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The Interplay of Academic Ecological System for the Enhancement of Learning Performance and Self-Efficacy of Public Elementary School Learners

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ABSTRACT

Establishing a strong foundation in students' learning is vital, especially if this can be developed through the people around them. This helps build their self-confidence, which in turn fosters determination in their studies and leads to better learning outcomes. Thus, this study examined the current state of parent-teacher collaboration and other stakeholders in the selected small schools of Fule-Almeda District, Division of San Pablo City.

The study utilized a descriptive-correlational design with the researcher-made questionnaire as a primary instrument in gathering the data needed. The selected five schools with 54 teachers and 50 PTA Officers participated in the study.

The study revealed that there is a significant positive relationship between teacher-parent partnerships and stakeholder participation as to learning performance and self-efficacy of the students. Likewise, the result of the independent sample t-test for equality also reveals that there is a significant difference in the perceptions of teachers and parents.

The study suggests that teacher-parent and stakeholder collaboration be strengthen, encourage clear communication of learning outcomes, develop a holistic approach to increasing student self-efficacy, and encourage teachers' ongoing professional development.

Keywords: learning outcomes, self-efficacy, professional development, stakeholder participation

1. Introduction

A school is an educational establishment that doubles as a structure used to house classrooms and other learning areas where students can get instruction directly from the teachers. According to Bansal (2020), education is recognized as a prime facilitator in the development of a country. Individuals contribute what they can through the expertise built in their years of being a student. The community benefits from what their people can offer based on their specific specializations in different disciplines. Prior to being professionals that have contributed to society today, these individuals also started from somewhere. Identifying the various reasons that have influenced their current achievement provides insight into how our children can become as competent in the future (Lewison, 2021).

Enhancing the learning outcomes and self-efficacy of the students especially in public elementary schools is crucial in present education. Having a knowledge of the interactions between different components of an academic ecological system can be extremely beneficial for improving the learning results of the learners. Guy-Evans (2020), emphasizes Bronfenbrenner's Ecological Systems Theory that children's development is affected by their relationships with their surrounding environment at different levels. These levels demonstrate how a child interacts and is affected by the external and internal environment ranging from the immediate surroundings (e.g., family) to broad societal structures (e.g., culture).

Self-efficacy affects the choice of activities, efforts, and persistence of students. Having low self-efficacy, students tend to avoid task accomplishment. Moreover, it can be hypothesized that students with higher academic self-efficacy are likely to expend more effort and persist longer in facing difficulties completing tasks assigned to them (Bandura, 1977, 1997). Some researchers also recommended that teachers can boost students' self-efficacy through primary sources; mastery experience or mastery, vicarious experience, social persuasion, and psychological feedback.

Effective school growth depends on strong school connections. Teachers, administrators, and students are examples of internal stakeholders in the school. The corporate community, municipal, national, and local governments, and teacher-parent associations are examples of external stakeholders. Partnerships that create association relationships with organizations whose attributes, products, purposes, and goals are dependable with the

schools as well as Department and Government approaches, qualities, needs, and targets are among the partnerships that schools are encouraged to have in order to enhance learning, advancement, and development for learners.

A solid parent-teacher partnership provides an ideal support network for children in education. This defines the activities that parents feel are important, necessary, and permissible to be involved in on behalf of their children. In line with parental involvement, Batas Pambansa Blg. 232 Chapter 3, Section 14, an act that establishes and maintains an integrated education system in the Philippines, defines the responsibilities and duties of parents, either individually or collectively, through the school systems which will assist in achieving the national goals for education. In accordance with this clause, parents are obliged to support their children to obtain elementary education and shall strive to enable them to obtain secondary and higher education in the pursuance of the right formation of the youth. In addition, parents shall cooperate with the school in the implementation of the school program curricular and co-curricular.

Within the field of education, the academic ecology includes the various ways in which students, teachers, administrators, and the broader community interact. This system is essential in public primary schools since a variety of factors affect students' learning outcomes and self-efficacy as a whole. Creating an atmosphere that supports academic achievement and personal development requires understanding the dynamics inside this ecosystem. Despite the acknowledgment of various influences on educational outcomes, there is a gap in comprehensive studies that explore the holistic impact of ecological systems on learning performance and self-efficacy in public elementary school settings.

This study will be conducted in small schools in the Fule-Almeda District since, as per the findings of the SMEA, there are still learning gaps and children who are dissatisfied with their comprehension or reading skills. Dropouts and repeaters among the students are most likely the result of a family issue. The study will be carried out by the researcher to address this situation and lessen the learning gaps in the Fule-Almeda District. Additionally, parents and other interested parties should pay attention to support the teachers in resolving this issue.

In light of these premises, the study must gather data regarding the students' view of the parent-child relationship and parental participation to create a program for parent-teacher partnerships. The program is mostly concerned with the academic performance of elementary pupils in selected small schools in Fule Almeda District by integrating various learning-facilitating activities. Additionally, this program will raise parents' knowledge of the value of parent-teacher collaboration in assisting their children's academic endeavors and boost parental involvement.

2. Literature Review

2.1 Ecological System

One of the many reasons why kids are sent to school at a young age is to assist them in learning and developing their skills so that one day they can apply or use them to pursue their ideal career or profession and be more useful for the ongoing betterment of their respective families and communities. In fact, according to the study conducted by Tadese et al. (2022), it was noted that students must dedicate a significant amount of their time to their studies to graduate with strong academic standing.

Students who perform well academically are more likely to be employed with better benefits, earn more money, feel more confident and valued, experience less anxiety and sadness, and have lower rates of substance addiction. It was acknowledged that the idea of academic success or achievement is essential for future development in occupations requiring a high degree of technology. Academic success also positively affects behavior and social relationships with friends, family, and peers. Successful students develop transferable skills in reading, writing, and critical thinking. It's critical to keep in mind that a person's entire development and well-being are influenced by more than just their academic performance (Geneta et al., 2023).

2.2 Stakeholder Participation

Active stakeholder involvement in both trial and intervention design, along with creative delivery methods, significantly improves recruitment, retention, and engagement in school-based interventions for obesity prevention (Lloyd et al., 2017).

In Khadija's (2022) study mentioned that stakeholder participation in schools can improve teaching, learning, management efficiency, staff motivation, and communication, with the school principal playing a key role in empowering stakeholders and fostering effective decision-making. Stakeholder participation in school-initiated activities is high, with a positive relationship between the number of children enrolled and their participation, but influenced by factors such as monthly family income and father and mother education (Jaso and Moleño, 2023).

Stakeholder participation in school management can enhance learners' academic achievement in public secondary schools by improving operational capacity and addressing challenges in policy formulation, attitudes, and role awareness (Nakiyaga et al., 2021).

2.3 Learning Performance

In learning performance, Schwab et al. (2018) conducted a study that grades alone are limited as a measure of student learning, and supplemental assessment strategies can provide richer reporting of student progress and

learning. Grades have certain limitations since it frequently emphasize learning outcomes above processes. Teachers can use some strategies including formative assessments, portfolios, projects, and presentations. These teaching methods give students valuable insights into their critical thinking, creativity, problem-solving, teamwork, and communication skills—all of which are crucial for success in the real world.

Honicke and Broadbent (2016) study states that academic self-efficacy moderately correlates with academic performance, with factors like effort regulation, deep processing strategies, and goal orientations playing mediating and moderating roles.

Social ties and network indicators are more informative indicators of academic performance than individual characteristics, with class attendance being the most important predictor among individual characteristics (Kassarnig et al., 2017).

2.4 Self-Efficacy

Albert Bandura introduced the idea of self-efficacy in Social Cognitive Theory (1997). He indicated that if people do not have self-efficacy in an area, they will not attempt the task (Bandura, 1997). Bandura reported, "A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort." (Bandura, 1997, p. 80). Teachers can help foster students' engineering self-efficacy through multiple strategies. Bandura (1997) indicates the most influential source of self-efficacy is mastery experiences. Mastery experiences are experiences where students use tools and methods to solve complex and challenging problems (Bandura, 1997).

Social comparison and vicarious experiences are intimately related. When students witness peers using effective problem-solving techniques, they are engaging in vicarious experiences (Bandura, 1997). According to Ogle et al. (2017), participant collaboration and excitement may have contributed to the fashion program's success.

2.5 Conceptual framework

The study was anchored on the Ecological System Theory of Urie Bronfenbrenner (1977), the learning performance of Kaya and Orwat, and the Self-Efficacy Theory of Albert Bandura (1997).

Ecological Systems Theory emphasizes the influence of various environmental systems on human development. In the context of education, it suggests that students' academic success is influenced by interactions within multiple systems, including the microsystem (family and school), mesosystem (interactions between family and school), and exosystem (community resources and social policies). The teacher-parent partnership operates within these systems, serving as a bridge between home and school environments. By fostering positive interactions and collaboration, teachers and parents can create a supportive ecosystem that nurtures students' academic growth.

In learning performance, the attitudes that emerge during the learning process are essential in guiding student behavior (Kaya & Bicen, 2016; Haynes et al., 2023; Wang, & Bai, 2023). Thus, students with this view will behave differently from students with a more positive attitude in the learning process. This positive attitude is perfect for students because it can influence and improve students' learning outcomes and vice versa. Students who do not have a positive attitude during the learning process will experience a decline in their learning outcomes. Therefore, students with a positive attitude can influence and improve the learning outcomes of other students.

