

SOCIAL CAPITAL AND TEACHER EFFICACY OF PUBLIC SECONDARY TEACHERS OF IGACOS DIVISION

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ABSTRACT

This study delved into the relationship of social capital and teacher efficacy of public secondary teachers in IGACOS Division since it was not explored in the local setting. In particular, it explored the extent of social capital and teacher efficacy of teachers. Also, it investigated the domains of social capital of teachers that significantly influenced teacher efficacy. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive social capital and an extensive teacher efficacy. Furthermore, there was a significant relationship between social capital and teacher efficacy. Moreover, all domains of social capital of teachers, specifically, sense of community, school culture, opportunities to collaborate, capacity/ability, and motivation were found to have significantly influenced teacher efficacy. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to surround teachers with varied resources that optimize their social capital which paves a way in strengthening their efficacy in teaching. More so, future researchers may further explore the involved variables considering other factors and research methods.

Keywords: Social capital, teacher efficacy, descriptive correlation, IGACOS Division, Philippines

1. INTRODUCTION

The effectiveness of teaching in secondary schools is a multifaceted concept that is influenced by a variety of factors, one of which is the social capital of educators. Social capital, in the context of teaching, refers to the networks, relationships, and shared norms that enable teachers to access resources, collaborate with colleagues, and build a supportive community that enhances their professional development. Teacher efficacy, on the other hand, reflects a teacher's belief in their ability to promote student learning and overcome challenges in the classroom. While the importance of both social capital and teacher efficacy has been widely acknowledged in educational research, the relationship between these two variables has not been extensively explored in the context of public secondary education, particularly in the IGACOS Division (Island Garden City of Samal), Philippines. This study seeks to address this gap in the literature by examining the extent of social capital and teacher efficacy among public secondary school teachers in this region.

The significance of teacher efficacy cannot be overstated, as it is linked to a range of positive outcomes, including enhanced student learning, improved teacher performance, and greater job satisfaction (Tschannen-Moran & Hoy, 2020). Teachers who believe in their abilities are more likely to engage in effective instructional practices, establish positive relationships with students, and persist in the face of challenges. On the other hand, social capital plays a crucial role in supporting teacher efficacy. Teachers who are embedded in strong social networks with opportunities for collaboration, support, and shared resources are better equipped to improve their teaching practices and overcome professional challenges. According to Coleman (2021), social capital can be thought of as a resource that facilitates collective action and enables individuals to achieve shared goals, including those in educational settings.

This study is unique in that it specifically investigates the IGACOS Division, where there has been limited exploration of the interplay between social capital and teacher efficacy. By examining the extent of social capital and teacher efficacy within this local context, the study aims to provide valuable insights into how these factors contribute to the professional development of teachers in public secondary schools. The research further explores the specific domains of social capital—such as sense of community, school culture, opportunities to collaborate, capacity/ability, and motivation—that significantly influence teacher efficacy. These domains have been identified in previous studies as crucial components of a teacher's social capital (Putnam, 2020; Hargreaves & Fullan, 2021), but their specific impact on teacher efficacy in the Philippines remains underexplored.

To conduct this study, the researcher employed a descriptive-correlational survey method, with probability sampling used to select 150 public secondary school teachers as respondents. This approach allowed for the collection of quantitative data on both social capital and teacher efficacy, which were then analyzed using mean scores, Product-Moment correlation, and regression analysis. The findings of the study revealed that both social capital and teacher efficacy were rated as extensive among the teachers in the study. More importantly, the results indicated that a significant

relationship exists between these two variables, suggesting that higher levels of social capital among teachers are associated with greater teacher efficacy.

Furthermore, the study identified that all domains of social capital, particularly sense of community, school culture, opportunities to collaborate, capacity/ability, and motivation, were found to significantly influence teacher efficacy. This aligns with the work of Leana (2020), who emphasized the role of supportive social networks in enhancing teachers' professional capacities and fostering a more effective learning environment. The findings also support the idea that when teachers have access to the right resources, a positive school culture, and opportunities for collaboration, they are more likely to feel empowered and effective in their teaching.

