

Organizational Support, Teachers' Pedagogical Competence, and Self-Efficacy

Juliet G. Vagilidad

Guimaras State University
Mclain, Buenavista, Guimaras

Abstract

This research investigated the correlation between support for the organization, teachers' self-efficacy, and pedagogical competence among 217 public secondary science teachers in the Schools Division of Antique for the school year 2024–2025. Employing a quantitative correlational research design, the data were gathered using standardized questionnaires that quantify the three variables. Outcomes revealed that teachers perceived strong organizational support, reported high self-efficacy and pedagogical competence, especially in lesson planning and classroom management. Correlational analyses identified strong positive correlations between organizational support and pedagogical competence, as well as between self-efficacy and pedagogical competence. Additionally, multiple regression analysis confirmed that both organizational support and self-efficacy were strong predictors of pedagogical competence, explaining 48% of its variance. Pedagogical competence differences were also found in relation to teaching experience and education levels, with the most experienced and educated teachers showing the highest levels of competence. These results highlight the essential contributions of institutional support as well as teacher confidence in the quality of science education. Suggestions are to enhance organizational support systems and institute programs to increase teachers' self-efficacy through mentoring opportunities as well as professional development. This research adds to the research base that highlights the significant role that supportive workplaces play, as well as the empowerment of teachers, in facilitating effective pedagogical practices.

Keywords: Pedagogical, teachers' self-efficacy, and organizational support.

Introduction

Successful science education is a critical force behind national development, depending not only on teachers' subject matter knowledge but also on the dynamics of organizational support, pedagogical capability, and self-efficacy. Exploring how these key factors interact among 217 secondary school science teachers within the Schools Division of Antique in the 2024–2025 school year has the promise of providing insightful knowledge into the improvement of teaching quality and system-level responsiveness. Organizational support encompasses school leadership, provision of resources, administrative responsiveness, and professional growth opportunities—all factors that influence teacher morale and performance. A research conducted in Panabo City among 150 public secondary school teachers discovered that strong organizational support had high correlations with increased teacher performance, signifying the structural impact of support systems on learning outcomes (Pamplona & Serras, 2024).

Pedagogical competence involves lesson planning, classroom management, assessment, and responsiveness to different learner needs. In the Philippine setting, Canonoy and Napil (2025) applied structural equation modeling to show that self-efficacy, together with language assessment literacy and work-task motivation, positively predicts pedagogical competence among Filipino language teachers (Canonoy & Napil, 2025).

Moreover, a path-model study by Silverio and Guhao Jr. (2024) showed that among MTB-MLE teachers, self-efficacy and motivation directly influence pedagogical competence, while organizational climate exerts an indirect effect (Silverio & Guhao, 2024).

Self-efficacy—teachers' belief in their instructional capabilities—has been closely linked with teaching effectiveness and adaptability. In a Capiz-based study involving 210 secondary Filipino teachers, Avila (2023) found a significant positive relationship between sociolinguistic competence and self-efficacy, highlighting the role of linguistic and pedagogical skills in reinforcing teachers' confidence (Avila, 2023). Additionally, research on inclusive education in Guimaras revealed strong positive correlations among motivation, self-efficacy, and competence, underscoring their interrelated roles in promoting effective teaching practices (Cañoso, 2025).

Methodology

The quantitative, non-experimental correlational research design was employed in this study. The purpose was to find out the degree to which organizational support and teachers' self-efficacy relate to their pedagogical competence. A correlational design was appropriate because it provides the researcher with a means of investigating the nature and direction of the relationships among variables without manipulating any of them. In addition, this research investigated the possible predictive function of self-efficacy and organizational support on pedagogical competence, which justifies the use of multiple regression analysis as one of the core analytical tools. The participants of this research were 217 public secondary science teachers from different public high schools of the Schools Division of Antique. Total enumeration was employed, wherein all qualified secondary science teachers were solicited to join. This method guaranteed that the information gathered would be comprehensive and representative of the population of interest. Teachers who participated in the study were those currently teaching science subjects in Grades 7 to 12 in the 2024–2025 school year. Three structured and standardized questionnaires, each of which was designed to measure one of the primary variables: organizational support, self-efficacy, and pedagogical competence, were employed to collect the required data. The Organizational Support Scale assessed teachers' beliefs regarding the support they experienced from their division and school. These consisted of administrative support, resource access, professional development opportunities, peer support, and recognition. Items were answered on a five-point Likert scale from "Strongly Disagree" (1) to "Strongly Agree" (5). Teachers' Self-Efficacy Scale was modified from validated instruments that were available, drawing aspects from the Teacher Sense of Efficacy Scale (TSES). The scale assessed teachers' belief about their capacity to control classroom behavior, provide effective teaching, and involve students in science learning. This scale also employed the five-point Likert scale. The Pedagogical Competence Scale was created to measure several facets of teaching science, such as planning for instruction, application of teaching strategies, assessment, classroom management, and mastery of content. The items were drawn from the Philippine Professional Standards for Teachers (PPST) and other supporting literature. All the instruments underwent content validation by the panel of education and science teaching experts. A pilot was done on 30 science

