

One of the core reasons behind the curriculum revision is the continuing concern regarding the Filipino learners' academic performance in international assessments. Programme for International Student Assessment (PISA) in 2022, the Philippines placed 77th out of 81 competing countries in reading, mathematics, and science, showing only slight improvement from the 2018 assessment, where the country ranked 78th out of 79 participating countries (Organization for Economic Co-operation and Development [OECD], 2023). These results highlighted the necessity to improve foundational literacy and numeracy skills among Filipino learners. In response to

concerns on learning gaps and literacy development, the Department of Education introduced programs and interventions such as the National Learning Recovery Program (NLRP), the National Reading Program 2 (NRP), and catch-up Fridays through DepEd Memorandum No.001 s. 2024 (DepEd, 2024). These initiatives support the objectives of the MATATAG Curriculum in improving pupils' reading proficiency and language development, particularly in the primary grade levels.

Because of the important role of Reading and Language instruction in the early grades, teachers are central to learners' literacy development, as they directly facilitate learners' acquisition of essential Language and Reading skills. Therefore, understanding teachers' strong belief in their teaching effectiveness is important, as it shapes how they carry out classroom instruction and affects their self-efficacy.

Self-efficacy is an individual's strong belief in their ability to complete tasks and achieve intended outcomes (Bandura, 1997). In this study, self-efficacy pertained to Meranaw Grade 1 teachers' belief in their own teaching abilities to effectively teach Language and Reading and Literacy under the MATATAG Curriculum. Teachers who possess high self-efficacy demonstrate effective teaching strategies, handle classroom problems, and help enhance pupils' academic performance (Tschannen-Moran & Hoy, 2001).

Although the MATATAG Curriculum focuses on strengthening foundational learning and improving literacy development among learners, its implementation also brought new expectations and responsibilities for teachers. Teachers were expected to adjust to revised competencies, utilize appropriate instructional strategies, and address different learning needs within the classroom. However, in the actual implementation, teachers may encounter challenges such as limited availability of instructional materials, inadequate training, workload concerns, and challenges in adjusting to curriculum changes (Malipot, 2023). These challenges may affect teachers' self-efficacy and their effectiveness in delivering Language and Reading and Literacy Instruction among Grade 1 learners.

This study aims to determine the level of Meranaw Grade 1 teachers' Self-Efficacy and their perceived impact on pupils' learning outcomes in teaching Language and Reading and Literacy under the MATATAG Curriculum during the School Year 2025-2026 in both public and private schools within Marawi City. It also aimed to explore the factors influencing the self-efficacy of Grade 1 teachers, including their teaching experiences, teaching strategies, difficulties encountered, use of technology integration, and the perceived impact of MATATAG curriculum implementation in the classroom.

METHODOLOGY

Research Design

This study used a mixed methods approach, specifically a convergent mixed methods design, wherein quantitative and qualitative data are collected simultaneously and merged during interpretation to complement the findings (Creswell, 2014). The use of mixed methods allowed the researcher to obtain numerical data on the level of teachers' self-efficacy and their perceived impact on pupils' learning outcomes, while also gathering detailed information on teachers' self-efficacy in teaching Language and Reading and Literacy. The quantitative component used a descriptive-correlational research design. Data were collected using a survey questionnaire administered to Meranaw Grade 1 teachers handling Language and Reading and Literacy in selected schools in Marawi City. The survey was used to determine the respondents' socio-demographic profile, level of self-efficacy, and their perceived impact on pupils' learning outcomes in Language and Reading and Literacy. It was also used to examine the relationship between the respondents' socio-demographic profile and their level of self-efficacy, as well as the relationship between teachers' self-efficacy and their perceived pupils' learning outcomes in Language and Reading and Literacy.

Research Locale

Data collection was conducted in selected public and private schools in Marawi City, Lanao del Sur. Marawi City is recognized as the only Islamic City in the Philippines. It functions as one of the educational centers in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where both public and private schools operate to accommodate the learning needs of the community. The city's education sector has continued to recover following the 2017 Marawi Siege, which caused significant damage to school facilities and disrupted the learning environment (National Historical Commission of the Philippines, NHCP, 2018; UNESCO, 2019).

Research Participants

The participants of this study were Grade 1 teachers from selected schools in Marawi City who were handling Language, Reading, and Literacy under the MATATAG Curriculum for School Year 2025-2026. Purposive sampling was used in selecting the participants, where those who met the inclusion criteria were included in the study. These criteria required that participants must be licensed professional teachers, currently assigned to teach Grade 1, handling Reading and Language and Literacy subjects, and have at least one year of teaching experience. Participants who did not meet these requirements, such as those who were on leave during the data gathering period or were not willing to participate, were excluded. A total of forty-one (41) Grade 1 teachers participated in the survey, including six (6) who were later selected for the qualitative interviews. According to Creswell (2014), this sample size was regarded as appropriate for a correlational research design, wherein studies involving small and defined populations, a minimum of around 30 respondents is generally sufficient.

Research Instrument

This study used two main research instruments: an adapted and modified survey questionnaire and a semi-structured interview guide. The survey questionnaire was adapted and modified from the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001), which was anchored on Bandura's self-efficacy theory (Bandura, 1997). It was divided into three parts. Part I gathered the respondents' personal and professional profiles, including age, sex, years of teaching experience, highest educational attainment, and field of specialization. Part II measured teachers' level of self-efficacy in teaching Language and Reading and Literacy, which was organized into five dimensions: mastery experiences, observational learning, verbal persuasion, affective or emotional states, and technology integration. Part III focused on teachers' perceived impact on pupils' learning outcomes in Language and Reading and Literacy. Another instrument used was a semi-structured interview guide developed by the researchers and validated by experts. It contained open-ended questions aligned with the research questions of the study, enabling participants to freely share their teaching insights and experiences. The interview focused on teachers' self-efficacy in teaching Language and Reading and Literacy, particularly their classroom practices, instructional strategies, challenges encountered, use of technology, and views on the MATATAG Curriculum. Before actual data collection, all instruments were carefully reviewed by the thesis committee and validated by experts in education to ensure that the items were clear, relevant, and aligned with the objectives of the study.