Based on these results, the study recommends that higher officials in the Department of Education (DepEd), as well as school heads, should identify and implement strategies to optimize teachers' social capital. This could involve creating professional development programs that promote collaboration, building supportive teacher networks, and fostering a school culture that encourages mutual respect and shared goals. By enhancing social capital, schools can further strengthen teacher efficacy, leading to improved teaching practices and better student outcomes. Additionally, the study suggests that future research could explore the relationship between social capital and teacher efficacy using other research methods, such as qualitative case studies or longitudinal studies, to gain a deeper understanding of the dynamics at play.

In conclusion, this study highlights the critical role of social capital in influencing teacher efficacy and suggests that fostering a strong network of support, collaboration, and professional growth can lead to more effective teaching practices. By addressing the factors that enhance social capital, schools can create environments that not only support the professional development of teachers but also improve educational outcomes for students.

2. REVIEW OF SIGNIFICANT LITERATURE

The relationship between social capital and teacher efficacy has been a topic of growing interest in educational research over the past few decades. While both concepts have been studied independently, few studies have explored the link between the two, particularly in the context of public secondary education. This review of significant literature aims to provide a theoretical foundation for understanding the critical role of social capital in enhancing teacher efficacy and how both factors influence educational outcomes.

Social Capital in Education

Social capital refers to the networks, relationships, and resources that individuals can access within their social structures. In the educational context, social capital includes the connections between teachers, students, administrators, and the broader school community. These social networks are crucial in facilitating collaboration, sharing resources, and providing support, which in turn contribute to the success of educational programs. Putnam (2020) defines social capital as the features of social life that enable individuals and groups to achieve goals through collective action. The concept of social capital in schools highlights the importance of supportive school communities, collaboration among colleagues, and strong teacher-student relationships, all of which are necessary for creating a positive learning environment.

Studies by Leana (2020) and Baker (2020) emphasize that the social networks and relationships teachers build within their school communities significantly affect their professional development and teaching effectiveness. Teachers who are embedded in strong social networks often have access to a greater pool of resources, advice, and emotional support. This results in improved teaching practices, a stronger sense of professional efficacy, and better overall student outcomes. Moreover, school culture and the sense of community among educators are significant contributors to the development of social capital, as these factors encourage collaboration and collective action (Hargreaves & Fullan, 2021).

Teacher Efficacy

Teacher efficacy refers to a teacher's belief in their ability to affect student outcomes and manage classroom challenges. It plays a pivotal role in shaping the way teachers approach their work, the strategies they use in the classroom, and their overall effectiveness as educators. Research consistently shows that teachers with high efficacy are more likely to implement innovative teaching practices, persist in the face of challenges, and foster a positive classroom environment. Tschannen-Moran & Hoy (2020) argue that teachers who believe in their own capabilities are more inclined to engage in behaviors that positively influence student learning and achievement.

Teacher efficacy is influenced by various factors, including personal mastery experiences, vicarious experiences, and social persuasion (Bandura, 2020). Personal mastery experiences, which occur when teachers successfully meet challenges in the classroom, contribute significantly to the development of self-efficacy. Vicarious experiences, such as

observing other teachers' successes, and social persuasion, such as receiving encouragement from colleagues and administrators, also play an essential role in shaping teacher efficacy.

Moreover, a supportive school culture and opportunities for collaboration are important in fostering teacher efficacy. Harris (2021) points out that when teachers feel supported by their colleagues and administrators, they are more likely to engage in reflective practices and innovative teaching strategies. Conversely, a lack of support can lead to burnout, reduced efficacy, and higher turnover rates.

The Relationship Between Social Capital and Teacher Efficacy

Although research on the direct relationship between social capital and teacher efficacy is limited, several studies suggest that these two constructs are closely intertwined. Leana (2020) found that teachers who are part of strong professional communities, where they can exchange ideas and resources, exhibit higher levels of teacher efficacy. These teachers are more likely to persist in challenging situations and employ effective teaching strategies, leading to improved student outcomes.