Albert Bandura's Self-Efficacy Theory (1977) focuses on how people acquire and maintain certain behavioral patterns. It is a belief that an individual is capable of achieving a specific goal or performing a particular task. This belief plays a crucial role in how people approach goals, tasks, and challenges. Self-efficacy is a strong predictor of high performance of students. In the context of education, according to his model, there are four factors that determine self-efficacy: (1) mastery experience, which is completing a similar task that the learners already experienced, it has argued that increase student achievement in school, education should focus on the ability to change the beliefs of self-worth or self-improvement model of the students; (2) vicarious experience has something to do with observing other learners performed the task, through observing others perform successfully can strengthen beliefs in one's own abilities; (3) Social persuasion, a form of social influence that entails a deliberate attempt to induce a shift in the beliefs or attitudes of other learners; and (4) physiological feedback states that anxiety, tension, excitement, fatigue, mood and other emotional states also provide information about the efficacy beliefs of an individual such as on how the students interpret stress reactions during the demanding tasks as signs of vulnerability.

Self-efficacy for learning is also anchored in the study of Alt (2015) which refers to students' beliefs in their capabilities to regulate their own learning, which could determine students' motivation and academic achievement and, therefore, is significant in the learning process. This study examined how educational efforts based on constructivist theory were associated with the self-efficacy beliefs of students within higher education settings.

Bala's, et al. (2022) study, it proves that there is a positive relationship between social skills and self-efficacy. In addition, the relationship between student self-efficacy and social skills is at a very high level, there is a correlation and has a positive impact. It is closely related to social skills because it helps individuals in assertiveness and social adjustment.

3. Hypothesis

The following hypotheses were posited in the study:

H1. There is no significant relationship between the domains of the ecological system and learning performance.

H2. There is no significant relationship between the domains of the ecological system and self-efficacy.

4. Methodology

This study utilized a descriptive correlational design to comprehensively describe and explore the relationships between various factors related to teacher-parent partnerships, stakeholder participation, and academic outcomes. By collecting data through surveys, questionnaires, interviews, and academic records, the study aims to provide detailed insights into respondents' perceptions of communication, collaborative practices, family resilience, emotional complexity, and fostering learning environments. It also assesses stakeholder participation in terms of community resources and social policies. The correlational aspect analyzes the associations between these variables, offering a thorough understanding of students' learning performance and self-efficacy and its contributing factors in the learning process.

In Mabalay's (2018) study, this method is used to secure evidence concerning the present status, situations and conditions of things and events. It will determine and describe the way things are and is suited to most correlation studies.

The respondents of this study consisted of fifty-four (54) teachers which is

the entire population, a total enumeration from the selected 5 small schools in the Fule-Almeda District. The respondents also included fifty (50) parents who are part of the General Parent-Teacher Association. These selected schools were classified as small schools, which pertain to those with a maximum of 13 teachers and a population of not more than 344 students. The reason for having small schools is that parents have a closer relationship with the school since most of the students are from the same barangay. The ecological system is observed in a tightly-knitted environment.

Guzman and Banaag (2023) stated that small school environments in the Philippines tend to have a more collaborative dynamic between parents and teachers, particularly when parents are actively involved in Parent-Teacher Associations. In small rural schools, where most students come from the same barangay, parents develop stronger relationships with teachers, fostering a supportive educational environment (Maimad et al., 2023). and a population of not more than 344 students. The reason for having small schools is that parents have a closer relationship with the school since most of the students are from the same barangay. The ecological system is observed in a tightly-knitted environment.

The population of this study consisted of teachers and parents from five (5) schools in Fule-Almeda District.

According to George (2021), to enhance accuracy by ensuring that specific subgroups within the population are proportionately represented, a stratified sampling method will be employed based on the population of each school. This method allows the researcher to capture diverse perspectives and relationship across the district.

The approach involved dividing the total population into subgroups (strata) corresponding to each school. Specifically, the teachers were the entire population, total enumeration. Parents purposively selected only those who are directly involved in the Parent-Teacher Association.

Mean and standard deviation were used to determine the descriptive data of the study. A Correlational Test was applied to test the relationship between the domains of ecological system as to learning performance and self-efficacy. In providing the significant difference in the perception of two groups of respondents in terms of ecological school, learning performance, and self-efficacy, an independent sample T-test was applied. This analysis helped to reveal the nature and intensity of these relationships, which can further enhance the understanding of the existing factors that affect academic performance in the Fule-Almeda District.

5. Results and Discussion

Table 1

Perception of the Respondents on Teacher-Parent Partnership as to Communication.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Teachers sending letter or messages to parents about student's academic progress.	4.60	0.73	*HO*	4.6	0.66	*HO*
2. Teachers and parents have their group chat about school-related activities for an easy connection.	4.86	0.45	*HO*	4.88	0.32	*HO*
3. Teachers regularly conduct PTC or Parent-Teacher Conferences to inform their child's performance.	4.68	0.59	*HO*	4.75	0.44	*HO*
4. Teachers encourage parents to attend PTA meetings for academic information of their children.	4.82	0.48	*HO*	4.87	0.35	*HO*

5. Teachers and parents hold a conference meeting to collaborate effectively in setting learning objectives for the student.	4.62	0.60	*HO*	4.65	0.52	*HO*
Overall	**4.72**	**0.50**	***HO***	**4.75**	**0.32**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

Table 1 presents the data on the respondents' perception of the teacher-parent partnership in terms of communication. Both teachers and parents fall under the interpretation as "Highly Observed". These findings indicate that the indicator used to evaluate the communication between teachers and parents are consistently and strongly evident in practice.

This implies both parents and teachers firmly agree that they consistently communicate regarding students' academic performance, behavior, and overall well-being in the classroom. With the availability of various communication tools—such as Parent-Teacher Conferences, meetings, online group chats, and formal letters—teachers and parents can stay closely connected.

Classroom officers help disseminate information through group chats. For instance, when there are class suspensions or cancellations, the classroom president assists in informing the parents about the announcement, with the teacher's guidance. Through this, teachers and parents work together to ensure that important messages are properly communicated.

With good communication, voluntary projects in the classroom are carried out smoothly. Due to the No Collection Policy, classroom officers coordinate with their child's teacher on how to implement projects on a voluntary basis. The officers manage and handle the projects, allowing them to proceed without disrupting the teacher's responsibilities.

Parents are also kept updated on school activities and programs. They communicate with the teachers or school in terms of giving suggestions on how to improve events—for example, during Mr. and Ms. Intramurals, they help decide what outfits the students will wear and communicate the stage design. It is also encouraging to know that the school's faculty and staff give parents the opportunity to share their perceptions and insights. Their involvement shows strong cooperation and shared responsibility between parents and the school.

The results affirm that both teachers and parents keep a close eye on communication behavior in teacher-parent interaction. This is consistent with Kraft and Dougherty (2016), whose study emphasized that regular and effective communication between home and school significantly improves student motivation and school participation. Modern communication tools such as group messaging, text, and videoconferencing facilitate timely and convenient updates, improving collaboration. Epstein (2018) also affirms this observation, emphasizing the need for regular two-way communication between homes and schools. This effective communication system fosters a strong, cooperative relationship that positively contributes to student learning.

Table 2

Perception of the Respondents on Teacher-Parent Partnership as to Collaborative Practices.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Parents and teachers attend Brigada Eskwela.	4.72	0.50	*HO*	4.62	0.63	*HO*
2. School offers a seminar on how to strengthen the relationship between teachers and parents.	4.46	0.73	*SO*	4.33	0.83	*SO*
3. Teachers provide feedback through conference to parents that helps them support the student's learning at home.	4.66	0.66	*HO*	4.77	0.47	*HO*
4. Parents actively seek advice from teachers on how to support their child's learning.	4.42	0.67	*SO*	4.44	0.61	*SO*
5. Teachers provide suggestions to parents on how to strengthen classroom learning at home.	4.64	0.63	*HO*	4.71	0.46	*HO*
Overall	**4.58**	**0.52**	***HO***	**4.57**	**0.40**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

The figures in Table 3 show that parents and teachers both rate collaborative practices as Highly Observed, consistent with the high frequency of effective collaborative work between school and home. This can best be observed in collaborative participation in activities like Brigada Eskwela, feedbacking, and reinforcing what is learned in school at home on a daily basis.

While most of the indicators are widely observed, others such as parent-teacher seminars and taking advice, were only Substantially Observed. This indicates that while there is cooperation that is being observed, there is still potential for further improvement in its impact through the provision of

organized support to enhance these interactions. Conditions such as teacher workload and tight scheduling windows for community events may restrict these collaborative efforts.

These results affirm the model in the research context, in which collaborative practice is not merely about attendance or passive participation of events, but rather an ongoing, reciprocal engagement of teachers and parents in leading, supporting, and responding to students' needs in home and school settings. This also affirms the idea that collaboration is more than presence—it's a process of reciprocal responsibility and responsive action.

Genuine collaboration builds up from trust, mutual understanding, and responsiveness to each other's ideas as stated by Sariah & Malik (2024). On their qualitative study involving teachers and parents of early childhood learners, it was revealed that as teachers and parents arrest differing viewpoints, limitations in time and socioeconomic backgrounds through collaborative practices such as family-centered education model, it created a holistic and harmonious learning environment for the children.