Data Gathering Procedure

The researchers first secured an approval form from the Ethics Committee to ensure that all procedures followed ethical standards in research. Following this, a permission letter was formally sent to the administrators of the selected public and private schools in Marawi City. When approval was granted, consent forms were distributed to the Grade 1 teachers to confirm their voluntary participation in the study.

Before the actual data gathering, the survey questionnaire underwent pilot testing with a small group of Grade 1 teachers to evaluate the clarity, relevance, and overall reliability of the instrument. The internal consistency of the questionnaire was computed using Cronbach's alpha, and the results were reviewed and interpreted with the assistance of a professional statistician to ensure the reliability of the data collection tool.

Following the validation process, the final survey questionnaire was personally administered to the 41 participants. At the same time, semi-structured interviews were conducted with 6 participants who obtained relatively high and low self-efficacy scores. Each interview was conducted in a private setting and lasted approximately 10 to 30 minutes per participant to ensure openness and confidentiality of the responses.

After data collection, all responses were organized, encoded, and prepared for data analysis. The quantitative data were analyzed using appropriate statistical tools, while the qualitative responses were also analyzed through thematic analysis. To ensure data security, all printed documents were kept in a secure place accessible only to the researchers, while digital files were stored in password-protected folders and backed up in a secure drive.

Data Analysis Procedure

The data collected from the survey questionnaire were organized, tabulated, and analyzed using appropriate statistical tools. Frequency counts, percentage distributions, and mode were used to describe respondents' socio-demographic profile, determine their level of teachers' self-efficacy, and their perceived impact on pupils' learning outcomes in teaching Language and Reading and Literacy. To determine whether there was a significant relationship among the variables, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used. This statistical test examined the relationship between the socio-demographic profile of the respondents and their level of self-efficacy, as well as the relationship between teachers' self-efficacy and their perceived pupils' learning outcomes.

For the qualitative data, the responses were analyzed using thematic analysis. The interview recordings were transcribed and reviewed several times to understand in-depth the participants' responses. To protect their identities, teachers with low self-efficacy were provided the codes L₁, L₂, and L₃, while those with high self-efficacy were provided the codes H₁, H₂, and H₃. Relevant statements were identified and coded, and similar ideas were grouped together to form categories. These categories were then organized into themes that reflected the participants' teaching experiences, teaching practices, challenges encountered, use of technology, and views on the MATATAG Curriculum.

The findings from both the quantitative and qualitative data were analyzed separately and later integrated during the interpretation of results. This process provided a more comprehensive understanding of the self-efficacy of Meranaw Grade 1 teachers in teaching Language and Reading and Literacy under the MATATAG Curriculum.

Ethical Considerations

Ethical standards were upheld throughout the conduct of the study to safeguard the rights, privacy, and well-being of the participants. Ethical clearance was obtained from the Ethics Review Committee, and formal consent was secured from school administrators before data collection. Informed consent was also obtained from all participants.

To ensure the validity and reliability of the research instruments, the survey questionnaire and semi-structured interview underwent content validation by experts in education and research. The suggestions and recommendations of the validators were incorporated in refining the instruments. A pilot test was also conducted to assess the clarity and reliability of the survey questionnaire before its administration to the respondents.

All respondents signed an informed consent form before participating in the study. The form explained the study's objective, data collection process, and confidentiality measures. Respondents were informed that participation was voluntary and that they could withdraw at any time without any negative consequences.

All data gathered were handled with strict confidentiality and used only for this study. To ensure anonymity, code numbers were assigned in place of names in questionnaires, interview transcripts, and other research records. Printed materials were securely stored, while electronic files were saved in password-protected folders accessible only to the researchers and authorized persons.

RESULTS AND DISCUSSION

Under the MATATAG Curriculum, Language and Reading and Literacy are introduced as separate learning areas that aim at strengthening the foundational literacy skills of young learners. In this context, teachers play a significant role in literacy development as they directly facilitate learners' acquisition of essential language and reading skills. Understanding teachers' self-efficacy or their belief in their capability to effectively teach these learning areas is therefore important in examining how they carry out literacy instruction in the classroom. Below are the findings of the study presented in Tables and Themes:

Table 1. Frequency and Percentage Distribution of Respondents' Age

Age	Frequency	Percentage
20-25 years old	2	4.88%
26-30 years old	7	17.07%
31-35 years old	3	7.32%
36-40 years old	6	14.63%
41 years old and above	23	56.10%
TOTAL	41	100%

As shown in Table 1, many of the respondents are aged 41 years old and above, with 56.10% of the total participants. This indicates that more than half of the teachers belong to the older age group. The remaining respondents are distributed across younger age ranges, with the smallest group being those aged 20–25 years (4.88%). This suggests that younger teachers are fewer in number compared to older teachers.

Table 2. Frequency and Percentage Distribution of Respondents' Sex

Sex	Frequency	Percentage
Female	39	95.12%
Male	2	4.88%
TOTAL	41	100%

Table 2 indicates that many respondents were female teachers, making up 95.12% of the total sample, while only 4.88% were male. The National Center for Education Statistics (2023) highlights the sex distribution of public-school teachers, noting that males represent a small proportion compared to females. Clearly, female teachers dominate the teaching population represented in this study.