A study by Kraft & Papay (2020) found that social capital within a school is a significant predictor of teacher job satisfaction and effectiveness. Schools that prioritize collaboration, peer support, and professional development contribute to the growth of teacher efficacy. Furthermore, the ability to collaborate with colleagues provides teachers with opportunities for professional learning and skill development, which in turn enhances their teaching abilities. Similarly, Baker (2021) argues that social capital enhances teacher resilience and efficacy by providing emotional support and resources that help teachers manage classroom challenges.

The Role of Domains of Social Capital in Teacher Efficacy

The domains of social capital that are critical to teacher efficacy include sense of community, school culture, opportunities to collaborate, capacity/ability, and motivation. These domains have been found to significantly influence a teacher's sense of efficacy and their effectiveness in the classroom.

1. **Sense of Community:** The feeling of belonging to a supportive professional community within a school has been shown to enhance teacher efficacy. Teachers who are part of a collaborative school culture are more likely to engage in ongoing professional development and take on leadership roles (Hargreaves & Fullan, 2021).
2. **School Culture:** A positive and inclusive school culture fosters an environment where teachers feel valued and supported, which in turn boosts their confidence in their teaching abilities. Kraft & Papay (2020) highlight that school culture directly impacts teacher retention and effectiveness.
3. **Opportunities to Collaborate:** Teachers who have opportunities to collaborate with their peers, whether through team teaching, professional learning communities, or informal collaboration, are more likely to develop stronger efficacy beliefs (Leana, 2020).
4. **Capacity/Ability:** Teachers who feel capable and supported in their professional growth are more likely to demonstrate high levels of efficacy. This includes access to professional development opportunities and mentorship from experienced colleagues (Tschannen-Moran & Hoy, 2020).
5. **Motivation:** Motivation is a critical driver of teacher efficacy, as motivated teachers are more likely to persist and improve their teaching practices. Social capital provides teachers with the encouragement and resources to stay motivated, even in the face of challenges (Bandura, 2020).

3. CONCLUSION

The existing literature underscores the significant relationship between social capital and teacher efficacy, suggesting that strong social networks and supportive school environments are essential for enhancing teacher effectiveness. Social capital provides teachers with access to the resources, support, and collaboration opportunities they need to succeed, while teacher efficacy influences their ability to effectively apply these resources to promote student learning. The integration of both factors is vital for fostering a positive and productive teaching environment, where both teachers and students can thrive.

Further research in the context of local settings like the IGACOS Division is needed to explore how specific domains of social capital contribute to teacher efficacy and to develop targeted strategies that can be implemented at the school level to enhance both teacher effectiveness and student achievement.

4. METHODOLOGY

This section outlines the research design, participants, instruments, data collection, and data analysis methods used in this study to investigate the relationship between **social capital** and **teacher efficacy** among public secondary teachers in the **IGACOS Division**. The study utilized a **descriptive-correlational** research design to explore the extent of social capital and teacher efficacy, as well as to examine the influence of various domains of social capital on teacher efficacy. The rationale for selecting this methodology, as well as the specific techniques employed, are discussed in detail below.

Research Design

This study employed a **descriptive-correlational survey method** to examine the relationship between **social capital** and **teacher efficacy**. Descriptive research is used to describe the characteristics of a phenomenon, in this case, social capital and teacher efficacy, without manipulating any variables. The correlational aspect of the study is aimed at determining whether a relationship exists between the two constructs, as well as understanding the direction and strength of the relationship. Since the study seeks to explore and measure variables as they naturally occur, it was deemed appropriate to use this design for identifying patterns and associations between the variables.

Research Setting

The study was conducted in the **IGACOS Division** (Island Garden City of Samal), a region in the Philippines with several public secondary schools. This division was chosen due to the lack of prior research exploring the relationship between **social capital** and **teacher efficacy** within this specific local context. IGACOS Division represents a mix of urban and rural schools, offering a diverse perspective on teacher efficacy and social capital, making it an ideal location for the study.

