

Teacher Grit and Sense of Efficacy as Predictors of Teachers Effectiveness in Physical Education

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Abstract

The study determined the significant influence of teachers' grit and sense of efficacy on teacher effectiveness among physical education teachers in a higher education institution in North Cotabato. The study is a quantitative, descriptive-correlational and predictive designs conducted among 67 physical education teachers different higher education institutions. Adapted questionnaires from several authors were utilized. Mean, standard deviation, Pearson-r, and multiple linear regression were used for the treatment of data. Results revealed the following: teachers' grit is very high and is always manifested; teachers' sense of efficacy is very high and is always evident; and, teacher effectiveness is very high and is always observed. Significant relationships exist between teachers' grit, teachers' sense of efficacy, and teacher effectiveness. Teachers' sense of efficacy influenced teacher effectiveness and hence, improving the sense of efficacy improves the teacher effectiveness. It is recommended that teachers' grit, teachers' sense of efficacy, and teacher effectiveness may be improved through seminar-workshops and trainings among physical education teachers.

Keywords: teachers' grit, teachers' sense of efficacy, teacher effectiveness, physical education, Philippines

1. Introduction

Teacher effectiveness is the demonstrated ability of an educator to positively impact student learning outcomes through a combination of content mastery, pedagogical skill, classroom management, and responsive interaction with learners (Chesnut & Burley, 2024). However, globally, the tertiary education landscape faces significant challenges that impact teacher effectiveness across diverse national contexts. More than half of the faculty report excessive administrative burdens reducing instructional quality, while more than half of the university lecturers cite inadequate technological infrastructure as a major barrier to effective teaching (Sayan et al., 2023). Meanwhile, in some countries, more than half of the tertiary educators struggle with balancing research demands and teaching responsibilities, with those spending more than 20 hours weekly on research reporting less time for instructional innovation (O'Connor et al., 2022). This global pattern extends to Asian countries, where a great number of university teachers identify inadequate professional development opportunities as critically impacting their pedagogical effectiveness, with only few reporting access to regular teaching enhancement programs despite national mandates (Phuong & Nguyen, 2021).

Teachers in the United States are observed coping with issues that affect their ability to teach effectively. Teachers have too many administrative responsibilities, which causes them to take time away from teaching for different preparations (Pressley et al., 2024). As a result, teachers have fewer opportunities for feedback when class sizes are large (Walker & Moore, 2023). Another significant factor is financial constraints, which have typically resulted in institutions funding professional development less, which has an impact on capacity of the teachers to acquire new pedagogical skills (Kraft & Papay, 2022). The majority of tertiary educators experience moderate to severe symptoms of burnout, which is directly linked to a decline in instructional innovation and classroom engagement metrics. Mental health is another new barrier (Bentley et

al., 2023). In Australia, at the same time, many university academics are challenged to balance their research and teaching commitments in an environment where some who spend more than 20 hours a week on research leave limited scope for pedagogic creativity and student engagement (O'Connor et al., 2022). A tendency toward casualization of the academic workforce and the prevalence of undergrad teaching by precariously employed staff with limited access to institutional support and professional development exacerbate this imbalance (Crimmins, 2021). Additionally, according to a relatively recent nationwide survey, a large number of full-time faculty members reported moderate to high levels of burnout, which was linked to poorer classroom performance and declining student satisfaction scores over the previous three years (Sokal et al., 2022).

In the Philippines, tertiary educators face significant challenges that undermine teaching effectiveness. In Batangas, more than half of tertiary educators say that a lack of technological infrastructure is a major problem. Very few of the teachers have access to learning management systems and digital teaching tools, which are beneficial for modern teaching (Almendral & Malabrigo, 2023). In Cebu, on the other hand, faculty members have too many classes to teach. Most of them teach more than 24 units per semester, which is more than the national average. This makes the quality of instruction worse and leaves less time for new ways to assess students (Oducado et al., 2021). Both provinces suffer from a lack of professional development opportunities, with a combined average of only 1.8 training days per academic year, which is much lower than the goal of the Department of Higher Education of 5 days per year. This makes most teachers feel unprepared to use outcome-based education frameworks that recent educational reforms require (Lagrosas, 2022).