Table 3

Perception of the Respondents on Teacher-Parent Partnership as to Family Resilience.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Teachers understand and respect family diversity and resilience.	4.70	0.50	*HO*	4.83	0.38	*HO*
2. Feedback from parents is valued by teachers and vice versa.	4.70	0.73	*HO*	4.79	0.41	*HO*
3. Teachers and parents provide guidance counseling to students.	4.58	0.66	*HO*	4.62	0.53	*HO*
4. The school celebrates Family Day.	4.42	0.67	*SO*	3.81	1.07	*SO*
5. Teachers and parents are always providing support when students encounter challenges in their studies.	4.64	0.63	*HO*	4.67	0.51	*HO*
Overall	**4.61**	**0.52**	***HO***	**4.54**	**0.37**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

Table 3 indicates parents' and teachers' perceptions of teacher-parent collaboration and family resilience as Highly Observed. This is an indication of the common knowledge that schools and families collaborate for the benefit of learners both academically and emotionally, while considering the individual make-up and circumstances of each family.

The high scores on most of the measures, like valuing feedback, providing guidance, and demonstrating support in times of academic difficulty, suggest that parents and teachers are working together to support the emotional and developmental needs of the students. This is especially important during times of difficulties, when the home and school are complementary systems of care. It requires strength, communication, and the capacity to recover or flourish during such difficulties. In this context, the high observation scores suggest that schools not only see these dynamics but also help to maintain them through activity and discussion that honors and responds to multiple family realities.

However, celebrating Family Day is understood as Substantially Observed for several reasons. Schools may have limited budgets, making it difficult to allocate resources for programs and it also because of the No Collection Policy was being observed. Insufficient time or manpower for planning and organizing the event may also lead to its cancellation. Furthermore, some parents are not actively involved because they work or reside far away, and the majority of children are left in the care of family members.

Despite this, the overall school-home relationship demonstrates a solid foundation for supporting family resilience in practice. The statistics finally reveal that both groups value the significance of building strong family systems through respect for each other, collaboration, and ongoing communication, each of which enable students to learn, adapt, and flourish. According to Dybowska (2024), attentive, caring and supporting adults, whether it may be parents or teachers, must be sensitive and vigilant enough to prevent difficult times from becoming chronic problem that may affect students' learning and resilience.

Table 4

Perception of the Respondents on Teacher-Parent Partnership as to Emotional Complexity.

	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Teachers and parents show their love and care to the students by supporting academic activities.	4.86	0.41	*HO*	4.73	0.45	*HO*
2. Teachers and parents praise the students after submitting their accomplished schoolwork.	4.68	0.55	*HO*	4.79	0.41	*HO*
3. The teachers and parents are sufficiently knowledgeable about handling the emotional needs of the students.	4.58	0.64	*HO*	4.56	0.54	*HO*
4. Teachers are sensitive to the emotional needs of students and their families.	4.58	0.64	*HO*	4.77	0.43	*HO*
5. Parents feel comfortable discussing emotional issues with teachers.	4.54	0.61	*HO*	4.33	0.62	*SO*
Overall	**4.65**	**0.46**	***HO***	**4.63**	**0.36**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

Table 4 presents the parents' and teachers' perceptions of their partnership with regard to their emotional complexity. Both parents and teachers strongly agree that their partnership plays an important role in providing emotional and moral support to pupils, except when it comes to parents discussing emotional issues with teachers.

The data shows both parents and teachers regularly participate in and support students' academic activities, such as assisting with homework, attending school events, and promoting academic progress, showing their care and concern for the pupils. Positive reinforcement is often used. Teachers and parents understand the value of recognizing kids' efforts, which boosts self-esteem and motivation.

Having a guidance counselor in school provides vital insight into pupils' mental well-being. Counselors, teachers, parents, and peers provide appropriate responses through active listening and emotional support practices. As explained by Kurniawan, et al. (2021), an ideal guidance counselor-teacher is one that can comprehend and empathize learners in the new era. Counselors must have an ability to understand himself or herself while also viewing the relative pros or cons of others' point of view.

In contrast, among the teacher-respondents, the discussion regarding parents' comfort in expressing emotional difficulties with teachers is described as Substantially Observed because parents' emotional issues toward their children can be deeply personal.

It also interpreted that the respondents perceived showing love and care for the learners by means such as properly handling the children's emotional needs, giving appropriate praise for the students after successfully doing their school work and other activities, and being emotionally sensitive with the children inside and outside the school. The ability to understand one's feelings (emotional understanding) is a component and a crucial ingredient of emotional intelligence. Understanding feelings is seen to be at the core of the child's social and emotional life and parents and schools have an important role here (Chaidi & Drigas, 2022).

Table 5

Perception of the Respondents on Teacher-Parent Partnership as to Fostering Learning Environment.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The school has a quiet and safe atmosphere.	4.74	0.49	*HO*	4.67	0.51	*HO*
2. The school provides learning materials that students can utilize.	4.56	0.68	*HO*	4.6	0.57	*HO*
3. The classroom is well-ventilated.	4.62	0.60	*HO*	4.6	0.57	*HO*
4. The classroom is spacious for students to engage in different learning activities.	4.66	0.59	*HO*	4.46	0.61	*HO*
5. Parents regularly monitor their child's after-school assignments.	4.56	0.58	*HO*	4.04	0.86	*SO*
Overall	**4.63**	**0.51**	***HO***	**4.47**	**0.47**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

Table 5 shows the parents' and teachers' perceptions of their partnership with regard to fostering a learning environment for the learners. All indicators were interpreted as Highly Observed by both parents and teachers, except monitoring the child's after-school assignments, which was Substantially Observed among the teacher-respondents.

Parents and teachers work together to maintain order in the school. Some parents donate electric fans to help reduce the heat inside the classrooms. The school has a quiet and safe atmosphere since it is a small school with a low population. The teachers provide learning materials like modules, books, and others to support the students' learning.

Among the teacher-respondents, monitoring a child's after-school assignments was interpreted as Substantially Observed, as there are instances when students fail to submit their assignments.

In summary, both parents and teachers highly agree that the school, especially the classroom, as well as the learning materials used by the learners, are in good working condition. This shows that parents and teachers are doing all possible ways to ensure that the learners will have a conducive learning environment. Also, according to Shaheen, et al. (2020), as much as this have been viewed primarily for younger learners, even learners at the university level were viewed by their parents and teachers to have a conducive learning environment at the physical and psychological domains. Teachers and parents must make sure to address and respect students' potentials and point of view and use these as an advantage to maximize school resources and facilities.

DepEd Order No. 47, S. 2016 highlights the importance of having a friendly, respectful, supportive, nurturing, and secure learning environment to promote students' overall growth and development.

Table 6

Stakeholders Participation as to Community Resources.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. Stakeholders like Brgy. Officials, Sangguniang Kabataan give support for school activities such as Gulayan sa Paaralan and Oplan Balik-Eskwela.	4.42	0.76	*SO*	4.48	0.61	*SO*
2. Local businesses and organizations donate learning resources or services to the school (books, lectures).	4.40	0.76	*SO*	4.23	0.83	*SO*
3. The community provides a tutoring center or mini-library to support student learning.	4.26	0.80	*SO*	3.69	0.92	*SO*
4. The community offers mental health support services to students.	4.38	0.78	*SO*	3.81	1.01	*SO*
5. Students have access to public places like community centers and covered courts where they can study or do-school related activities.	4.66	0.59	*HO*	4.19	0.86	*SO*
Overall	**4.42**	**0.63**	***SO***	**4.08**	**0.67**	***SO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO)

Table 6 demonstrates parents' and teachers' understanding about stakeholders' role in accessing supportive community resources that contribute to students' learning. Both rated stakeholders' contribution with Substantially Observed rating with indications of moderate visibility and existence of systems of support from community.

Parents were more likely to perceive increased provision of support, particularly in utilization of public facilities such as covered courts and community centers, the only indicator which falls under the category of Highly Observed (M = 4.66). This is not to mention that parents are able to observe or organize children to utilize such facilities to perform homework or out-of-school learning. Teachers rated more sparingly, possibly from first-hand information about how consistently such resources are incorporated into official school curricula.

Although both groups recognized the role of barangay executives and local businesses in funding efforts such as Gulayan sa Paaralan and learning material donations, reciprocal recognition was made that other community facilities, such as mental health clinics or tutorial rooms, continue to be unavailable or underutilized. Such a gap may reflect logistical or structural issues with rendering such facilities regularly available and functionally integrated with classroom instruction.

These findings suggest a partial but considerable community stakeholder engagement in facilitating learning. Strengthening partnerships, especially in extracurricular tutoring and psychosocial care, may further complement the school support system and improve student performance. Based on the study of Low & Kok (2020), it was revealed that partnership between different stakeholders encourages shared responsibility to develop a holistic learner. Multi-level partnership support is deemed to be important in addressing mental health and other concerns of the learners inside the school.