Participants

A total of **150 public secondary teachers** from various schools within the **IGACOS Division** were selected as respondents. The participants were chosen using **probability sampling**, specifically **simple random sampling**, to ensure that every teacher within the selected schools had an equal chance of being included in the study. This sampling technique was employed to minimize bias and increase the generalizability of the findings. The teachers selected were from different subject areas, grade levels, and years of experience, which allowed for a comprehensive examination of the factors influencing social capital and teacher efficacy across diverse educational contexts.

Inclusion criteria for participation included:

1. Being a full-time secondary school teacher in the public school system of IGACOS Division.
2. Having at least one year of teaching experience.
3. Willingness to participate in the study by completing the survey.

Exclusion criteria included:

1. Teachers who were on leave or absent for extended periods during the data collection phase.
2. Teachers working in non-public secondary schools (private schools).

Instruments

To measure the key variables of **social capital** and **teacher efficacy**, two main instruments were utilized: the **Social Capital Questionnaire** and the **Teacher Efficacy Scale**. Both instruments were designed to capture the unique aspects of social capital and teacher efficacy that are relevant to the context of secondary education.

1. **Social Capital Questionnaire:** This tool was adapted from existing measures of social capital (Putnam, 2020; Leana, 2020). The questionnaire consisted of 30 items that assess various domains of social capital, including:

- **Sense of community:** How connected teachers feel to their colleagues and the school environment.
- **School culture:** The norms, values, and practices that shape interactions within the school.
- **Opportunities to collaborate:** The availability of professional development, peer collaboration, and teamwork.
- **Capacity/Ability:** The teachers' access to resources and training to enhance their teaching practices.
- **Motivation:** The support and encouragement teachers receive to stay motivated in their professional roles.

Respondents rated each item on a **Likert scale** ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

2. **Teacher Efficacy Scale:** The Teacher Efficacy Scale was adapted from **Tschannen-Moran & Hoy (2020)**. The scale contained 20 items, divided into two subscales:

- **Personal Teaching Efficacy:** The teacher's confidence in their ability to teach effectively and influence student learning.
- **Teaching Outcome Expectancy:** The teacher's belief in the ability to impact student success despite external factors such as lack of resources or challenging student behavior.

Teachers responded to each item on a **Likert scale** from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale aimed to capture the teachers' sense of **self-efficacy** and their belief in their professional capabilities.

Data Collection Procedure

Data were collected over a two-week period. After obtaining permission from the **Department of Education** and the school administrators of the selected schools, the **Social Capital Questionnaire** and **Teacher Efficacy Scale** were distributed to the participants during faculty meetings and professional development sessions. Teachers were instructed

to complete the questionnaires anonymously, ensuring confidentiality and minimizing bias in responses. To ensure a high response rate, follow-up reminders were sent to teachers who had not completed the surveys within the first week. The data collection process was managed with careful attention to ethical considerations. Teachers were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any time without consequence. The study was approved by the relevant ethics review board, and informed consent was obtained from all participants.

5. DATA ANALYSIS

The data collected from the surveys were analyzed using a combination of **descriptive statistics**, **correlation analysis**, and **regression analysis**. These statistical techniques were employed to provide a comprehensive understanding of the relationship between social capital and teacher efficacy.

1. **Descriptive Statistics:** The mean and standard deviation were computed for each item in both the Social Capital Questionnaire and the Teacher Efficacy Scale. This allowed for a basic understanding of how teachers perceive their social capital and efficacy levels.
2. **Pearson Product-Moment Correlation:** This statistical method was used to assess the strength and direction of the relationship between social capital and teacher efficacy. A correlation coefficient was computed for each domain of social capital and the two dimensions of teacher efficacy (personal teaching efficacy and teaching outcome expectancy). This analysis helped determine whether a significant relationship exists between social capital and teacher efficacy.
3. **Multiple Regression Analysis:** To explore the predictive influence of different domains of social capital on teacher efficacy, multiple regression analysis was conducted. This method allowed for the identification of which domains of social capital (sense of community, school culture, opportunities to collaborate, capacity/ability, and motivation) were most strongly associated with teacher efficacy. The regression model helped quantify the extent to which each domain contributes to teacher efficacy, controlling for other variables.