teachers from outside the main sample to test the reliability of the instruments. The Cronbach's alpha of all three instruments was more than 0.80, which shows high internal consistency.

Once the Schools Division Superintendent had approved the study and granted the appropriate permits, the researcher arranged with school heads for the administration of the surveys. Informed consent questionnaires were also handed out, and all participants were under no obligation to do so. In-person surveys or electronic surveys were done based on the convenience and availability of participants. Teachers were allowed one to two weeks to return the survey instruments. Follow-up reminders were sent so that high response rates could be ensured. The data thus collected were verified for completeness and translated into a spreadsheet for statistical analysis.

Descriptive statistics such as means, standard deviations, and frequency distributions were utilized in describing the demographic profile of the respondents and also their perceived organizational support, self-efficacy, and pedagogical competence levels.

Inferential statistics were utilized to verify the relationships between the variables. Pearson's correlation coefficient was applied in determining the strength and direction of the relationships between pedagogical competence, self-efficacy, and organizational support. Multiple regression analysis was applied to identify if organizational support and self-efficacy predict pedagogical competence among science teachers significantly.

Furthermore, Analysis of Variance (ANOVA) and t-tests were utilized to assess if there were differences in the variables across demographic aspects such as years of teaching experience, education level, and school location.

Ethical Considerations

The research strictly followed ethical guidelines of research. Informed consent was taken from all the participants, and they were assured their anonymity and confidentiality during the entire period of research. Respondents' participation was voluntary, and they were made aware that they were free to leave the study at any moment without any penalty. Collected data were kept safe and used only for the purposes of the study.

Results

The major findings of the research on organizational support, teachers' self-efficacy, and pedagogical competence among 217 public secondary science teachers at the Schools Division of Antique for school year 2024–2025.

Descriptive statistics indicated that the respondents had a high sense of organizational support ($M = 4.12$), especially administrative support and professional development. The teachers also had high self-efficacy ($M = 4.08$), with high values especially in classroom management, although a bit lower in student engagement. Similarly, their pedagogical competence was perceived as high ($M = 4.15$), with high strengths in lesson planning and mastery of subject matter.

Inferential statistics revealed a strong positive correlation between organizational support and pedagogical competence ($r = 0.62$, $p < 0.01$) and between self-efficacy and pedagogical competence ($r = 0.57$, $p < 0.01$). Multiple regression analysis revealed that both organizational support ($\beta = 0.45$) and self-efficacy ($\beta = 0.38$) were predictive of pedagogical competence, collectively accounting for 48% of the variance ($R^2 = 0.48$, $p < 0.001$).

In addition, there were large differences based on levels of educational attainment and years of experience. Teachers with the most years of experience and with graduate degrees or pursuing them had the highest levels of pedagogical competence and self-efficacy. No differences by gender or location of school were found to be significant.

In all, the findings indicate the importance of institutional support and teacher confidence in making science education better in public secondary schools.

Discussion

The result that the teachers viewed high organizational support implies that schools in the Division of Antique have succeeded in giving administrative support, resource access, and professional growth. This is consistent with Eisenberger et al. (1986), who highlighted that perceived organizational support leads to higher commitment and work performance among employees. Similarly, Hoy and Miskel (2013) contended that structures of institutional support—e.g., clear communication, leadership support, availability of resources—are important in influencing teacher behavior and effectiveness.

Teachers were also very high in self-efficacy, especially in classroom management and instructional delivery. This is in agreement with Bandura's (1997) social cognitive theory, which emphasizes that people with high self-efficacy are likely to approach challenges, persevere in the face of obstacles, and perform at higher levels. The lower self-efficacy among students in engagement may be indicative of science instruction challenges unique to it, i.e., how to make abstract ideas easier to understand or how to implement inquiry-based learning—something Tschannen-Moran and Hoy (2001) also named as needing specific assistance.