Table 3. Frequency and Percentage Distribution of Respondents' Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
1-3 years	6	14.63%
4-6 years	4	9.76%
7-9 years	2	4.88%
10 years and above	29	70.73%
TOTAL	41	100%

Table 3 shows that 70.73% of the respondents have 10 years or more of teaching experience, making this the largest group. In contrast, teachers with 1–3 years of experience account for only 14.63%, while those with 7–9 years make up the smallest group at 4.88%. This shows that most respondents are highly experienced teachers. This high level of teaching experience suggests that the respondents have had ample time to develop effective teaching strategies, particularly in Language and Reading and Literacy instruction. Personal achievements and

experiences increase self-efficacy, which leads to successful performance that creates a continuous cycle of improvement (Wangwongwiroj & Yasri, 2021). Experienced teachers are often more confident in lesson delivery, classroom management, and adapting to students' needs, which can strongly influence performance.

Table 4. Frequency and Percentage Distribution of Respondents' Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	21	51.22%
Master's Degree	20	48.78
TOTAL	41	100%

Table 4 shows that 51.22% of the respondents hold a bachelor's degree, while 48.78 have completed a master's degree and have Master's units. This means that most teachers have at least a bachelor's degree, with many already pursuing higher education. The results highlight the dominance of teachers with foundational professional education, as the respondents possess the minimum standards required for teaching positions (National Center for Education Statistics, 2023). Meanwhile, 48.78 have completed a master's degree, indicating a commitment to acquiring advanced competencies in pedagogical and instructional development, which can further contribute to more efficient student outcomes (Hajan et al., 2019). However, the low percentage of teachers 48.78% with master's degrees indicates that there may be limited access to higher levels of education or insufficient incentives, causing only a small percentage of individuals to complete these programs (Akmad & Abatayo, 2025).

Table 5. Frequency and Percentage Distribution of Respondents' Field of Specialization

Field of Specialization	Frequency	Percentage
General Education	21	51.22 %
English	13	31.71%
Mathematics	3	7.32%
School Administration	2	4.88%
Technology and Livelihood Education	2	4.88%
TOTAL	41	100%

Table 5. indicates that the largest group of teachers specializes in General Education (51.22%), followed by English (31.71%). Other specializations, such as Mathematics, School Administration, and Technology and Livelihood Education, make up smaller percentages. This shows that most teachers have backgrounds closely related to Language and General Education.

Table 6. Frequency and Mode of Responses on Level of Self-Efficacy in Teaching Language and Reading in terms of Mastery of Experiences

A. Mastery of Experiences

Self-Efficacy in Teaching Language	Frequency of Responses					Mode	Level	Qualitative Interpretation
	1	2	3	4	5			
1. I have had successful experiences teaching the English language subject.	0	0	7	24	9	4	High	Agree
2. I can effectively help pupils develop their skills in the English language.	0	1	8	25	7	4	High	Agree

3. My previous experience in teaching English language lessons was successful.	0	1	9	20	11	4	High	Agree
4. I feel confident in my ability to teach the English language effectively.	0	1	6	25	9	4	High	Agree
5. My training and teaching experiences have prepared me well to teach the English language.	0	2	7	23	9	4	High	Agree
Self-Efficacy in Teaching Reading and Literacy								
1. I have had successful experiences teaching the Reading and Literacy subject.	0	0	7	20	14	4	High	Agree
2. I can effectively help pupils develop their skills in Reading.	0	1	7	21	12	4	High	Agree
3. My previous experience in teaching Reading and Literacy lessons was successful.	0	0	8	20	12	4	High	Agree
4. I feel confident in my ability to teach Reading and Literacy effectively.	0	1	3	26	11	4	High	Agree
5. My training and teaching experiences have prepared me well to teach Reading and Literacy.	0	1	8	19	13	4	High	Agree

Legend: 5=Very High (Strongly Agree), 4= High (Agree), 3=Moderate (Neutral), 2=Low (Disagree), 1=Very Low (Strongly Disagree)

As shown in Table 6, most respondents agreed that they have strong self-efficacy, are well-prepared, and effective when teaching English language and Reading and Literacy lessons, which suggests that prior success plays an important role in building their self-efficacy. Once self-efficacy is developed, individuals can perform well in tasks (Taipjutorus et al., 2012), showing that past teaching success greatly boosts their ability.

Table 7. Frequency and Mode of Responses on Level of Self-Efficacy in Teaching Language and Reading and Literacy in Terms of Observational Learning

B. Observational Learning

Self-Efficacy in Teaching Language	Frequency of Responses					Mode	Level	Qualitative Interpretation
	1	2	3	4	5			
1. I have had opportunities to observe other teachers effectively teach the English language.	1	3	11	16	10	4	High	Agree
2. I have learned effective strategies for teaching the	1	3	7	20	10	4	High	Agree

English language from observing other teachers.								
3. I apply the English language strategies I have seen from effective teachers.	1	2	5	19	14	4	High	Agree
4. I avoid the mistakes I have observed other teachers make when teaching the English language.	1	2	5	21	12	4	High	Agree
5. Observing skilled teachers has improved my own teaching of the English language.	1	2	5	20	13	4	High	Agree
Self-Efficacy in Teaching Reading and Literacy								
1. I have had opportunities to observe other teachers effectively teaching the Reading and Literacy subject.	1	4	13	13	10	3&4	Moderate and High	Neutral and Agree
2. I have learned effective strategies for teaching Reading and Literacy from observing other teachers.	1	4	9	17	10	4	High	Agree
3. I apply the Reading strategies I have seen from effective teachers.	1	2	3	19	16	4	High	Agree
4. I avoid the mistakes I have observed other teachers make when teaching Reading and Literacy.	1	2	7	15	16	5	Very High	Strongly Agree
5. Observing skilled teachers has improved my own teaching of Reading and Literacy.	1	3	5	17	15	4	High	Agree

Legend: 5=Very High (Strongly Agree), 4= High (Agree), 3=Moderate (Neutral), 2=Low (Disagree), 1=Very Low (Strongly Disagree)

As shown in Table 7, Observational Learning in Language has consistently high ratings. This means teachers benefit from observing other teachers teach English effectively. Many respondents agreed that they learned teaching strategies by watching skilled colleagues and applying these strategies in their own classrooms. This shows that learning from others positively contributes to teachers' self-efficacy in teaching English, especially when they see effective practices being modeled. Seeing others succeed helps individuals strengthen their self-efficacy and enhance their performance (Cherry, 2020).