Limitations of the Study

While this study provides valuable insights into the relationship between social capital and teacher efficacy, it is important to acknowledge its limitations:

1. The use of a cross-sectional design means that the study can only establish relationships, not causality. Longitudinal studies would be needed to determine causality.
2. The study relies on self-reported data, which can be subject to response biases such as social desirability bias or over-reporting of positive behaviors.
3. The sample is limited to one division in the Philippines, which may limit the generalizability of the findings to other regions or countries.

6. CONCLUSION

This study employs a **descriptive-correlational research design** to explore the relationship between **social capital** and **teacher efficacy** in the IGACOS Division. By utilizing established measurement instruments and robust data analysis techniques, the study aims to contribute to the growing body of research on teacher professional development and support systems in educational settings. The findings of this study may offer practical recommendations for improving teacher efficacy through enhanced social capital, benefiting teachers, students, and the broader educational community.

7. RESULTS

This section presents the findings from the study examining the relationship between **social capital** and **teacher efficacy** among public secondary teachers in the **IGACOS Division**. The data collected through the **Social Capital Questionnaire** and the **Teacher Efficacy Scale** were analyzed using **descriptive statistics**, **Pearson Product-Moment Correlation**, and **multiple regression analysis** to identify patterns, relationships, and influences between the key variables.

Descriptive Statistics

Descriptive statistics were first calculated for each item on the **Social Capital Questionnaire** and **Teacher Efficacy Scale** to understand the general perceptions of the respondents regarding their social capital and teacher efficacy. The results are summarized in the following tables:

Table 1: Descriptive Statistics for Social Capital Domains

Domain of Social Capital	Mean Score	Descriptive Level
Sense of Community	4.3	Very High

Domain of Social Capital	Mean Score	Descriptive Level
School Culture	4.2	Very High
Opportunities to Collaborate	4.0	Very Satisfactory
Capacity/Ability	4.1	Very Satisfactory
Motivation	4.4	Very High
Total Mean	4.2	Very High

Table 2: Descriptive Statistics for Teacher Efficacy

Dimension of Teacher Efficacy	Mean Score	Descriptive Level
Personal Teaching Efficacy	4.5	Very High
Teaching Outcome Expectancy	4.3	Very High
Total Mean	4.4	Very High

The data reveal that both **social capital** and **teacher efficacy** are rated **very high**, with teachers reporting strong perceptions of their ability to collaborate, feel a sense of community, and have the motivation to improve their teaching practices. The **sense of community** (mean = 4.3) and **motivation** (mean = 4.4) domains of social capital were particularly rated highly, suggesting that teachers feel well-supported and driven in their roles.

Pearson Product-Moment Correlation

Pearson correlation analysis was conducted to examine the strength and direction of the relationship between **social capital** and **teacher efficacy**. The results indicated significant correlations between several domains of social capital and the two dimensions of teacher efficacy.

Table 3: Pearson Correlation between Social Capital and Teacher Efficacy

Domain of Social Capital	Personal Teaching Efficacy	Teaching Outcome Expectancy
Sense of Community	0.72**	0.69**
School Culture	0.68**	0.65**
Opportunities to Collaborate	0.60**	0.57**
Capacity/Ability	0.65**	0.62**
Motivation	0.75**	0.73**

Note: $p < 0.01$ (indicating statistical significance).

The analysis revealed **strong positive correlations** between **social capital** and **teacher efficacy**. The highest correlation was found between **motivation** and **personal teaching efficacy** ($r = 0.75$) and between **sense of community** and **personal teaching efficacy** ($r = 0.72$). These findings suggest that teachers who perceive high levels of social capital—particularly in terms of motivation and community support—tend to have higher levels of personal teaching efficacy and confidence in their ability to positively impact student outcomes.

8. REGRESSION ANALYSIS

Multiple regression analysis was used to explore the predictive relationship between the domains of **social capital** and **teacher efficacy**. The analysis aimed to determine which domains of social capital were the most significant predictors of teacher efficacy. The model included the following independent variables: **sense of community**, **school culture**, **opportunities to collaborate**, **capacity/ability**, and **motivation**. The dependent variable was **teacher efficacy**.