In the Division of North Cotabato, many physical education teachers are observed to have poor teacher effectiveness. Aside from teaching, the teachers are tasked to do the administrative works. Additionally, teachers assist on programs of the government such as vaccination, deworming, mapping, and many others. The issue is workload, which subsequently restricts the time for actual teaching, and causes them to be inefficient as they should because the jobs that are entrusted to them are complex since they shoulder multiple works at a time (Pamatmat & Bondoc, 2021). In addition, workload not only affects one's well-being but also distresses the teaching force, thereby affecting teacher effectiveness. The workload has an effect on the quality of instruction, the amount and quality of research and training, and the use of modern technology in instruction (Sosas, 2023).

The correlation between teachers' grit and their effectiveness has become a prominent field of inquiry, with studies demonstrating that elevated levels of grit—characterized by perseverance and enthusiasm for long-term objectives—are positively associated with various dimensions of teacher effectiveness, including classroom management, instructional quality, and student achievement outcomes (Liu & Chu, 2022). Studies have shown the teachers with high grit are less likely to experience burnout and at the same time, will remain in their profession. This suggests that grit is an important factor to teaching efficacy and retention of teachers (Zeng et al., 2022).

There is a significant relationship between sense of efficacy and teacher effectiveness. Teachers with high efficacy are proven to be good in teaching. They are also good at managing their classrooms and help their students perform better with their academics. Teachers are also better at adapting when things go wrong in the classroom. Also, teachers are likely to use more effective teaching methods and are also likely to make their students motivated in the classroom (Burić & Kim, 2021; Pressley, 2021). Hence, better efficacy means better teachers and ultimately, make their students to learn better (Fathi et al., 2023).

Adding on, several studies were conducted to determine the predictors of teacher effectiveness through different methodologies – this includes quantitative and qualitative techniques, and sequential and mixed methods design. However, little is known in the locality investigating the teacher effectiveness in the Division of North Cotabato that connect the variables, such as teachers' grit and their sense of efficacy in

teaching physical education. There is an inadequacy of studies in the locality and therefore, the urgency to validate whether grit and sense of efficacy strongly influence the effectiveness of the teachers in physical education.

The big part of progress is finding out how well the teachers perform their job since it is beneficial for the society – this creates quality education for all. Effective teachers create students to think critically and at the same time, motivate them to keep on learning and ultimately, allowing students to become well-rounded individuals in the community (Pressley, 2021). Moreover, effective teachers lead to better social and economic outcomes for students in the future (Chesnut & Burley, 2024). Moreover, the social value of the study on the provisions of the United Nations Sustainable Development Goals: SDG 3 (Good Health and Well-being) as effective physical education teachers are crucial for promoting physical health of the students and establishing lifelong healthy habits; SDG 4 (Quality Education), which is to examine psychological factors that contribute to quality teaching in physical education; and, SDG 5 (Gender Equality), which examines how teacher characteristics influence inclusive PE environments that promote gender equality in sports and physical activities. Effective teachers with high grit and self-efficacy are more likely to challenge gender stereotypes, provide equal opportunities regardless of gender, and create supportive environments where all students can develop confidence in physical activities.

The findings of this research may be more credible if they are widely disseminated and published on local, national, and worldwide platforms, presented at public forums, and published in journals. Potentially useful to future researchers as part of the aforementioned literature and studies, they may also contribute to the body of information on the aforementioned factors and their issues in general.

The study aimed to determine the significant influence of teachers' grit and sense of efficacy on teacher effectiveness among physical education teachers in a higher education institution in North Cotabato. Specifically, it seeks answers to the following questions: (1) What is the level of teachers' grit in terms of perseverance in teaching, and passion and purpose in teaching? (2) What is the level of teacher sense of efficacy in terms of instruction, management, and engagement? (3) What is the level of teacher effectiveness in terms of learning environment, student and teacher assessment, application of the content of physical education, use of technology, teaching strategies, and lesson implementation? (4) Is there a significant relationship between teachers' grit and teacher effectiveness, and teacher sense of efficacy and teacher effectiveness? (5) Do teachers' grit and teacher sense of efficacy significantly influence the teacher effectiveness?

2. Methodology

2.1. Research Design

The researcher employed a quantitative research design utilizing descriptive-correlational and predictive approaches to systematically analyze the variables. Quantitative methodology is a structured approach used extensively in the social sciences to gather numerical data and test specific hypotheses through statistical analysis. According to Bhandari (2024), this design is essential for providing objective measurements and ensuring the reliability of findings across large sample sizes. Furthermore, Creswell and Creswell (2023) emphasize that a quantitative framework is appropriate when the research objective is to identify trends or provide a numerical description of attitudes and opinions within a specific population, such as physical education teachers.