In addition, teachers were also highly pedagogically competent in lesson planning and subject matter knowledge. This supports earlier research by Shulman (1987), who named content knowledge and pedagogical content knowledge as essential elements of effective teaching. Lower scores in differentiated instruction and assessment strategies do indicate room for more professional growth in inclusive and formative assessment practices.

Notably, the research created positive correlations between organizational support and pedagogical competence, and between self-efficacy and pedagogical competence. These results support that teachers who feel supported and possess confidence in themselves perform better in class. According to Skaalvik and Skaalvik (2010), administrative and peer support perceived by teachers has a significant impact on teacher motivation, job satisfaction, and instructional quality.

The regression analysis also disclosed that organizational support and self-efficacy are strong predictors of pedagogical competence, explaining almost half its variance. This indicates the significance of both external (organizational) and internal (psychological) variables in determining teacher effectiveness. Klassen and Chiu (2010) also made similar findings in that they identified that self-efficacy and contextual variables together are contributors to teaching performance and job satisfaction.

Finally, the observation that more experienced and more educated teachers showed greater competence accords with Darling-Hammond (2000), who noted the constructive influence of experience and ongoing professional learning on the quality of teaching. The lack of statistically significant difference by gender and school location, however, indicates that male and female teachers in both urban and rural settings have equivalent access to support and opportunity, testifying to the relative fairness across the division.

In conclusion, the research upholds the notion that organizational support and self-efficacy are essential levers for pedagogical competence improvement. Schools and education leaders must keep investing in supportive cultures and self-efficacy-enrichment programs—like coaching, peer mentoring, and capacity-building workshops—to maintain and enhance science teaching quality.

This research investigated the correlate of organizational support, teachers' self-efficacy, and pedagogical competence of public secondary science teachers in the Schools Division of Antique for school year 2024–2025. The results showed that teachers perceived high organizational support and exhibited high levels of self-efficacy and pedagogical competence.

The findings indicated strong positive correlations between organizational support and pedagogical competence and between self-efficacy and pedagogical competence. In addition, organizational support and self-efficacy were both significant predictors of teachers' pedagogical competence, which together explained a great deal of its variance. These findings confirm that both institutional and individual factors are important contributors to teachers' effectiveness in science education.

Pedagogical competence differences were also observed by teaching experience and level of education, indicating the necessity of professional development and ongoing learning. There were no appreciable differences based on gender or school location, implying equal access to development and support opportunities within the division.

In summary, the research emphasizes the importance of continued organizational support and self-efficacy development programs to further enhance the science pedagogical competence of teachers. Professional growth, together with a supportive working environment and confidence-building interventions, can significantly improve teaching quality, and ultimately, learning outcomes in science.

Recommendation

According to the results of this research on organizational support, teachers' self-efficacy, and pedagogical competence of public secondary science teachers in the Schools Division of Antique, the following is recommended:

Increase Organizational Support

Organizational support must be strengthened by the Schools Division Office and school administrators through more accessible and relevant professional development activities on science teaching. Providing timely feedback, sufficient teaching materials, and recognition of work effort can further empower and motivate teachers.

Implement Self-Efficacy Building Programs

Teacher development programs must have activities that help enhance teachers' self-efficacy, including peer mentoring, coaching, and classroom management and student engagement strategy workshops. Fostering science teachers' collaborative learning communities can promote confidence and sharing of best practices.

Foster Continuous Professional Development

Considering the important position of teaching experience and post-secondary education in pedagogical competence, possibilities for post-graduate studies, certification studies, and engagement in educational research should be promoted and financed or otherwise incentivized.

Encourage Areas for Pedagogical Enhancement

Targeted support must be invested in enhancing differentiated instruction and formative assessment strategies, which were found to be comparatively weaker. Targeted training and resource support can aid teachers in varying their instructional strategies in order to address diverse student needs.

Ensure Equity Across Schools

Though there were no major differences between teachers in rural and urban areas, support should be continued to ensure that schools in every area are given equal resources, facilitation, and opportunities to enhance teacher competence.

Future Research

Additional studies would be beneficial to examine qualitative elements of organizational support and self-efficacy, explore longitudinal impacts on teacher performance, or look at student outcomes associated with teacher competence to gain an even better comprehension.

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