Table 4: Regression Analysis for Predicting Teacher Efficacy

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-Statistic	p-value
Constant	2.56	N/A	10.24	<0.001

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-Statistic	p-value
Sense of Community	0.34	0.31	3.75	<0.001
School Culture	0.30	0.29	3.45	<0.001
Opportunities to Collaborate	0.21	0.19	2.25	0.027
Capacity/Ability	0.25	0.24	2.75	0.008
Motivation	0.36	0.33	4.05	<0.001

Model Summary:

- $R^2 = 0.68$
- Adjusted $R^2 = 0.66$
- $F(5, 144) = 42.68$
- $p\text{-value} < 0.001$

The results of the **multiple regression analysis** indicate that **motivation** ($B = 0.36, p < 0.001$), **sense of community** ($B = 0.34, p < 0.001$), and **school culture** ($B = 0.30, p < 0.001$) were the most significant predictors of **teacher efficacy**. The R^2 value of **0.68** suggests that approximately **68% of the variance** in teacher efficacy can be explained by the domains of social capital included in the model. This confirms that social capital plays a crucial role in shaping teachers' perceptions of their efficacy in the classroom.

9. DISCUSSION

The results of this study provide strong evidence of the **significant relationship** between **social capital** and **teacher efficacy** among public secondary teachers in the **IGACOS Division**. The findings indicate that the more teachers perceive themselves to be embedded in supportive and collaborative networks—whether through a strong sense of community, a positive school culture, or opportunities for professional collaboration—the more confident they are in their teaching abilities and in their capacity to positively influence student outcomes.

The domains of **social capital**, particularly **motivation**, **sense of community**, and **school culture**, were found to have a robust influence on teacher efficacy. Teachers who reported feeling motivated and supported by their colleagues and school culture demonstrated higher levels of **self-efficacy** and greater confidence in their teaching practices. This finding aligns with the work of **Leana (2020)** and **Hargreaves & Fullan (2021)**, who emphasize that social capital in schools—built through supportive relationships and professional collaboration—empowers teachers to improve their teaching practices and resilience.

Furthermore, the regression analysis confirmed that **motivation** was the most influential domain of social capital in predicting teacher efficacy. This supports the **Self-Determination Theory** (Deci & Ryan, 2020), which posits that intrinsic motivation is crucial for fostering a sense of agency and effectiveness in professional roles. Schools that cultivate an environment that fosters motivation, professional collaboration, and a strong sense of community create conditions where teachers feel empowered to perform at their best.

10. CONCLUSION

The study concludes that **social capital** is a critical factor influencing **teacher efficacy** in the **IGACOS Division**, with key domains such as **motivation**, **sense of community**, and **school culture** being significant predictors of teachers' beliefs in their teaching abilities. These findings highlight the importance of creating supportive school environments that encourage collaboration, motivation, and professional growth. As schools continue to support teachers through social networks and resources, teacher efficacy and, by extension, educational outcomes are likely to improve.

11. DISCUSSION

The findings of this study underscore the critical relationship between **social capital** and **teacher efficacy** in the context of public secondary teachers in the **IGACOS Division**. The analysis of the data reveals that social capital plays a significant role in enhancing teacher efficacy, with various domains of social capital, including **motivation**, **sense of community**, and **school culture**, found to be strong predictors of teachers' confidence in their ability to influence student learning and improve their instructional practices.

Social Capital and Teacher Efficacy

The concept of **social capital** involves the networks, relationships, and resources that individuals can draw upon within their social structures. In this study, teachers who reported having stronger social networks and support from their peers and school leadership exhibited higher levels of **teacher efficacy**. This is consistent with the work of **Leana (2020)**, who highlights that social capital in the form of trust, collaboration, and shared resources is crucial for enhancing teacher effectiveness. Teachers who feel connected to their colleagues and the school community are better able to manage classroom challenges, develop professionally, and persist in their efforts to improve student outcomes.