A descriptive design was utilized to characterize the degrees of teachers' grit, sense of efficacy, and overall effectiveness precisely and methodically. This design is particularly effective for answering "what" and "how" questions regarding the current status of a phenomenon without manipulating the environment.

McCombes (2024) asserts that descriptive research provides the necessary foundational data to understand the distribution of variables within a group. Similarly, Settanni et al. (2021) highlight that descriptive statistics are vital in educational research for establishing the baseline levels of psychological constructs like grit and efficacy before exploring their deeper interactions.

Complementing this, a correlational design was used to address the relationships between the identified variables. This approach allows the researcher to determine the extent to which a connection exists between teachers' grit and teacher effectiveness, as well as between a sense of efficacy and effectiveness. Bhandari (2023) notes that correlational research is ideal for identifying patterns of association between variables that cannot be easily manipulated in a laboratory setting. Moreover, Schoonenboom and Johnson (2021) suggest that correlational designs are instrumental in educational settings for identifying which personal attributes, such as perseverance and self-belief, move in tandem with professional performance metrics.

Finally, the researcher employed a predictive design to ascertain which specific domains of grit and self-efficacy significantly influence teacher effectiveness. Predictive research focuses on examining current data to forecast outcomes or determine the relative impact of independent variables on a dependent variable. Wollman (2022) argues that predictive modeling is essential for moving beyond simple association to understanding the weight of specific predictors in professional success. Additionally, Hair et al. (2021) maintain that predictive designs, often utilizing regression analysis, provide critical insights into which internal professional traits are most likely to result in high-quality instructional delivery among specialized educators like those in physical education.

2.2. Research Respondents

The respondents of the study were the teachers in physical education in higher education institutions in North Cotabato. A total of 80 teachers is currently teaching in different physical education subjects. Using the online Raosoft calculator at 5% margin of error, 95% confidence interval, and 75% response distribution, there were 67 physical education teachers that were involved in the study. Every student in physical education had an equal chance of being chosen through a random sampling process. To meet the inclusion requirements, the teacher must be teaching in PATHFIT1 subject during the first semester, SY 2025 – 2026 and must sign the Certificate of Informed Consent Form. Meanwhile, teachers who have withdrawn during the study period were excluded. The physical education teachers are already adults and may be less vulnerable when answering a grit instrument because their daily work already embodies perseverance and resilience through coaching students through physical challenges, making them naturally aligned with grit concepts and confident in their responses.

2.3. Data Gathering Techniques

This study utilized the survey questionnaire technique as a data collection method. It involves administering a structured set of questions to respondents in order to systematically gather information about their characteristics, opinions, behaviors, or experiences for research analysis. Part 1 measured the teacher grit based on the Teachers' Grit Scale by Baraquia (2020) in terms of perseverance in teaching and the passion and purpose in teaching. There were 8 items for perseverance in teaching and 6 items for the passion and purpose in teaching, with a total of 14 items. The instrument had a Cronbach's alpha value greater than 0.82, indicating good reliability. Part 2 measures the teacher sense of efficacy by Heneman et al. (2006) entitled, "The Teacher Sense of Efficacy Scale: Validation Evidence and Behavioral Prediction" measured in the following areas: instruction, management, and engagement. There were 4 items for instruction, 4 items for

management, and 4 items for engagement, with a total of 12 items. It has a Cronbach's alpha more than 0.90, indicating very good reliability. Part 3 is an adapted-and-modified instrument on teacher effectiveness based on the study of Derri and Kyriaki (2014) entitled, "Development of a Questionnaire for Self-Evaluation of Teacher Effectiveness in Physical Education (SETEQ-PE)" measured in the following areas: learning environment, student and teacher assessment, application of the content of physical education, use of technology, teaching strategies, and lesson implementation. There were 5 items for learning environment, 5 items for student and teacher assessment, 4 items for application of the content of physical education, 4 items for use of technology, 4 items teaching strategies, 4 items for lesson implementation, a total of 26 items. It has a Cronbach's alpha greater than 0.70, indicating good reliability.

2.4. Ethical Considerations

The researcher strictly observed ethical standards throughout the conduct of the study and sought review and approval from the University of the Immaculate Conception Research Ethics Committee (UIC-REC). During the pre-final submission, she included the assigned Protocol Code to facilitate proper processing and evaluation. She is qualified to conduct this study because she earned all the academic requirements for his Master of Arts in Education major in Physical Education and has been exposed to the rigor of conducting quantitative research since it was part of her educational training as a graduate student.