Table 7

Stakeholders Participation as to Social Policies.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The school and community implement policies related to academic support services (e.g., tutoring, mentoring) to assist students' learning process.	4.38	0.73	*SO*	4.38	0.66	*SO*
2. The school strictly implements the class size for having a better conducive learning.	4.62	0.57	*HO*	4.62	0.57	*HO*
3. Teachers and parents are working together in monitoring the class attendance of their children.	4.68	0.59	*HO*	4.5	0.61	*HO*
4. Stakeholders participate in the formulation and review of school policies.	4.44	0.68	*SO*	4.42	1.54	*SO*
5. Social policies addressing student welfare are actively promoted and supported by stakeholders.	4.50	0.61	*HO*	4.58	0.54	*HO*
Overall	**4.52**	**0.54**	***HO***	**4.5**	**0.43**	***HO***

Legend: 4.50 – 5:00 Highly Observed (HO), 3.5 – 4.49 Substantially Observed (SO), 2.50 – 3.49 Moderately Observed (MO), 1.5 – 2.49 Slightly Observed (SLO), 1.0 – 1.49 (Not Observed (NO

The results presented in the table are the data about the perceptions of parents and teachers on stakeholder participation particularly on implementing social policies. The stakeholders' participation includes the implementation of policies, class size, monitoring of class attendance, formulation and review of school policies, and addressing student welfare.

Both parents and teachers evaluated all indicators as Highly Observed by respondents. This demonstrates that stakeholder participation in social policies is quite visible. Small schools in the Fule Almeda District are more likely to have imposed class size limitations because they have fewer students and a smaller population. Stakeholders can efficiently monitor student attendance since parents accompany their children to and from school. Similarly, teachers keep monitoring their students' attendance. If students are consistently absent, teachers perform home visits. The purpose of these visits is to get direct information from the family regarding any environmental, health, or personal difficulties of the student may be dealing with.

Meanwhile, when it comes to implementing policies that provide academic support services (such as tutoring and mentoring) to help students learn, as well as stakeholder involvement in the development and evaluation of school policies, both parents and teachers interpreted these actions as Substantially Observed.

Overall, research indicates a strong belief that schools and community stakeholders are collaborating to improve students' well-being through social policy, with the potential to extend collaboration to develop and evaluate programs that address learners' academic and developmental needs. This was also emphasized by Yaro, et al. (2017) that stakeholders must be highly relevant and visible to properly implement social policies in schools. Parents, teachers and other stakeholders play a crucial role in the effective implementation, specifically on total commitment and support to the school system in one form or another.

Table 8

Descriptives of the Respondents' Perception on Students' Learning Performance as to Learning Outcome.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners complete their homework and school work or activities on time.	4.54	0.65	*E*	4.1	0.60	*VG*
2. The learners show confidence in their ability to complete challenging tasks.	4.58	0.58	*E*	4.15	0.57	*VG*

3. The learners are motivated to learn even when encountering challenging lessons.	4.69	0.51	*E*	4.27	0.56	*VG*
4. The learners exhibit a positive attitude toward learning and schoolwork.	4.58	0.61	*E*	4.37	.0.56	*VG*
5. The learners show a willingness to try new learning strategies to improve their performance.	4.62	0.60	*E*	4.5	0.51	*E*
6. The learners work well both independently and as a part of a group.	4.64	0.56	*E*	4.38	0.57	*VG*
7. The learners initiate to ask questions or seek help when they don't understand the lesson.	4.60	0.61	*E*	4.48	0.54	*VG*
8. The learners demonstrate mastery of the subject matter.	4.52	0.58	*E*	4.19	0.56	*VG*
9. The learners achieve the learning objectives set by the curriculum.	4.58	0.58	*E*	4.31	0.54	*VG*
10. The learners are able to apply what they have learned in everyday life.	4.62	0.53	*E*	4.29	0.54	*VG*
Overall	**4.60**	**0.49**	***E***	**4.3**	**0.44**	***VG***

Legend: 4.50 – 5:00 Excellent (E), 3.5 – 4.49 Very Good (VG), 2.50 – 3.49 Good (G), 1.5 – 2.49 Fair (F), 1.0 – 1.49 Poor (P)

Table 8 indicates that parents graded students' learning achievements higher as Excellent, while the teachers graded it as Very Good. This indicates that both groups perceive students performing well but are more optimistic about the academic performance of children.

Parents observed that students complete assignments on time, express confidence regarding the capacity to solve problems, and apply learning to real life. Since parents observe such behaviors closely at home—such as homework completion, practice on their own, and problem solving relevant to the home—they are more likely to associate these behaviors with school performance. Additionally, their choices are also likely to be report card comment- and grade-based, which can be indicative of a more general and positive impression of their child's performance.

Teachers, while all the while assessing learning gains through formal observation and performance-based evaluations like quizzes, activities, and classroom behavior, likewise registered positive learner behaviors but with slightly lower ratings. This is because of the realities they face in the daily classroom—like differences in student engagement, occasional difficulty with mastery, and unevenness in task accomplishment. These measures provide a more specific picture of academic achievement based on direct, continuous academic monitoring.

The perceptive difference may lie in the context and standards of each group: parents think and see relationally and globally about performance, while teachers apply formal and academic standards. Both groups, however, have been found to highly regard students' motivation, progress, and resilience in learning. The variation of perception, although both leading positive, can also be seen in the work of Klyachko, et al. (2019) where parents perceive and expect the children's learning performance more than the teachers. Teachers' lower perception is, however, perhaps attributed to some of the possible reasons like low involvement of parents in the school, socioeconomic disadvantage, health, and student behavioral problems.

Table 9

Descriptives of the Respondents' Perception on Students' Learning Performance as to Participation.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners actively participate in class discussions and activities.	4.56	0.58	*HP*	4.44	0.61	*P*
2. The learners engage in group projects and collaborative learning activities.	4.60	0.57	*HP*	4.40	0.60	*P*
3. The learners demonstrate enthusiasm and eagerness to learn.	4.66	0.56	*HP*	4.44	0.57	*P*
4. The learners are able to complete schoolwork on time.	4.52	0.61	*HP*	4.23	.0.55	*P*
5. The learners engage actively in school activities such as Intramurals, Book Week etc.	4.68	0.51	*HP*	4.40	0.57	*P*

6. The learners contribute ideas and opinions during group projects.	4.52	0.65	*HP*	4.15	0.57	*P*
7. The learners take the initiative to participate in additional learning activities (e.g., role-playing scenarios, group discussion).	4.60	0.57	*HP*	4.44	0.57	*P*
8. The learners ask questions to adults to clarify instructions or concepts of the lesson.	4.64	0.53	*HP*	4.37	0.53	*P*
9. The learners regularly attend extracurricular activities such as sports, clubs, etc.	4.56	0.58	*HP*	4.27	0.60	*P*
10. The learners perform better on assignments and tests when they are engaged in class activities.	4.58	0.58	*HP*	4.38	0.57	*P*
Overall	**4.59**	**0.48**	***HP***	**4.35**	**0.47**	***P***

Legend: 4.50 – 5:00 Highly Participative (HP), 3.5 – 4.49 Participative (P), 2.50 – 3.49 Moderately Participative (MP), 1.5 – 2.49 Slightly Participative (SP), 1.0 – 1.49 Non-Participative (NP)

Table 9 also shows a wide difference in parent and teacher ratings of student participation in school activities. Students were rated Highly Participative (M = 4.59) by parents, while they were rated Participative (M = 4.35) by teachers. This difference shows that parents see more participation from their children in the academic and non-academic settings than teachers see in the classroom setting.

Parents likely base their impression on what they can see at home—such as preparing for school activities, collaborating on group projects with classmates, or being excited about participating in activities such as Book Week or Intramurals. What they see at home could be a sign of the child's participation and interest, which parents interpret as active participation.

Teachers, however, interact with students in formal, performance-based environments in which involvement is often assessed through recitations, class workgroup assignments, and daily attendance. In this context, teachers are likely to have varying levels of commitment among students, which leads to a more tempered assessment. For example, while students are likely to attend school events or submit assignments, others are likely to remain passive in class discussions or must be asked to participate in group activities.

The rating difference would indicate the difference in standards of judgment and observation settings. Parents are observing through indicators of behavior and effort exerted outside the classroom, while teachers are more dependent on objective, systematic measures within instructional time. According to Padhi & Joshi (2019), parents' subjective perception stems on the relational and emotional link between parents and learners while teachers strive for a more structured, and objective lens so that all learners will be treated and observed equally. As parents mostly have limited access to observe formal classroom activities, they more tend to rely what they see at home.

Table 10

Descriptives of the Respondents' Perception on Students' Learning Performance as to Attitude.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners exhibit a positive attitude towards learning and challenges.	4.56	0.54	*VP*	4.40	0.53	*P*
2. The learners demonstrate perseverance and resilience in overcoming academic difficulties.	4.68	0.51	*VP*	4.3	0.55	*P*
3. The learners value and appreciate everything they learn in school.	4.68	0.51	*VP*	4.31	0.58	*P*
4. The learners influence their peers through positive conduct.	4.56	0.58	*VP*	4.35	.0.59	*P*
5. The learners show enthusiasm and interest in learning new topics.	4.60	0.54	*VP*	4.35	0.54	*P*
6. The learners show responsibility and initiative in completing their tasks on time.	4.58	0.54	*VP*	4.17	0.56	*P*

7. The learners maintain focus and attention during lessons or study time.	4.70	0.51	*VP*	4.48	0.56	*P*
8. The learners manage their time for study and play.	4.60	0.54	*VP*	4.23	0.55	*P*
9. The learners respect teachers, parents, and classmates in the learning environment.	4.68	0.55	*VP*	4.34	0.58	*P*
10. The learners stay organized of their school materials and tasks.	4.58	0.58	*VP*	4.38	0.55	*P*
Overall	**4.62**	**0.46**	***VP***	**4.34**	**0.47**	***P***

Legend: 4.50 – 5:00 Very Positive (VP), 3.5 – 4.49 Positive (P), 2.50 – 3.49 Neutral (N), 1.5 – 2.49 Negative (NN), 1.0 – 1.49 Very Negative (VN)

Table 10 presents the perceptions of parents and teachers regarding students' attitudes toward learning. Parents rated students as having a Very Positive attitude, while teachers rated it slightly lower at Positive. This indicates that while both groups agree that learners generally exhibit favorable attitudes, parents tend to view their children's disposition more positively than teachers do.