Table 8. Frequency and Mode of Responses on the Level of Self-Efficacy in Teaching Language and Reading and Literacy in Terms of Verbal Encouragement

C. Verbal Encouragement

Self-Efficacy in Teaching Language	Frequency of Responses					Mode	Level	Qualitative Interpretation
	1	2	3	4	5			
1. My supervisor or colleagues often tell me that I am effective in teaching the English language.	1	1	18	16	5	3	Moderate	Neutral

2. I received positive feedback from others about my ability to teach the English language.	2	3	13	16	7	4	High	Agree
3. My pupils often express that they enjoy and learn from my English language lessons.	1	1	7	25	7	4	High	Agree
4. I feel motivated when I receive praise for my teaching of the English language.	1	0	4	22	14	4	High	Agree
5. I believe I am a capable English language teacher because of the encouragement I receive from others.	1	0	11	18	11	4	High	Agree
Self-Efficacy in Teaching Reading and Literacy								
1. My supervisor or colleagues often tell me that I am effective in teaching Reading and Literacy.	1	1	17	15	7	3	Moderate	Neutral
2. I have received positive feedback from others about my ability to teach Reading and Literacy.	2	2	14	14	9	3&4	Moderate & High	Neutral & Agree
3. My pupils often express that they enjoy and learn from my Reading and Literacy lessons.	1	1	7	22	10	4	High	Agree
4. I feel motivated when I receive praise for my teaching of Reading and Literacy.	2	0	3	19	17	4	High	Agree
5. I believe I am a capable Reading and Literacy teacher because of the encouragement I receive from others.	1	0	10	20	10	4	High	Agree

Legend: 5=Very High (Strongly Agree), 4= High (Agree), 3=Moderate (Neutral), 2=Low (Disagree), 1=Very Low (Strongly Disagree)

The findings reveal that the respondents generally have a high level of self-efficacy in both teaching language and Reading and Literacy. Most of the indicators obtained a mode of 4 (High), it showed that a source of self-efficacy, positive affirmations from others, can help individuals overcome self-doubts and strengthen their beliefs in their skills (Alrabai, 2018). While the statements related to encouragement from supervisors or colleagues is present but not always strong obtained a mode of moderate level, the findings further unsupported the importance of positive feedback from a trustworthy and knowledgeable source can strengthen self-efficacy (Lopez-Garrido, 2023), this means lack of encouragement can develop negative emotional reactions, it supports by (Wangwongwiroj & Yasri, 2021) that emotional state directly influences an individuals' belief in their ability to respond effectively to circumstances.

Table 9. Frequency and Mode of Responses on Level of Self-Efficacy in Teaching Language and Reading and Literacy in Terms of Affective States

D. Affective States

Level of Self-Efficacy in Teaching Language	Frequency of Responses					Mode	Level	Qualitative Interpretation
	1	2	3	4	5			
1. I feel comfortable and confident while teaching the English language.	1	0	5	22	13	4	High	Agree

2. I do not easily get frustrated when pupils struggle with learning the English Language.	3	3	12	19	4	4	High	Agree
3. I remain calm and focused even when teaching challenging English language topics.	1	2	5	30	3	4	High	Agree
4. I feel happy and fulfilled when my pupils show improvement in learning the English language.	1	0	1	17	21	5	Very High	Strongly Agree
5. I rarely feel anxious when preparing or delivering English language lessons.	3	4	12	20	2	4	High	Agree
<i>Level of Self-Efficacy in Teaching Reading and Literacy</i>								
1. I feel comfortable and confident while teaching Reading and Literacy.	1	0	3	24	13	4	High	Agree
2. I do not easily get frustrated when pupils struggle with Reading and Literacy tasks.	2	2	16	18	3	4	High	Agree
3. I remain calm and focused even when teaching challenging Reading and Literacy topics.	1	1	8	27	4	4	High	Agree
4. I feel happy and fulfilled when my pupils show improvement in Reading and Literacy.	2	1	3	13	22	5	Very High	Strongly Agree
5. I rarely feel anxious when preparing or delivering Reading and Literacy lessons.	3	5	12	17	4	4	High	Agree

Legend: 5=Very High (Strongly Agree), 4= High (Agree), 3=Moderate (Neutral), 2=Low (Disagree), 1=Very Low (Strongly Disagree)

Data from Table 9 reveal that even though some teachers still experience anxiety in lesson preparation, the overall results show that teachers feel emotionally stable, motivated, and capable when teaching both subjects. Self- efficacy is shaped by emotions, whereas negative emotions can lower self-efficacy, and positive emotions can strengthen it. The overall findings clearly suggest that teachers feel capable, motivated, and confident in teaching both subjects.