Moreover, the researcher worked closely with her adviser and panel members, whose expertise played an important role in ensuring that the study met established academic standards. She also ensured that the required facilities and resources were available to support the research. The institution provided graduate students with remote access to library resources and online databases such as ProQuest, e-Library, SAGE, ERIC, and Gale, which were instrumental in developing a comprehensive review of related literature from peer-reviewed journals.

2.5. Data Analysis Technique

The researcher used mean and standard deviation to present the variables used in the study: teacher grit, teacher sense of efficacy, and teacher effectiveness. Pearson-r was utilized to test the relationships between teacher effectiveness and the following: teacher grit and teacher sense of efficacy. Lastly, multiple linear regression was used to determine the whether teacher grit and teacher sense of efficacy influence the teacher effectiveness among physical education teachers.

3. Results and Discussion

In this chapter, the results of the analysis and interpretation of the data are presented. Descriptive analysis, correlation and comparative analyses, and linear regression analysis are specifically presented.

3.1. Descriptive Analysis

Shown in Table 1 is the descriptive table. It contains the variables used in the study, namely teacher grit, teacher sense of efficacy, and teacher effectiveness.

Table 1. Descriptive Analysis, n=80

Variables	Mean	SD	Interpretation
Teacher Grit	4.34	0.38	Very High
Perseverance in Teaching	4.35	0.37	Very High
Passion and Purpose in Teaching	4.34	0.45	Very High
Teacher Sense of Efficacy	4.37	0.41	Very High
Instruction	4.40	0.43	Very High
Management	4.39	0.41	Very High
Engagement	4.34	0.38	Very High
Teacher Effectiveness	4.36	0.31	Very High
Learning Environment	4.24	0.35	Very High
Student and Teacher Assessment	4.30	0.34	Very High
Application of the Content of Physical Education	4.56	0.41	Very High
Use of Technology	4.08	0.39	High
Teaching Strategies	4.47	0.45	Very High
Lesson Implementation	4.53	0.48	Very High

1.00 – 1.79 Very Low; 1.8 – 2.59 Low; 2.6 – 3.39 Moderate; 3.4 – 4.19 High; 4.2 – 5.0 Very High

Specifically, in Table 1, teacher grit is very high ($M=3.34$, $SD=0.34$). All of its indicators are also very high: perseverance in teaching ($M=4.35$, $SD=0.37$) and passion and purpose in teaching ($M=4.34$, $SD=0.45$). On one hand, teacher sense of efficacy is also very high ($M=4.37$, $SD=0.41$) with its indicators sharing the very high ratings: Instruction ($M=4.40$, $SD=0.43$), management ($M=4.39$, $SD=0.41$), and engagement ($M=4.34$, $SD=0.38$). On the other hand, teacher effectiveness is also very high ($M=4.24$, $SD=0.31$) with most of its indicators are also very high: learning environment ($M=4.24$, $SD=0.35$), student and teacher assessment ($M=4.30$, $SD=0.34$), application of the content of physical education ($M=4.56$, $SD=0.41$), teaching strategies ($M=4.47$, $SD=0.45$), and lesson implementation ($M=4.53$, $SD=0.48$). Only one item was rated high: use of technology ($M=4.08$, $SD=0.39$).

3.2. Correlation Analysis

Table 2 is the correlation table. It contains the predictive and criterion variable. The table also presents data on their r-value, p-value, and the descriptive interpretation.

Table 2. Correlation Table

Variable	Teacher Effectiveness		Interpretation
	r-value	p-value	
Teacher Grit	.687	.000	Positive, high significant relationship
Teacher Sense of Efficacy	.436	.000	Positive, moderate significant relationship

Specifically, in Table 2, teacher grit is correlated with teacher effectiveness ($p=.000$, $r=.687$) as well as teacher sense of efficacy with teacher effectiveness ($p=.000$, $r=.436$). The analysis shows that an increase in the teacher grit increases teacher effectiveness. Likewise, an increase in teacher sense of efficacy increases teacher effectiveness.

3.3. Regression Analysis

Table 3 is the regression table. The table includes the unstandardized beta coefficients (the estimate), standard error (SE), t-value, p-value, and its interpretation.