From the parents' perspective, learners show perseverance, enthusiasm, responsibility, and self-discipline. These are observed through behaviors at home, such as managing study time, completing tasks independently, or expressing excitement about schoolwork. Parents may associate these actions with maturity and motivation, and since their interactions with children typically occur outside high-pressure academic settings, they see learners at their most relaxed and confident.

In contrast, teachers assess student attitude within structured academic environments where learners face challenges such as time pressure, collaboration with peers, or difficult subjects. Teachers witness a broader range of behaviors—such as loss of focus, hesitation, or emotional frustration during lessons—that may temper their overall rating. For example, a student who appears enthusiastic at home might show signs of anxiety or disengagement in class, especially during complex tasks or group activities.

The slightly different ratings stem from this contrast in observational contexts: parents interact with learners in a nurturing, less demanding environment, while teachers evaluate behavior in academic settings where pressure and performance are higher. According to Al-Khawlani (2018), learners naturally react differently based on the status of their learning environment. Academic pressure, familiarity with the environment and peer dynamics were also seen to be possible factors why there is a slight difference in views among respondents.

Table 11

Perception of the Respondents on Self-Efficacy as to Mastery Experience.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners take the initiative to lead group projects or discussions.	4.50	0.65	*VHME*	4.23	0.51	*HME*
2. The learners get a high score in tests.	4.46	0.65	*HME*	4.08	0.62	*HME*
3. The learners applied what they had learned from the previous lesson.	4.55	0.68	*VHME*	4.13	0.60	*HME*
4. The learners are confident in their ability to successfully manage school activities.	4.56	0.58	*VHME*	4.27	0.66	*HME*
5. The learners accomplished the tasks within the allotted time.	4.60	0.61	*VHME*	4.15	0.67	*HME*
6. The learners feel proud of their achievements in school.	4.64	0.56	*VHME*	4.4	0.63	*HME*
7. The learners share their ideas and thoughts to their fellow students about the homework.	4.54	0.58	*VHME*	4.23	0.65	*HME*
Overall	**4.53**	**0.52**	***VHME***	**4.21**	**0.51**	***HME***

Legend: 4.50 – 5:00 Very High Mastery Experience (VHME), 3.5 – 4.49 High Mastery Experience (HME), 2.50 – 3.49 Moderate Mastery Experience (MME), 1.5 – 2.49 Low Mastery Experience (L)ME, 1.0 – 1.49 Very Low Mastery Experience (VLME)

Table 11 shows the parents' and teachers' perception of students' self-efficacy, specifically on their mastery experience. Both parents and teachers perceive that learners show a good level of self-efficacy in terms of mastery experience.

Parents perceived the learners' self-efficacy as Very High, indicating that they are confident, responsible, capable of handling academic demands, and initiating group projects. However, when it comes to test scores, it interpreted as High. This is most likely because teachers send test papers home for parents to sign, allowing them to see their child's actual scores and use them to more realistically assess their child's performance. By doing so, parents was able to see their child's performance progress clearly and accurately as a result.

Furthermore, parents are able to provide more specific support at home, addressing areas where their child might be struggling, based on the feedback from the test scores. This approach not only enhances transparency between the school and home but also fosters a more informed and collaborative relationship, where both parents and teachers are working together.

Teachers perceive the indicators of students' self-efficacy in terms of mastery experience as "High." When we look closely, there is a considerable discrepancy between the perspectives of parents and teachers. Teachers viewed students differently because they had more direct and consistent exposure to their academic capabilities.

It is found out that teachers have some sense of agreement that the learners have shown mastery experiences in learning. However, it should be noted that the teachers have a slightly lower perception than the parents. This still shows that learners possess the initiative and confidence to handle learning activities given to them and finish them on time through various assessments such as performance tasks, written outputs, and so on. Teachers also have access to students' exam results, whether high or low, which helps them identify the areas where students need more focus or support.

Learners can use their prior learning experiences to understand new lessons. Learners are also confident to share what they know in their peers as they possess mastery of the lesson. As revealed by Habash (2018), a student-centered pedagogy grounded in knowledge creation by reflection, sharing, and interaction can increase innovation and creativity among students. Such pedagogy is grounded in the knowledge creation model of "acquire-reflect-share-apply" to increase innovation and creativity among students.

Table 12

Perception of the Respondents on Self-Efficacy as to Vicarious Experience.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners develop their skills after observing their classmates on how to approach problem-solving.	4.46	0.65	*H*	4.19	0.63	*H*
2. The learners feel more confident in completing homework after seeing their peers effectively manage the tasks given by their teachers.	4.56	0.54	*VH*	4.31	0.58	*H*
3. The learners are motivated to improve their academic performance after learning about the successes of their classmates.	4.58	0.54	*VH*	4.29	0.57	*H*
4. The learners strengthened their ability to complete the activities because of positive role models like teachers, parents, and classmates.	4.58	0.54	*VH*	4.33	0.55	*H*
5. The learners incorporate strategies used by their other classmates into their own ability.	4.42	0.67	*H*	4.31	0.54	*H*
6. The learners become more involved in classroom discussions and activities after observing the active participation of their classmates.	4.54	0.58	*VH*	4.38	0.57	*H*
7. The learners show improvement in academic performance by observing the learning efforts and successes of their peers.	4.60	0.57	*VH*	4.23	0.55	*H*
Overall	**4.53**	**0.53**	***VH***	**4.29**	**0.50**	***H***

Legend: 4.50 – 5:00 Very High (VH), 3.5 – 4.49 High (H), 2.50 – 3.49 Moderate (M), 1.5 – 2.49 Low (L), 1.0 – 1.49 Very Low (VL)

Table 12 shows the respondents' perceptions of students' self-efficacy in vicarious experience. Parents scored Very High, whereas teachers scored High. Here, there is general agreement between the two groups that learners gain confidence through observing others, but parents have a slightly more optimistic perception of how this learning process is achieved.

Parents see their children emulate peers, siblings, or role models in daily behaviors—like employing problem-solving strategies learned from classmates, taking pride on teamwork, or improving study habits upon seeing others' achievements. These are primarily done at home, in casual conversations or homework sharing, where students openly discuss whom they look up to and what they are emulating.

Teachers, who are themselves cognizant of this process, witness it in institutional settings. Vicarious learning in the classroom is witnessed as students replicate participation, group work, and taking intellectual risks after observing it in others. Teachers may witness this phenomenon, however, as less consistent or more dynamic depending on classroom dynamics and class friendships, and hence the slightly lower ratings.

The perceptual difference is one of context of observation and depth. Parents learn directly within the home, where students are emotionally available and expressive, of the inspirations and aspirations of the child. Teachers, however, measure vicarious learning from observable behavior in the context of instruction, where students are not necessarily externalizing their internal influences and motivators. In routine school life, vicarious experience is encouraged because students observe other students performing tasks, being complimented, or employing effective learning techniques. As per Legg (2023), vicarious learning has become more prominent way of how peers learn in school, especially when students cannot exercise enactive learning due to restrictions brought about by the previous COVID-19 pandemic. This generates a feeling of "If they can do it, I can too," which is an ego boost. Both views have this dynamic process in their favor, but parents observe its emotional aspect, while teachers observe its behavioral expression.

Table 13

Perception of the Respondents on Self-Efficacy as to Social Persuasion.

Indicators	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners enhance their academic performance due to the positive feedback they receive from teachers, parents, or classmates.	4.62	0.53	*VH*	4.4	0.53	*H*
2. The learners receive additional points from teachers if they submit their projects on time.	4.56	0.54	*VH*	4.44	0.54	*H*
3. Parents/guardians give rewards to their child after getting a high grade.	4.48	0.68	*H*	4.25	0.59	*H*
4. The learners demonstrate improved learning outcomes after receiving encouragement from classmates during group work.	4.60	0.57	*VH*	4.35	0.56	*H*
5. The learners are acknowledged for their accomplishments in extracurricular activities beyond the school setting (e.g., contests, sports).	4.64	0.53	*VH*	4.48	0.51	*H*
6. The learners complete their assignments because of ongoing support and encouragement from teachers and parents.	4.64	0.56	*H*	4.31	0.61	*H*
7. Learners feel more confident when they receive proper guidance in their studies.	4.72	0.54	*VH*	4.42	0.54	*H*
Overall	**4.61**	**0.49**	***VH***	**4.38**	**0.47**	***H***

Legend: 4.50 – 5:00 Very High (VH), 3.5 – 4.49 High (H), 2.50 – 3.49 Moderate (M), 1.5 – 2.49 Low (L), 1.0 – 1.49 Very Low (VL)

Table 13 presents students' self-efficacy perceived by parents and teachers in social persuasion. Parents' general mean was rated Very High, while the teachers rated it as High. This shows that both perceive the positive influence of praise and appreciation on students' motivation, albeit marginally higher by parents' perception.