Table 10. Frequency and Mode of Responses on the Level of Self-Efficacy in Teaching Language and Reading and Literacy in Terms of Technology Integration

E. Technology Integration

Level of Self-Efficacy in Teaching Language	Frequency of Responses					Mode	Level	Qualitative Interpretation
	1	2	3	4	5			
1. I can effectively use digital tools to enhance my English language instruction.	3	5	10	11	12	5	Very High	Strongly Agree
2. I feel confident integrating technology (e.g., videos, e-books, slides) in teaching the English language.	2	5	7	19	8	4	High	Agree
3. I believe that using technology improves my pupils'	0	1	7	20	13	4	High	Agree

engagement in the English language.								
4. I know how to select appropriate online materials for teaching the English language.	1	2	9	20	9	4	High	Agree
5. I am motivated to learn new digital tools that can improve my teaching of the English language.	1	2	7	11	20	5	Very High	Strongly Agree
Level of Self-Efficacy in Teaching Reading and Literacy								
1. I can effectively use digital tools to enhance my Reading and Literacy instruction.	4	3	10	12	12	4&5	High & Very High	Agree & Strongly Agree
2. I feel confident integrating technology (e.g., videos, e-books, slides) in teaching Reading and Literacy.	3	4	11	15	8	4	High	Agree
3. I believe that using technology improves my pupils' engagement in Reading and Literacy.	1	1	10	12	17	5	Very High	Strongly Agree
4. I know how to select appropriate online materials for teaching Reading and Literacy.	2	1	8	23	7	4	High	Agree
5. I am motivated to learn new digital tools that can improve my teaching of Reading and Literacy.	3	1	6	12	19	5	Very High	Strongly Agree

Legend: 5=Very High (Strongly Agree), 4= High (Agree), 3=Moderate (Neutral), 2=Low (Disagree), 1=Very Low (Strongly Disagree)

Table 10 shows that technology-related items received high and very high ratings, indicating that digital tools help increase student engagement and improve teachers' self-efficacy. Hence, the table suggests that technology use strongly supports teachers' self-efficacy in teaching the English Language and Reading subjects. Still, teachers reported very high levels of self-efficacy and motivation in using digital tools, showing that technology integration strongly supports their belief in their ability to teach effectively. Technology can create a more interactive environment and facilitate engaging discussions; while using technology, it allows teachers to deliver a successful lesson (Guoyan et al., 2021).

Table 11. Frequency and Mode of Responses on Perceived Pupils' Learning Outcomes in Teaching Language and Reading and Literacy Subjects.

Perceived Student Learning Outcomes (Language)	Frequency of Responses					Mode	Qualitative Interpretation
	1	2	3	4	5		
1. My pupils show improvement in the English language as a result of my teaching.	1	0	7	27	6	4	Agree
2. My pupils can express their ideas more clearly through speaking and writing.	1	3	11	24	2	4	Agree
3. My pupils actively participate during English language activities.	2	0	9	20	10	4	Agree

4. My teaching strategies increase pupils' confidence in the English language.	1	1	5	23	11	4	Agree
5. My pupils demonstrate a positive attitude towards learning the English language.	1	1	6	26	7	4	Agree
Perceived Student Learning Outcomes (Reading and Literacy)							
1. My pupils demonstrate improvement when reading words and short texts.	1	0	5	27	8	4	Agree
2. My pupils can clearly express their ideas related to a reading text through speaking or writing activities.	2	2	10	23	4	4	Agree
3. My pupils actively participate during Reading and Literacy activities.	1	0	4	24	12	4	Agree
4. My teaching strategies help increase my pupils' confidence when reading aloud or completing tasks.	1	0	2	23	15	4	Agree
5. My pupils show a consistently positive attitude toward reading activities in class.	1	1	4	26	9	4	Agree

Legend: 5= Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= Strongly Disagree

Table 12 shows that teachers perceived their teaching as contributing positively to student learning outcomes in the Language and Reading subjects. Several studies indicate that a strong sense of self-efficacy enhances the learner's success (Sahan et al., 2023). When teachers have high self-efficacy and are effective, they are more likely to observe positive changes in student behavior and performance. This table highlights the connection between effective teaching practices and students' improvement in English language and Reading skills.

Table 12. ANOVA and Independent Samples T-Test Results Between Socio-Demographic Profile of the Respondents and their Level of Self-Efficacy in Teaching Language and Reading Subjects.

Level of Self-Efficacy		Age	Sex	Years of Teaching	Highest Educational Attainment	Field of Specialization	Statistical Results
LANGUAGE	Mastery Experiences	1.382	-0.292	3.086	0.352	1.191	F/t value
		0.259	0.772	0.039	0.706	0.334	p-value
		Not Significant	Not Significant	Significantly Related	Not Significant	Not Significant	Remarks
	Observation Learning	1.139	-0.107	2.318	0.051	0.856	F/t value
		0.354	0.915	0.091	0.951	0.520	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks
	Verbal Encouragement	1.916	-1.133	1.902	1.741	1.186	F/t value
		0.129	0.264	0.146	0.189	0.336	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks
	Affective States	2.061	0.492	0.300	0.604	4.622	F/t value
		0.106	0.626	0.825	0.552	0.002	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Significantly Related	Remarks
	Technology Integration	1.354	0.449	1.002	0.251	1.182	F/t value
		0.269	0.656	0.403	0.780	0.338	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks

READING AND LITERACY	Mastery Experiences	0.537	-0.018	1.491	0.174	0.766	F/t value
		0.710	0.986	0.233	0.841	0.580	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks
	Observation Learning	0.447	-0.119	1.402	0.158	0.443	F/t value
		0.774	0.906	0.248	0.854	0.815	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks
	Verbal Encouragement	1.099	-1.012	1.054	1.260	0.684	F/t value
		0.372	0.318	0.380	0.295	0.639	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks
	Affective States	0.769	0.452	0.221	0.182	3.400	F/t value
		0.553	0.654	0.881	0.834	0.013	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Significantly Related	Remarks
	Technology Integration	1.240	0.306	0.913	0.616	0.671	F/t value
		0.311	0.762	0.444	0.546	0.648	p-value
		Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Remarks

Table 12 shows the demographic characteristics alone do not strongly influence teachers' self-efficacy. The demographic characteristics alone do not strongly influence teachers' self-efficacy in teaching reading. Instead, having a relevant specialization plays an important role in teachers' emotional efficacy and comfort, which is a key component of effective teaching. While experience and specialization play a more important role than personal characteristics in shaping teachers' self-efficacy in teaching language. This suggests that self-efficacy significantly impacts academic success through cognitive processes, emotional and observational learning, as Social Cognitive Theory, with a strong sense of belief, enhances learners' well-being and academic performance (Bandura, 2011).