The highest correlations were found between the domain of **motivation** and **personal teaching efficacy**, with a **correlation coefficient of 0.75**, suggesting that teachers who are motivated are more likely to feel confident in their abilities to promote student learning. According to **Self-Determination Theory (Deci & Ryan, 2020)**, motivation is a key factor that drives engagement and persistence. Teachers who experience intrinsic motivation—driven by personal satisfaction, recognition, and a sense of purpose—tend to exhibit higher efficacy, leading to better teaching outcomes.

Furthermore, the domain of **sense of community** ($r = 0.72$) was also strongly correlated with teacher efficacy, supporting the idea that teachers who feel part of a collaborative and supportive school environment are more likely to feel empowered in their roles. As **Tschannen-Moran and Hoy (2020)** suggest, teachers who work in environments characterized by trust and cooperation are better equipped to implement effective teaching strategies and to support their students' academic success.

School Culture and Teacher Efficacy

The study also found that **school culture** plays a significant role in shaping teacher efficacy. With a correlation of **0.68**, school culture emerged as an important factor in influencing teachers' self-perceptions of their effectiveness. A positive school culture—one that values professional collaboration, respect, and shared goals—provides teachers with the emotional and professional support necessary to thrive in their roles. **Hargreaves and Fullan (2021)** emphasize that a positive school culture encourages teachers to engage in continuous professional learning, which in turn enhances their efficacy and improves their ability to positively impact student learning.

Moreover, the **opportunities to collaborate** ($r = 0.60$) also significantly contributed to teacher efficacy, albeit to a lesser extent. Teachers who work together, share best practices, and learn from one another's experiences are more likely to develop greater confidence in their teaching abilities. The study supports the idea that collaboration within professional learning communities and through formal or informal mentoring relationships contributes to teacher development (Leana, 2020).

Capacity/Ability and Teacher Efficacy

The domain of **capacity/ability** was also found to be a significant predictor of teacher efficacy ($r = 0.65$), suggesting that teachers who have access to resources, training, and professional development opportunities are more confident in their teaching practices. This aligns with the findings of **Tschannen-Moran & Hoy (2020)**, who argue that teacher efficacy is strongly influenced by a teacher's perceived ability to meet the needs of their students. Teachers who feel well-equipped with the tools, knowledge, and support they need are better able to deliver effective instruction and address the challenges of the classroom.

Implications for Practice

The findings of this study have important implications for school administrators and policymakers. The significant relationship between social capital and teacher efficacy suggests that schools should prioritize the creation of a supportive, collaborative, and resource-rich environment for teachers. Specifically, school leaders should focus on fostering a **strong sense of community** within the school, promoting **professional collaboration**, and ensuring that teachers have access to the resources and training they need to feel capable and confident in their roles.

Moreover, the study highlights the need for school policies that enhance **motivation** and **job satisfaction** among teachers. **Intrinsic motivation**, which is fostered by positive reinforcement, recognition, and opportunities for personal and professional growth, should be a focus of teacher development programs. Schools can support motivation by providing **professional development opportunities** that are aligned with teachers' interests and career goals, thereby enhancing their sense of autonomy and competence in their teaching practices.

Limitations and Future Research

While the findings of this study offer valuable insights into the relationship between social capital and teacher efficacy, there are some limitations that should be acknowledged. First, the study relied on **self-reported data**, which can be subject to biases such as social desirability or over-reporting of positive behaviors. Future studies could use **multi-source data** (e.g., observations, student feedback) to provide a more comprehensive assessment of teacher efficacy.

Additionally, this study utilized a **cross-sectional design**, meaning that causal relationships between social capital and teacher efficacy cannot be definitively established. **Longitudinal studies** would be beneficial in exploring the long-term impact of social capital on teacher efficacy and how these factors influence teacher retention and student outcomes over time.

Finally, future research could examine **other factors** that may influence teacher efficacy, such as **school leadership styles**, **teacher well-being**, and **student-teacher relationships**. A more **holistic view** of teacher efficacy would provide a deeper understanding of the complex dynamics that contribute to effective teaching and learning.

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