Table 3. Regression Table

Predictors	Teacher Effectiveness			Interpretation
	β	t-value	p-value	
Teacher Grit	-0.181	3.120	.064	Not a significant predictor
Teacher Sense of Efficacy	0.840	1.593	.000	Significant predictor

$R=.878$; $R^2=.771$, $F=\text{Sig}=.000$

Level of significance: 0.05

Decision Rule: Reject if $p < 0.05$

Specifically, in Table 3, teacher grit ($p=.064$, $t=3.120$) does not influence teacher effectiveness. However, teacher sense of efficacy ($p=.000$, $t=1.593$) influences teacher effectiveness. Consequently, a higher teacher sense of efficacy contributes 0.840 units to the teacher effectiveness.

3.4. Correlation between Teacher Effectiveness and the Teacher Grit and Teacher Sense of Efficacy

The primary connection between grit and teacher effectiveness is rooted in the educator's ability to maintain high-quality instruction over long periods. According to Zeng et al. (2022), there is a direct correlation between a teacher's grit and their career persistence, which ensures that pedagogical skills are refined rather than abandoned. Their research indicates that gritty teachers stay committed to their professional goals even when faced with significant setbacks, which allows them to sustain a consistent level of effectiveness that less-persistent teachers may lose when under pressure.

Beyond simple persistence, grit significantly influences how a teacher manages their classroom and engages with their students. Liu and Chu (2022) found that teacher grit is a robust predictor of both classroom management quality and instructional impact. Their study suggests that teachers with high levels of perseverance are more willing to invest the effort required to trial multiple teaching strategies until they find the one that best reaches every learner. This tireless pursuit of student success ensures that the teacher's effectiveness remains high, as their passion for the calling drives them to optimize their delivery based on the specific needs of their students.

The relationship is further evidenced by how gritty teachers handle the rigorous academic standards of modern education. Granziera et al. (2023) observed that grit is directly linked to a teacher's ability to maintain high expectations for student performance even in challenging or under-resourced environments. Their findings reveal that gritty educators are less likely to lower their standards when results are not immediately evident, which is a hallmark of instructional effectiveness. By remaining steadfast in their commitment to student growth, these teachers foster a culture of achievement that directly enhances the educational outcomes of their learners.

Finally, the long-term effectiveness of an educator is determined by their capacity to stay focused on meaningful learning outcomes despite the monotony of administrative burdens. A meta-analysis by Tang et al. (2023) established that grit is a critical predictor of a teacher's ability to sustain effort and passion in the face of slow student progress or institutional obstacles. Highly effective teachers utilize their grit to keep their primary focus on impactful lesson implementation and student wellbeing. By prioritizing long-term educational objectives over immediate ease, gritty teachers establish themselves as consistently effective and transformative figures within the school system.

Adding on, the p-value for teachers' sense of efficacy and teacher effectiveness is .000, which is less than .01. There is a strong link between how confident teachers feel about their abilities and how well they do their jobs. An r-value of .871 shows a very strong positive correlation. Enhancing the teachers' sense of efficacy enhances the effectiveness of physical education instructors.

A teacher's sense of self-efficacy is a primary driver of instructional quality, as it dictates the level of effort and planning an educator invests in their lessons. According to Burić and Kim (2021), there is a strong positive relationship between high self-efficacy and the delivery of cognitively challenging and supportive instruction. Their longitudinal study indicates that teachers who believe in their capability to influence student learning are more likely to implement diverse teaching strategies and maintain a high standard of effectiveness, even when faced with students who exhibit low initial motivation.

Similarly, Fathi et al. (2023) conducted a meta-analysis that confirmed a direct correlation between teacher self-efficacy and overall teaching effectiveness across various educational contexts. Their findings suggest that highly efficacious teachers are more effective because they approach difficult pedagogical tasks with a "can-do" attitude, allowing them to troubleshoot classroom issues creatively rather than becoming overwhelmed. This psychological readiness to tackle obstacles directly enhances their ability to maintain instructional momentum and achieve intended learning outcomes.

Furthermore, the belief in one's own effectiveness is inextricably linked to the ability to manage complex classroom dynamics and foster student engagement. Zee and Koomen (2023) established that teachers with higher self-efficacy consistently demonstrate superior classroom management and more positive student-teacher relationships. Their research shows that when teachers feel confident in their management skills, they are more effective at preempting disruptive behavior and creating an inclusive environment. This sense of agency allows the teacher to remain focused on high-level instruction rather than being diverted by minor behavioral infractions, thereby maximizing the "academic learning time" for all students.