Table 13. Spearman's rho Correlation Test Results Between Teachers' Level of Self-Efficacy in Teaching Language and Reading and Literacy and the Perceived Impact on Pupils' Learning Outcomes

Level of Self-Efficacy		Statistical Results		Student Learning Outcomes
LANGUAGE	Mastery Experiences	rho value		0.664
		p-value		<0.001
		Remarks		Highly Significant
	Observation Learning	rho value		0.501
		p-value		<0.001
		Remarks		Highly Significant
	Verbal Engagement	rho value		0.610
		p-value		<0.001
		Remarks		Highly Significant
	Affective States	rho value		0.438
		p-value		0.004
		Remarks		Significantly Correlated
	Technology Integration	rho value		0.355
		p-value		0.023
		Remarks		Significantly Correlated
	OVERALL	rho value		0.559
		p-value		<0.001
		Remarks		Highly Significant
	Mastery Experiences	rho value		0.551
		p-value		<0.001
		Remarks		Highly Significant

READING AND LITERACY	Observation Learning	rho value	0.415
		p-value	0.007
		Remarks	Significantly Correlated
	Verbal Engagement	rho value	0.512
		p-value	<0.001
		Remarks	Highly Significant
	Affective States	rho value	0.492
		p-value	0.001
		Remarks	Significantly Correlated
	Technology Integration	rho value	0.361
		p-value	0.020
		Remarks	Significantly Correlated
	OVERALL	rho value	0.515
		p-value	<0.001
		Remarks	Highly Significant

Table 13 highlights that all these dimensions of self-efficacy were significantly related to pupils' learning outcomes in both Language and Reading and Literacy. This indicates that as teachers who show strong self-efficacy in their professional skills increase, pupils are more likely to demonstrate desired outcomes. These results emphasize the importance of strengthening teachers' ability and professional competence to contribute to improved student learning and academic achievement.

Thematic Analysis of the Interview Responses

Selected participants identified as having relatively low and high self-efficacy in teaching Language and Reading and Literacy shared their experiences and perceptions regarding literacy instruction among Grade 1 pupils. Using the same set of interview questions, participants described their perceived capability in teaching Language and Reading and Literacy, the challenges and opportunities they encountered, utilization of technology integration in classroom instruction. The influence of the MATATAG Curriculum on their teaching practices and the forms of support that may help strengthen their self-efficacy. To protect their identities, teachers with low self-efficacy were provided the codes L1, L2, and L3, while those with high self-efficacy were provided the codes H1, H2, and H3.

Question 1: How do you describe your self-efficacy in teaching Language and Reading and Literacy to Grade 1 pupils?

Theme 1: Experiencing Difficulties and Self-Doubt

Participants with low self-efficacy expressed that teaching Language and Reading and Literacy at the Grade 1 level involves challenges that can influence how teachers view their own teaching capabilities. Difficulties in helping learners understand and retain lessons sometimes led participants to question whether they were doing enough to meet learners' needs. Although they continued to perform their responsibilities as teachers, these experiences gave rise to feelings of uncertainty and self-doubt.

This theme is supported by Mito-on and Naval (2025), who found that instructional challenges are closely associated with teachers' self-efficacy. The study reported that teachers who encounter greater difficulties in classroom instruction may experience a feeling of uncertainty about their teaching capabilities. A similar situation can be seen in the participants' answers, where they encountered challenges in teaching Language and Reading and Literacy, which led them to question their effectiveness and experience self-doubt.

Theme 2: Belief in Positive Influence on Learners' Literacy Development

Participants with high self-efficacy expressed that they connect their self-efficacy with their ability to positively influence learners' literacy development. They viewed teaching Language and Reading and Literacy as more

than simply delivering lessons; it involves patiently guiding learners, addressing their individual needs, and helping them improve in their reading and language skills. Their responses also indicate that believing they can make a difference in learners' development strengthens their sense of effectiveness as teachers.

The theme above is similar to Jerrim et al.'s (2025), who examined the relationship between teachers' self-efficacy, instructional practice, and student outcomes. The study found that teachers' beliefs about their capabilities are closely connected to their approach to instruction and how they perceive their influence on learners' development. A similar view is reflected in the participants' responses, as they described self-efficacy as a belief in their ability to support learners' growth and contribute to their literacy development.

Theme 3: Teaching Experiences as a Foundation of Self-Efficacy

This response suggests that self-efficacy develops gradually as teachers are exposed to real classroom situations. The participant highlighted that teaching experiences help strengthen self-efficacy in handling learners, planning lessons, and delivering instruction effectively. Teaching experiences become a reference point for how capable a teacher feels in managing Language and Reading and Literacy instruction.

This theme is supported by Gale et al. (2021), who emphasized the role of teaching experience in the development of teachers' self-efficacy. The researchers found that more experienced teachers tended to report stronger self-efficacy, particularly in instructional strategies and classroom management. They also identified mastery experiences, or actual teaching experiences, as one of the most important sources of self-efficacy. This idea is reflected in the participant's response, which highlighted how self-efficacy in teaching develops through continuous classroom experiences and exposure to different teaching situations.

Question 2: What challenges, strategies, or teaching experiences have influenced your teaching of Language and Reading and Literacy to Grade 1 pupils?

Theme 1: Managing and Supporting Learners' Literacy Development

Participants with low self-efficacy expressed that teaching Language and Reading and Literacy involves difficulties that are closely tied to learners' progress and classroom behavior. Many of the participants perceived their effectiveness based on whether learners were able to read, understand lessons, and be motivated in class, and when learners struggled in these areas, some participants began to question their ability to teach effectively.