Parents perceive themselves as significant sources of emotional and motivational encouragement, and they are likely to provide praise, rewards, and encouragement for academic success. Therefore, they perceive students' confidence as a reflection of persistent reinforcement at their homes. They are also directly observing students, noticing how students respond positively when praised for effort, both academic success and extracurricular activities, upon which their Very High perception is built.

Teachers, while as much as others they acknowledge the worth of praise, work in a different context. Their praise is awarded to numerous students, and it is not always individualized or regular because of classroom administration. Therefore, students might not overtly react to verbal reinforcement at school like they might at home. Furthermore, some students might not necessarily internalize praise at school to the same emotional worth that they might receive from a parent or guardian, so teachers must rate the impact of social persuasion as High and not Very High.

The Very High/High distinction in this case is a result of differences in intensity and salience of influence. Parents observe strong, personalized support provoking high levels of emotional support in students, whereas teachers observe generalized reactions in formal learning settings. The minimal

difference does not indicate disagreement but shows how social persuasion is perceived differently by the function of the setting and the encourager-student relationship.

Praise, guidance, and recognition instill confidence in students. Parents tend to freely express their higher appreciation to their child alone through praise and recognition because they are not tied by the objectivity and fairness that teachers should always uphold for all the students (Hadiyanto, 2023).

Table 14

Perception of the Respondents on Self-Efficacy as to Physiological Feedback

	Parents			Teachers		
	Mean	SD	VI	Mean	SD	VI
1. The learners seem calm and relaxed during tests or quizzes.	4.58	0.64	*VH*	4.29	0.64	*H*
2. The learners feel satisfied when he/she completes tasks correctly and on time.	4.74	0.49	*VH*	4.48	0.54	*H*
3. The learners express confidence in their ability to complete assignments or projects.	4.74	0.49	*VH*	4.46	0.50	*H*
4. The learners display visible signs of excitement (e.g., smiling, expressive gestures) when talking about their achievements.	4.68	0.55	*VH*	4.54	0.50	*VH*
5. The learners show signs of tension during presentations or public speaking activities.	4.52	0.65	*VH*	4.27	0.56	*H*
6. The learners tend to become quiet when faced with difficult subjects or tasks.	4.50	0.58	*VH*	4.37	0.53	*H*
7. The learners show physical readiness (e.g., posture, eye contact) when being asked about their assignments or tasks.	4.68	0.51	*VH*	4.31	0.54	*H*
Overall	**4.63**	**0.46**	***VH***	**4.39**	**0.44**	***H***

Legend: 4.50 – 5:00 Very High (VH), 3.5 – 4.49 High (H), 2.50 – 3.49 Moderate (M), 1.5 – 2.49 Low (L), 1.0 – 1.49 Very Low (VL)

Table 14 indicates parents' and teachers' beliefs regarding students' self-efficacy in physiological feedback, that is, students' knowledge and management of their physical and emotional states in school situations. Parents assigned this dimension a Very High rating, and teachers assigned it a High rating, with moderate difference in perception.

The Very High rating by parents indicates that they observe frequently in their children those signs of emotional calmness, motivation, and physical preparedness—like staying calm while completing homework, happiness when the assignment is complete, or outward manifestations of excitement while talking about school accomplishment. These are more visible at home, where the learning atmosphere is comfortable, tension is reduced, and students are less guarded in expressing feelings.

Conversely, teachers evaluated physiological feedback somewhat lower, based on their observation of students in structured classroom environments, where academic pressure and social interactions affect student behavior. Teachers witnessed flashes of interest and confidence on the part of students, but they notice more readily traces of stress—like restlessness during oral speech, hesitation in responding to questions, or avoidance in challenging areas. Such classroom realities justify their middle-of-the-road assessment.

The rating gap is a result of the circumstances under which the behaviors are monitored. Students are being seen by parents within emotionally secure, low-stress situations in which positive physiological responses can be more observable and less dampened. Teachers see students within assessment circumstances, in which emotional and physiological reactions are dampened or obscured due to stress to perform. According to Hafeez (2023), one of the greatest problem students faced in a face-to-face class is anxiety stemming from fear of failure of being wrong, difficulty with the assessments and excessive pressure from the teachers and peers. This negatively impacts students' overall learning performance and productivity, leading to a slightly lower perception among teachers regarding learners' physiological feedback during classroom activities.

Table 15

Correlational Test Between Parents and Teachers' Perceived Ecological System to the Perceived Learning Performance of Students.

Domain of Ecological System		Learning Performance of Students					
		Learning Outcome		*Participation*		*Attitude*	
		Parents	Teachers	Parents	Teachers	Parents	Teachers
Teacher-Parent Partnership	*Communication*	0.658 ***	0.032	0.71 ***	0.082	0.547 ***	0.075
	Collaborative Practices	0.715 ***	0.358 **	0.73 ***	0.464 ***	0.601 ***	0.474 ***
	Family Resilience	0.717 ***	0.297 *	0.659 ***	0.267	0.645 ***	0.245
	Emotional Complexity	0.685 ***	0.498 ***	0.653 ***	0.469 ***	0.658 ***	0.453 ***
	Fostering Learning Environment	0.621 ***	0.364 **	0.635 ***	0.374 **	0.67 ***	0.453 ***
Stakeholder Participation	*Community Resources*	0.626 ***	0.283 *	0.619 ***	0.246	0.614 ***	0.351 *
	Social Policies	0.759 ***	0.492 ***	0.755 ***	0.4 **	0.736 ***	0.457 ***

Note. * p < .05, ** p < .01, *** p < .001 *Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association*

Table 15 shows the relationship between parents' and teachers' perception on the learners' ecological system to the learning performance of the students.

In parent-respondents, the r-value obtained across all correlations tested was found from .547 and .759, which shows moderate to strong positive association among variables. And with the p-value obtained were all less than the level of significance set at 0.05, which shows that there is a significant relationship that exists between the parents' general perception of the ecological system and the learning performance of the students. This result shows that parents who observe a high ecological system experienced by their children also generally view the learners' performance in school as high, and vice versa.

On the other hand, in teacher-respondents, the r-value obtained across all correlations tested ranges from 0.032 to 0.498, which shows a very weak to moderate correlation only. Because of the low correlation strength observed, some of the test results appear to be not significantly related at all as not all of them obtained a p-value less than the level of significance set at 0.05.

For the Teacher-Parent Partnership, as parents are more involved and collaborative with their children's teachers with regards to their overall well-being, the more the parents appreciate and understand the current state of their children, their needs and their learning progress compared to before.

As parents are aware of these, they can support teachers to enhance the learning experience of their children. And with this level of involvement, the parents can better gauge the learning performance of the students in all three aspects.As revealed also by Roebianto anf Dian Rahdiani (2021), even though most of the parents are away with their work which limits their involvement and collaboration with teachers, parents have a direct relationship to improve the learning quality of the students. As for the Stakeholder Participation, as the community and other stakeholders get involved with the learners' needs through supplying additional learning resources and social policies and activities, this ensures that the primary scaffolding provided by teachers and parents is further strengthened. This gives way to a fairer and more accessible learning setups with the students which in turn will boost their overall learning performance. According to Alam (2015), community factors such as financial position, environment, support, unity and child care have direct association to learner's improvement.

In teacher-respondents, under Communication, all three sub-variables under learning performance of students were deemed to not be significantly related to the perception of communication. This means that for teachers, there is no perceived connection to communication between parents and teachers to their children's learning performance at school. This result may be attributed to the way parents and teachers' mode of communication nowadays. As for the meta-analysis study made by Jeynes (2024), it was found out that parent-teacher communication using communicative technologies like online messaging and group chats do not have a significant effect on student academic achievement past the elementary school level.

For Collaborative Practices, all of the three sub-variables for the learning performance of students are found to have a significant relationship to the perceived collaborative practices of teachers and parents. This shows that teachers believe that exercising collaboration and coordination with the

learners' parents is vital to ensure students can focus on their classes and improve their cognitive, affective, and psychomotor skills. This result is also reflected in the case study made by Makgopa and Mokhele (2013) on 2 South African schools. The authors stated that parents could be of great help because there are some aspects of the child that the parents are the only ones who can influence, especially when at home. Parents are advised to properly guide the students when they have difficulties or incorrect answers while doing their homework. Also, learner encouragement can be done not only when there is a problem with the children in school but also when learners are performing well in class.

As for Family Resilience, only the learning outcome was found to have a significant relationship with the Learning Outcome attainment of the respondents. This shows that as teachers and parents partner on advocating family values and resilience inside and outside the classroom, the students are observed to achieve their learning outcomes despite possible difficulties along the way. This result is also reflected from the results of the study conducted by Nabilah et al. (2024) wherein family resilience together with students' self regulation has a positive influence on the learners' attainment of learning outcomes in their Mathematics class.

On Emotional Complexity, there is a significant relationship with it to the 3 components of Learning Performance of students. This result shows that as teachers are becoming an emotional support system for both parents and teachers, the learners are observed to increase their learning performance in all 3 aspects. These results can be seen from the study of Malecki and Demaray (2003) where they emphasized that students receiving emotional guidance and support is a significant predictor of overall academic competence as well as the development of their social skills.

For the Fostering Learning Environment, there is also a significant relationship found with the sub-variable learning outcome, participation and attitude of the learners. This shows the practical essence of preparing a good learning environment for the learners as the teachers perceived that students can perform better in class if the classroom facilities and climate is well maintained and monitored. According to Hasby, Wandari and Wulandari (2023), a safe, encouraging, and learning-focused environment is vital to achieve positive learning performance. They emphasized that physical, emotional, and sociological components must be met most especially by teachers inside the classroom to elicit students' learning development.