Finally, the relationship between self-efficacy and effectiveness is evident in how teachers utilize assessment and feedback to drive student growth. Täschner et al. (2025) identified that educators with elevated self-efficacy are significantly more effective at implementing formative assessment and adjusting their teaching based on student data. Their study highlights that a strong belief in one's professional competence leads to a more rigorous application of evidence-based practices. By consistently seeking out and acting upon evidence of student learning, these highly efficacious teachers ensure that their instructional impact is both measurable and sustained over the course of the academic year.

3.5. Teacher Sense of Efficacy as Predictor of Teacher Effectiveness

The sense of efficacy of the teachers is a strong predictor of how well they will teach. Self-efficacy beliefs measured at the beginning of a course consistently predict how well they will teach, how well their students will do, and how long they will stay in the profession across different educational settings and career stages. This aligns with the findings of Klassen and Chiu (2020), who determined that teacher self-efficacy evaluated during pre-service training is a significant predictor of first-year teaching effectiveness ratings, classroom management success, and retention in the profession, with efficacy beliefs exhibiting predictive validity even when accounting for academic qualifications, content knowledge, and demographic variables. Teachers who start their careers with a higher sense of self-efficacy learn more quickly during their first few years on the job, handle classroom challenges better, and get better results from their students than teachers who start with a lower sense of self-efficacy.

This viewpoint aligns with the findings of Tschannen-Moran and Hoy (2021), who asserted that early assessments of efficacy beliefs in teachers forecast long-term professional trajectories, including career progression, leadership assuming, and sustained effectiveness over decades. This indicates that self-efficacy serves as a stable individual difference influencing continuous professional development and performance. Moreover, self-efficacy predicts teaching effectiveness across various performance dimensions concurrently, aligning with the research by Perera et al. (2020), which illustrated that teacher efficacy beliefs anticipate instructional quality, student engagement, classroom climate, and the implementation of differentiated

instruction. This suggests that efficacy functions as a broad motivational resource that improves multiple facets of teaching rather than specific skill areas.

The beliefs of the teachers about their own abilities to teach well affect how well they do it in many ways, such as how much effort they put in, how persistent they are, how emotionally strong they are, and how they set goals. These behaviors all work together to determine the quality of instruction and the impact on students. These results align with the research conducted by Burić and Kim (2020), which showed that teacher self-efficacy assessed at the beginning of the semester predicts end-of-semester evaluations of teaching effectiveness and improvements in student achievement. Their study also indicated that efficacy beliefs mediate the relationship between contextual stressors and teaching performance by mitigating burnout and preserving instructional quality under pressure. Self-efficacy's predictive capacity spans various educational levels and disciplines, indicating that efficacy constitutes a universal teaching competency that transcends particular contexts.

This interpretation aligns with the study of Pfitzner-Eden (2021), which indicated that the efficacy beliefs of the pre-service teachers not only forecast immediate teaching effectiveness during student teaching but also their ability to cultivate expertise in the early stages of their careers. Highly efficacious novices exhibited enhanced reflective practice, more efficient help-seeking, and accelerated skill acquisition. Moreover, self-efficacy forecasts teaching effectiveness over extended career durations, consistent with the research of Wolters and Daugherty (2020), which indicated that teacher efficacy beliefs evaluated during mid-career predict future performance trajectories. This implies that efficacy beliefs both anticipate and react to teaching success within dynamic relationships, where initial beliefs influence early performance and ongoing experiences continuously affect efficacy and subsequent effectiveness throughout educators' professional trajectories.

Conclusion

Based on the findings, teacher sense of efficacy has a strong (77.1%) capacity to predict teacher effectiveness. This conclusion supports the Social Cognitive Theory, highlighting a teacher's belief in their capability acts as a crucial, proximal determinant of their motivation, effort, persistence, and instructional actions, directly resulting in higher-quality teaching behaviors and improved student outcomes.

Recommendations

Based on the conclusion, it is recommended that further studies may be undertaken by utilizing other variables and indicators not covered in this study to determine potential factors that may account to the 22.9% of the variance on the strength to predict the teacher effectiveness. Furthermore, should sustain and reinforce teachers' grit by institutionalizing structured mentoring programs and reflective practice sessions that continuously challenge physical education teachers to grow through professional adversity.

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