This theme is supported by de Ruig et al. (2024), who emphasized the relationship between teacher self-efficacy, teacher-student interactions, and learners' engagement in the classroom. The study showed that teachers' belief in their own capabilities is influenced by how learners respond to instruction and participation in class activities. This can also be observed in the participants' responses, as they perceived their effectiveness as teachers with their learners' ability to read, stay motivated, and make progress in Language and Reading and Literacy. When these expected learning outcomes were not achieved, some participants began to question their own effectiveness in teaching.

Theme 2: Limited Instructional Resources

Participants with low self-efficacy revealed that the lack of instructional resources continues to be a hindrance in teaching. While teachers are expected to carry out lessons and activities required by the Curriculum, limited access to teaching materials and classroom equipment can make this difficult. The participant pointed out that some activities cannot be performed because the necessary resources are unavailable. As a result, teachers have to look for alternatives such as borrowing equipment or modifying planned activities.

Likewise, Malipot (2023) also reported that teachers raised concerns about the availability of learning resources and instructional support during the implementation of the MATATAG Curriculum. The report noted that the successful implementation of curriculum reforms depends not only on revised competencies but also on the availability of materials needed for classroom instruction. A similar concern was evident in the participants'

responses, particularly when they described the difficulty of conducting learning activities due to a lack of instructional resources and equipment.

Theme 3: Workload Demands and Time Challenges

Participants with low self-efficacy revealed that teaching Language and Reading and Literacy involves not only delivering lessons but also managing several tasks that compete for teachers' time and attention. Planning instructional strategies alone already requires time and careful thought. When this is combined with report writing and other school requirements, teachers often find themselves working beyond regular hours just to keep up with their responsibilities. These conditions can affect how teachers prepare and deliver their lessons effectively.

Similarly, Jelongos and Naanep (2025) found that teachers have trouble managing their workload due to the amount of time required for lesson preparation, documentation, and other school-related tasks. The study pointed out that these responsibilities often overlap and place additional pressure on teachers, affecting how they manage their daily teaching duties. A similar situation can be seen in the participants' responses, where the demands of reporting and instructional planning were described as time-consuming and challenging to balance alongside classroom teaching.

Theme 4: Lack of Parent-Teacher Collaboration

This response suggests that one of the difficulties in teaching Language and Reading and Literacy is the limited involvement of parents in their children's learning. The participant pointed out that some parents place the full responsibility of a child's learning development on the teacher, and even blame teachers when learners struggle to read. This adds pressure on teachers when learners fail to achieve expected reading outcomes.

Also, the findings of Mardia (2024) found that parental involvement and teacher-initiated engagement with families were positively associated with teachers' self-efficacy and performance. The study emphasized that learners learn better when parents and teachers work together in supporting learning both at home and in school. In contrast, when parental involvement is limited, teachers may encounter greater challenges in helping learners achieve desired learning outcomes. This idea is reflected in the participants' responses, which emphasized that the lack of parent-teacher collaboration makes it more difficult to support learners' development in Language and Reading and Literacy.

Theme 5: Contextualized and Sequential Teaching Strategies

This response suggests that an effective teaching strategy in Language and Reading and Literacy involves delivering lessons in well-structured and breaking down lessons into smaller and manageable parts that allow pupils to gradually process and understand concepts without feeling pressured or confused. Participants also emphasized that using learners' language helps bridge new knowledge with what they already know, making learning more meaningful and easier to understand.

Findings are similar to those of Semilla et al. (2023), who emphasized the value of mother tongue-based and contextualized instruction in early literacy development. The study explained that learners are more likely to understand reading concepts when instruction is delivered in a familiar language and when learning materials are designed to match their linguistic background. It also highlighted that structured and step-by-step instruction supports the gradual development of foundational reading skills. This aligns with participants' experiences, where combining sequential teaching with the use of learners' language was viewed as an effective way to support early literacy learning of grade 1 pupils.

Theme 6: Phonics-Based and Phonological Awareness Strategies

Participants with high self-efficacy expressed that phonics-based and phonological awareness strategies are effective in teaching language and reading to Grade 1 pupils. Participants emphasized that introducing letter

sounds and allowing pupils to form words helps them strengthen their retention and understanding of phonics. Participants also highlighted that using the MARUNGKO approach, phonemic awareness, phonics instruction, and vocabulary development are essential strategies in supporting learners' literacy development.

This theme is supported by the National Reading Panel (2022), which emphasized that early reading instruction is most effective when it includes systematic phonics teaching and phonological awareness activities. The report explained that learners develop stronger reading skills when they are exposed to structured practices such as blending sounds, identifying phonemes, and repeated phonics drills. These strategies help build decoding skills and improve word recognition over time. This aligns with the participants' experience where structured sound-based activities, like MARUNGKO, CVC patterns, and phonological activities, were used to support Grade 1 learners developing their literacy skills.

Question 3: How does the use of technology integration affect your teaching of Language and Reading and Literacy to Grade 1 pupils?

Theme 1: Limited Resources and Skills in Educational Technology

Participants with low self-efficacy revealed that the difficulties they experience in using technology are related not only to their familiarity with digital tools but also to the availability of resources. Some participants pointed out that the absence of laptops, television, and other equipment limited their ability to use technology during instruction. Others acknowledged the need to keep up with the new application, and learning how to operate certain technologies can be challenging. These experiences suggest that effective technology integration requires both adequate resources and the necessary skills to use digital tools when teaching pupils.

This theme is supported by Orbigoso and Pontillas (2025), who found that teachers continue to encounter challenges in technology-driven instruction despite recognizing the importance of technology in the teaching and learning process. The study noted that difficulties in using digital tools and different levels of technological competence may affect how technology is integrated into classroom instruction. Similar challenges were described by the participants, particularly when they shared their difficulties in operating certain applications and the lack of digital resources in teaching Language and Reading and Literacy.