As for community resources, the teacher's perception shows a significant relationship on learning outcome and attitude. Based on the results, teachers believe that having community resources available in school and in barangay has no direct or indirect association to student participation. This can be the result because as the community provides more learning resources and activities in conjunction to the learners' classroom setup, there will be another avenue for the class to realize and achieve their learning outcome.. For Abubakar Musa (2024), availability and proper utilization of community learning resources and facilities has a significant contribution to the learners of Social Studies in their community college. However, the study shows that even if there is an availability of those resources, there is an underutilizing problem as most teachers do not grab the opportunity to integrate in their lesson, especially those that need experiential learning.

Lastly, there is a significant relationship found between social policies and the overall learning performance of the students. This shows that as the teachers see that there are activities and policies being upheld in collaboration of the school and the community, the students are kept safe and focused in their learning process, making it possible to enhance their overall learning performance. According to Kalimaposo and Simuyaba (2014), active parent school-community committees contributed to the strong learning performance of students in Zambia as the said committee upholds its accountability function through the enactment of several social policies in support of student learning.

Table 16

Correlational Test Between Parents' and Teachers' Perceived Ecological System to the Perceived Self-Efficacy of Students.

Domain of Ecological System		Self-Efficacy							
		Mastery Experience		Vicarious Experience		Social Persuasion		Physiological Feedback	
		Parents	Teachers	Parents	Teachers	Parents	Teachers	Parents	Teachers
Teacher-Parent Partnership	*Communication*	0.624***	0.104	0.711***	0.151	0.614***	0.275 *	0.577***	0.22
	Collaborative Practices	0.684***	0.433 **	0.738***	0.373 **	0.721***	0.423 **	0.73 ***	0.418 **
	Family Resilience	0.681***	0.363 **	0.801***	0.397 **	0.71 ***	0.321 *	0.754***	0.366 **
	Emotional Complexity	0.761***	0.51 ***	0.828***	0.384 **	0.722***	0.335 *	0.76 ***	0.306 *
	Fostering Learning Environment	0.701***	0.427 ***	0.696***	0.555 ***	0.667***	0.468 ***	0.722***	0.473 ***

Stakeholder Participation	*Community Resources*	0.596***	0.462 ***	0.709***	0.389 **	0.606***	0.406 **	0.607***	0.343 *
	Social Policies	0.74 ***	0.602 ***	0.792***	0.436 **	0.773***	0.51 ***	0.764***	0.478 ***

Note. * p < .05, ** p < .01, *** p < .001 *Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association*

Table 16 shows the test of the relationship between parents' perception of the learners' ecological system to the self-efficacy of the students. The r-value obtained across all correlations tested ranges from 0.577 to 0.828, which is interpreted as moderate to very high positive correlation. And because the p value obtained for all the test results presented in this table garnered a value which is less than the level of significance set at 0.05, all the positive correlations detected are deemed as significant relationships. This shows that both teacher-parent partnership and stakeholder participation have a direct association with the overall perceived self-efficacy.

For Parent-teacher Partnership, parents generally agree that as the teacher and parents are working together in support of the learners, the students will be able to enhance their self-efficacy. Through communication and collaborative efforts by both teachers and parents, learners can achieve mastery and vicarious experience as their difficulties and needs are actually reported and catered by the teachers and their peers. Also, as parents receive emotional support and guidance from the teachers, the students will likely have a more positive learning climate in and out of the school, enabling them to be socially supported and persuaded by their parents, teachers, and peers. As discussed by Ekornes and Bele (2022), high teacher-parent collaboration is important for students to achieve self-efficacy. But this collaboration can be strained by behavioral difficulties exhibited by the learners. So, teachers are advised to have high self-efficacy in order to handle teacher-parent collaborations more smoothly.

For Stakeholder Participation, parent-respondents directly associate both community resources and social policies with the development of students' self-efficacy. This shows that as a community and other stakeholders are being involved with the learners' activities inside and outside the classroom, students have more opportunities to hone their self-efficacy. Providing supplementary resources and implementing policies and activities will give more chances for the learners to improve themselves together with their peers to achieve mastery and confidence in learning. As discussed by Yoshinaga, Takeda & Kinoshita (2014), as students participate in community activities prepared in collaboration by the school, parents, and other stakeholders, their self-efficacy increases as their motivation for community empowerment.

Table 17

Independent Samples t-Test Between Parents and Teachers' Perception on Ecological System.

Ecological System		**Group**	**Mean**	**SD**	**t-value**	**df**	**p-value**
Teacher-Parent Partnership	Communication	Parent	4.72	0.495	-0.413	100	0.681
		Teacher	4.75	0.321			
	Collaborative Practices	Parent	4.58	0.521	0.0757	100	0.94
		Teacher	4.57	0.396			
	Family Resilience	Parent	4.61	0.528	0.7296	100	0.467
		Teacher	4.54	0.37			
	Emotional Complexity	Parent	4.65	0.463	0.1628	100	0.871
		Teacher	4.63	0.362			
	Fostering Learning Environment	Parent	4.63	0.511	1.5886	100	0.115
		Teacher	4.47	0.474			
Stakeholder Participation	Community Resources	Parent	4.42	0.628	2.6615	100	0.009
		Teacher	4.08	0.672			
	Social Policies	Parent	4.52	0.543	0.2472	100	0.805
		Teacher	4.5	0.433			

Note. * p < .05, ** p < .01, *** p < .001

Table 17 illustrates the comparison between the opinions of parents and teachers on the various domains of the ecological system. Except for Community Resources, no statistically significant difference was found in any of the items, and no statistically significant differences were inferred in all of the remaining domains, like communication, collaboration, family resilience, emotional complexity, creating a learning environment, and social policies between the two groups.

This broad disparity in community resources perceptions is in conformance with the trend in Table 7, with parents positively rating the effectiveness and availability of resources such as community centers, public areas, and community stakeholder engagement more positively than teachers. This is also supported by the positive t-value, showing that parents view more positively the manner in which the community supports the learning environment. This disparity is most likely because the parents reside in the barangay—they perceive physical accessibility and use more immediately—while teachers determine utility and integration of such resources into prescribed school curricula. As contended by Anaxagorou (2007), certain teachers, particularly those in city or resource-poor schools, have a more conventional perception of community engagement owing to autonomy and sustainability concerns.

For the other ecological domains—Teacher-Parent Communication (Table 2), Collaborative Practices (Table 3), Family Resilience (Table 4), Emotional Complexity (Table 5), Fostering Learning Environment (Table 5), and Social Policies (Table 7)—no difference was observed in parents' and teachers' perceptions. This finding is an indication of the similarity in ratings observed in Tables 2 through 6, where both rated Highly Observed levels of support and interaction. The high correlation suggests strong shared values between school and home for the value placed on cooperation, open communication, emotional support, and a safe and supportive academic climate.

Lack of a significant difference in Teacher-Parent Partnership elements is in line with past studies where parents and teachers were in agreement regarding the importance of communication tools (Table 2) and interagency planning in school activities like Brigada Eskwela and feedback (Table 3). This again validates the argument that the two groups acknowledge and continuously work towards creating a supportive learning environment, in line with the argument of Afia and Malik (2024) and Imam et al. (2020) who highlighted the power of reciprocal commitment in early learning.

In addition, in Social Policies (Table 8), both samples also cite the persistent application of class size, attendance monitoring, and learner welfare activity—again with no significant difference. Shared understanding identifies the importance of community action and school governance in upholding student-focused policies, as evidenced by studies carried out by Cataraja (2022).

In summary, except in the domain of community resources, both parents and teachers share similar opinions about the quality and organization of the ecological system that involves students. Such widespread agreement in numerous domains indicates an effective school-home relationship that provides a supportive cornerstone for students' academic success and well-being.

Table 18

Independent Samples t-Test Between Parents and Teachers' Perception on Learning Performance.

Learning Performance	Group	Mean	SD	t-value	df	p-value
Learning Outcome	Parent	4.6	0.485	3.1946**	100	0.002
	Teacher	4.3	0.438			
Participation	Parent	4.59	0.475	2.5356*	100	0.013
	Teacher	4.35	0.473			
Attitude	Parent	4.62	0.463	3.0909**	100	0.003
	Teacher	4.34	0.47			

Note. * p < .05, ** p < .01, *** p < .001

Table 18 illustrates the variation between parents' and teachers' perceptions of students' performance while learning on three aspects: Learning Outcome, Participation, and Attitude. There were statistically significant differences in all three aspects—Learning Outcome (p = 0.002), Participation (p = 0.013), and Attitude (p = 0.003)—where parents rated higher than teachers on all three.

This agrees with findings listed in Tables 8 through 10, in which parents awarded students' learning achievement Excellent and Very Positive in all these standards, while teachers awarded somewhat more cautious ratings (Very Good or Positive). The implication here is not disagreement in perceptions, but evidence of variation in contexts, standards, and observation environments.

Parents assess performance by looking at observable behavior at home—such as homework, school interest, and effort on learning activities. These are typically assumed to be indicators of good academic effort and personal growth. As indicated in Table 8, parents assess effort and the ability

to apply learning to real life. Teachers, however, assess learning outcomes by looking at formal measures of performance such as tests, task completion, and classroom behavior—adjusting for their more balanced view.

The gap is even more significant in Participation (Table 9). Parents perceive learners as being very participative due to collaboration in group assignments, extracurricular activities, and assignments. Teachers, however, based on class dynamics, may see inconsistency in peer collaboration, classroom discussions, or initiative-taking in organized instruction. This is a reiteration of Niia et al.'s (2015) observation, where parents and students prioritize the social and voluntary nature of participation, while teachers prioritize technical and observable performance.

In Attitude (Table 10), parents rated students more positively, perhaps because they encounter them in emotionally secure, low-stakes settings within the home. Students are likely to be more motivated, respectful, and confident outside school, which parents interpret as a great academic attitude. Teachers can, however, observe students under classroom pressures and routines, which can reveal behaviors like distraction, hesitation, or anxiety. Amwirijaya (2023) confirms such variation, noting that students have more positive attachment to the home than school, which can shape attitudes in various settings.

These perception gaps have significant implications. They highlight the necessity of continuous, open communication between teachers and parents to align home support with classroom realities. The firm foundation already established in Tables 1 through 5—particularly in communication, cooperation, and support of each other's feelings—can be used to close these gaps in interpretation. Continuous feedback, mutual monitoring of progress, and open communication about specific student strengths and weaknesses can allow parents and teachers to build a shared, integrated perception of the learner's performance.

Furthermore, Balcar (2016) adds that soft skills such as being persistent, being responsible, and being a team player are as crucial as hard academic skills but more visible at home than school. It may be the reason why parents have higher scores: parents are verifying achievement in areas not so much emphasized in school testing but no less crucial to learning success in the long run.

In short, the perceptual variations between teachers and parents are differences in role, setting, and perspective—but not in disagreement over the potential of the learner. With more cooperation based on open communication and mutual understanding of each other's context, both parties can create more accurate and effective plans for enhancing student performance.

Table 19

Independent Samples t-Test Between Parents and Teachers' Perception on Self-Efficacy.

Self-Efficacy	Group	Mean	SD	t-value	df	p-value
Mastery Experience	Parent	4.53	0.518	3.14**	100	0.002
	Teacher	4.21	0.511			
Vicarious Experience	Parent	4.53	0.527	2.3865*	100	0.019
	Teacher	4.29	0.501			
Social Persuasion	Parent	4.61	0.484	2.4367*	100	0.017
	Teacher	4.38	0.466			
Physiological Feedback	Parent	4.63	0.461	2.7834**	100	0.006
	Teacher	4.39	0.437			

Note. * p < .05, ** p < .01, *** p < .001

Table 19 shows the difference between parent and teacher perceptions of students' self-efficacy in the four categories: Mastery Experience, Vicarious Experience, Social Persuasion, and Physiological Feedback. There existed a statistically significant difference in all four areas—Mastery Experience (p = 0.002), Vicarious Experience (p = 0.019), Social Persuasion (p = 0.017), and Physiological Feedback (p = 0.006)—where parent ratings were greater compared to teachers.

These results parallel the patterns in Tables 10 through 13, as parents rated learners' self-efficacy at Very High levels in all areas, while teachers rated them slightly lower at the High level. This consistent discrepancy is not a discrepancy of perception of contradiction, but of degree and setting of observation.

In Mastery Experience (Table 10), parents can see their children performing well at home—e.g., submitting work, leading projects, or preparing for tests. These are rewarded, and this builds the learner's confidence. Teachers, however, assess mastery based on performance rubrics, class

tests, and comparative standards. Padhi and Joshi (2019) argue that parents assess relative to growth of an individual, whereas teachers assess mastery in a cohort, therefore more balanced grading.

For Vicarious Experience (Table 11), parents were rated more favorably. Students often mention admiration of peers, siblings, or models in casual home conversations. These social comparisons produce motivation and self-efficacy, being in a "If others can do it, I can too" frame of mind. Teachers, however, may not always notice these reflective moments, and their classroom observations are restricted to peer modeling only as seen through behavior. This perception gap is reasserted by Johnson (2016), who found that students are likely to model behavior of people that they are emotionally close to—conventionally family and peers with whom they spend time outside formal settings.

In Social Persuasion (Table 12), parents perceive teachers and themselves as active encouragers. Encouragement at home—verbal praise, reward, or positive feedback—is most valued and easily observed. Teachers do praise but must divide attention among many students, something that could dilute the frequency and intensity of encouragement. Lam and Chan (2017) determined that mothers had the most influence on children's self-efficacy by constantly and individually giving them positive feedback, which is why parents rated this section higher.

Lastly, in Physiological Feedback (Table 13), parents provided students with a more positive evaluation in the way students cope with physical and emotional reactions to school activities. At home, students feel less anxious, happier, and more confident, parents generally observe non-verbal cues like smiling, body language, and openness to discussing school activities. Teachers teach in more anxiety-evoking environments, where students are subjected to public speaking, exams, and competition with others. Wei & Yin (2021) assert that while teachers may be successful in observing physiological feedback, class size problems, time limitations, and facilities prevent them from observing emotional subtlety at times.

The consistent pattern of parent ratings being higher in each of the four domains suggests that parents perceive self-efficacy through everyday action and interpersonal feedback, while teachers assess it through formal, performance-based contexts. The difference is not pathological but complementary, each perspective taps different aspects of the student's confidence and flexibility.

Specifically, the findings of Tables 1 to 5 show effective communication and coordination between teachers and parents. Such avenues can serve as a bridge to close perception gaps. For example, when teachers identify areas where students are experiencing mastery or confidence problems, such can be communicated to parents so that home help can be made more targeted. Similarly, when parents detect changes in emotional tension or motivation at home, such can be used to guide teacher reinforcement strategies at school. In short, both cohorts perceive learners as capable, self-motivated, and resilient—but with varied context. By embracing and integrating these, one can gain a more complete and responsive picture of the individual learner's self-efficacy. With the high level of teacher-parent collaboration observed throughout the study, stakeholders are better positioned to work cooperatively to drive learners on intellectual and emotional fronts.**6. Findings**

The study reveals the following findings:

1. The teachers and parents respondents perceived teacher-parent partnership as to communication, collaborative practices, family resilience, emotional complexity, and fostering learning environment as “Highly Observed”.

2. Stakeholder participation is “Highly Observed” as to social policies, while community resources as “Substantially Observed” as perceived by both teachers and parents.

3. The learning performance of students in terms of learning outcome is described as “Excellent” by parents, while teachers described as “Very Good”. Meanwhile, in the participation of the students, parents were described as “Highly Participative” and for teacher-respondents described as “Participative”. Furthermore, students' learning performance as to attitude, parent-

respondents described it as “Very Positive” while teachers described it as “Positive”.

4. The parent-respondents perceived the self-efficacy of the students in terms of mastery experience, vicarious experience, social persuasion, and physiological feedback as “Very High”, while teacher-respondents perceived it as “High”.

5. The study found a significant relationship between the domains of the ecological system and both learning performance and self-efficacy. In terms of learning performance, the study revealed that strong collaboration among teachers, parents, and community stakeholders directly contributed to improved academic outcomes for students.

6.The study found significant differences in the perceptions of parents and teachers on three key aspects: the ecological school environment, learning performance, and self-efficacy.

7. Conclusions

The hypothesis stating that there is a significant relationship between the domains of the ecological system as to learning performance and self-efficacy of the students. Thus, the null hypothesis posited in the study is not supported.

The study reveals a significant difference between the parents’ and teachers’ perceptions on the ecological school, learning performance, and self-efficacy. Thus, the null hypothesis in the study is not supported.

8. Recommendations

From the conclusion drawn, the following are the researchers' recommendations.

1. Strengthen Teacher-Parent and Stakeholder Collaboration: Teachers, parents, and other stakeholders may consider working together closely to improve learning outcomes and self-efficacy. Regular parent-teacher conferences, group workshops, and community-based projects are a few examples of the more structured communication and engagement opportunities that schools may establish. Students will gain both academically and personally from this supportive and cohesive academic ecosystem.

2. Encourage Clear Communication of Learning Outcomes: Schools are therefore advised to prioritize fostering a positive attitude toward learning, encouraging active participation, and clearly communicating learning outcomes. Teachers can foster a more motivated and engaged learning environment by establishing clear expectations and assisting students in understanding the attitudes and behaviors that lead to success. This will guarantee that students have the resources and attitude they need to be successful.

3. Develop a Holistic Approach to Increasing Student Self-Efficacy: Schools are recommended to use techniques like social persuasion, vicarious learning, mastery experiences, and physiological feedback management to help students feel more capable of achieving their goals. In order to give students opportunities to experience success, observe peers, and receive encouragement, educators and parents should collaborate. Schools may also give students the resources they need to manage stress and develop emotional resilience, as this will increase their self-assurance and determination.

4. Improve Teacher-Parent Collaboration by Filling Perception Gaps: It's critical to establish forums for candid communication between educators and parents because of the disparities in how they view the ecological school environment, student learning outcomes, and self-efficacy. It is recommended to align expectations and build a more cohesive support system for students if regular conversations about their progress, difficulties, and accomplishments are held. These perception gaps can also be closed by providing collaborative training or informational sessions on promoting student success.

5. Encourage Teachers' Ongoing Professional Development: Schools may offer teachers continual professional development to make sure they are prepared to help students achieve academically and develop self-efficacy. Enhancing teachers' abilities to build cooperative relationships with parents, assist students' emotional health, and design inclusive, stimulating learning environments that meet a range of needs can be the main goals of these programs.

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