Theme 2: Enhanced Learner Engagement and Instructional Effectiveness

Participants with high self-efficacy expressed that technology integration plays an important role in making Language and Reading instruction more engaging and accessible to pupils. Presenting lessons through visual and interactive formats helps learners understand abstract concepts easily. Interactive activities allow learners to participate actively in the learning process rather than passively receiving information, which helps strengthen comprehension and lesson retention.

This theme is supported by Ruijia et al. (2025), who found that the integration of information and communication technology (ICT) in education enhances learner engagement and improves learning effectiveness. The study explained that digital tools and multimedia resources make lessons more interactive and visually accessible, which helps learners better understand concepts. It also emphasized that ICT promotes active participation and supports learning through immediate feedback and interactive experiences. This aligns with the participants' responses, as they described how technology helps learners understand lessons more easily, stay engaged, and participate actively in learning activities.

Question 4: How has the implementation of the MATATAG Curriculum influenced your teaching of Language and Reading and Literacy to Grade 1 pupils?

Theme 1: Reduced Instructional Workload

Participants with low self-efficacy viewed the MATATAG Curriculum as beneficial because it helped ease some of the responsibilities added to their workload. They shared that having fewer teaching requirements and reduced

paperwork allowed them to focus more on classroom instruction and learner support. The Curriculum guides also made lesson preparation easier and less time-consuming. These made the participants more capable of concentrating on teaching rather than dividing their attention among numerous tasks.

This theme is supported by the Department of Education (2024), which explained that the MATATAG Curriculum was designed to deconstruct learning competencies and provide teachers with a more focused and manageable curriculum. The reform aims to lessen unnecessary demands and allow teachers to focus on foundational learning areas. This reflects the participants' experiences, as they described how the new curriculum reduced their instructional workload and helped them focus more on learners' literacy development.

Theme 2: Instructional Pacing and Instructional Strategies

Participants with high self-efficacy expressed that the MATATAG Curriculum helps teachers manage instruction in a more structured and flexible way. By reducing overloaded competencies, teachers can focus on essential learning skills and give learners sufficient time to understand lessons. This also allows instruction to be delivered at a more gradual and manageable pace, which is important for Grade 1 learners who are still developing foundational literacy skills. Furthermore, the availability of strategies under the curriculum supports teachers in making instruction more focused and learner-centered.

This theme is supported by the Department of Education (2023), which explained that the MATATAG Curriculum was designed to deconstruct the most essential learning competencies and strengthen foundational learning. The framework emphasizes giving teachers more instructional focus by reducing curriculum overload, allowing more time for mastery of skills and better understanding among learners. It also highlights the importance of supporting teachers with clearer instructional guidance to improve teaching effectiveness. This aligns with the participants' experiences, as they described how the MATATAG Curriculum allows them to teach at a more appropriate pace, reduces instructional burden, and provides strategies that support learner understanding.

Question 5: What forms of support would help you sustain and improve your self-efficacy in teaching Language and Reading and Literacy to Grade 1 pupils?

Theme 1: Professional Development Training for teachers

The responses suggest that professional development activities such as training and seminars play a significant role in strengthening teachers' self-efficacy and instructional capability. Participants with low self-efficacy expressed their need for training opportunities that will help them improve their knowledge and teaching practices. They also pointed out that training should not be limited to coordinators, but also to classroom teachers. Participants with high self-efficacy also shared that attending training allows teachers to learn practical teaching strategies and improve their classroom performance, especially in the MATATAG Curriculum.

This theme can be supported by the study of Zhou et al. (2023), who found that professional development has a significant positive effect on teachers' self-efficacy. The researchers emphasized that well-designed training programs help teachers strengthen their knowledge and instructional skills, enabling them to carry out their teaching responsibilities more effectively. A similar need was expressed by the participants, who noted the importance of relevant and accessible training opportunities that could help them improve their teaching of Language and Reading and Literacy and continue developing their professional practice.

Theme 2: Peer Collaboration and Mentoring

Participants with high self-efficacy expressed that peer collaboration and mentoring among teachers play an important role in enhancing teaching effectiveness and building self-efficacy in instructional delivery. Through sharing teaching experiences, teachers can reflect on their practices and adopt more effective strategies in teaching Language and Reading and Literacy.

This theme is supported by Liu et al. (2021), who found that teacher collaboration has a significant positive influence on teachers' self-efficacy. The study emphasized that when teachers engage in mentoring relationships, share instructional practices, and collaborate with colleagues, they tend to have strong beliefs in their teaching abilities. This aligns with the participants' responses, as they described how mentoring and sharing of teaching strategies help them improve their instruction and sustain their self-efficacy in teaching Language and Reading and Literacy.

CONCLUSION

The study found that respondents generally possess high levels of self-efficacy in teaching Language and Reading and Literacy. Mastery Experiences emerged as the strongest source of self-efficacy, emphasizing the importance of successful teaching experiences in shaping teachers' beliefs about their capability to deliver literacy instruction effectively. The positive relationship between self-efficacy and perceived pupils' learning outcomes further highlights the role of self-efficacy in supporting learners' literacy development. Teachers' self-efficacy is influenced by both personal and contextual factors. Participants with relatively high self-efficacy drew from their teaching experiences, instructional practices, and professional learning opportunities, while those with relatively low self-efficacy encountered challenges related to learner needs, limited instructional resources, workload demands, insufficient parent involvement, and technological constraints. These conditions demonstrate that self-efficacy develops through continuous interaction between teachers' experiences and the environments in which they teach. 94 The MATATAG Curriculum provided instructional conditions that support the development and maintenance of teachers' self-efficacy in Language and Reading and Literacy. Curriculum decongestion improved instructional pacing, and a more focused approach to literacy instruction were viewed as beneficial in carrying out teaching responsibilities. Sustaining self-efficacy, however, requires continuous professional development, adequate instructional resources, technological support, and opportunities for collaboration and mentoring among teachers.

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