Original Research Article

**TEACHER CREDIBILITY AND COLLECTIVE**

**EFFICACY IN PUBLIC ELEMENTARY**

**SCHOOLS**

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ABSTRACT

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| This study aimed to determine the significant relationship between teacher credibility and collective efficacy in public elementary institutions in Babak District, Division of Island Garden City of Samal. A descriptive-correlational research design was employed, involving a sample of 200 teachers from public elementary schools in Babak District, Division of Island Garden City of Samal. Standardized questionnaires were administered through face-to-face surveys. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were utilized to analyze the collected data. The findings revealed that teacher credibility and collective efficacy were both at very extensive levels. Correlation analysis indicated a significant relationship between teacher credibility and collective efficacy. Furthermore, teacher credibility, specifically the domains of competence, goodwill, and trustworthiness, was found to significantly influence collective efficacy. It is recommended that school administrators continue to enhance teacher credibility by providing professional development programs that focus on building competence, goodwill, and trustworthiness among teachers. Encouraging collaborative practices and fostering a positive school climate can further strengthen collective efficacy, enabling teachers to work more effectively together toward common educational goals. |

*Keywords*: Teacher Credibility, Collective Efficacy, Descriptive Correlational, Education, Babak District, Division of Island Garden City of Samal

1. INTRODUCTION

Teacher credibility and collective efficacy are pivotal factors influencing student achievement and overall school performance. However, public elementary schools face persistent challenges in sustaining these essential components. A primary issue affecting teacher credibility is the lack of continuous professional development and training. Without regular opportunities to update their pedagogical knowledge and instructional techniques, many teachers continue to employ outdated methods that can undermine their credibility in the eyes of students and parents. Furthermore, inconsistencies in implementing classroom discipline and maintaining fairness in assessments may erode students' trust, resulting in decreased engagement, motivation, and academic performance.

Globally, low levels of collective teacher efficacy have been documented across various educational systems. For example, in China, insufficient professional development, rigid curricula, and limited administrative support have contributed to diminished teacher collaboration and confidence (Liu, 2024). Similarly, a study in the United States found that teachers in high-poverty schools reported lower collective efficacy due to resource limitations and chronic student absenteeism (Chu & Garcia, 2021). In developing countries, large class sizes and the absence of structured mentorship programs further hinder the formation of strong professional learning communities (Terfa et al., 2022).

In the Philippine context, particularly within public schools, low collective efficacy remains a critical concern. Contributing factors include excessive teacher workloads, overcrowded classrooms, and limited access to professional development (Vakili et al., 2024). Moreover, hierarchical school structures and a lack of participatory decision-making processes often leave teachers feeling isolated in tackling instructional challenges (Salokangas et al., 2020). Existing research suggests that when collective efficacy is low, teachers are less inclined to share best practices, innovate their teaching strategies, or support colleagues—ultimately hampering student learning (Ando et al., 2022).

This issue is especially pronounced in Babak District, Division of Island Garden City of Samal. Reports indicate that public school teachers in this area experience significant barriers to collaboration, including overwhelming workloads, limited time for engaging in professional learning communities, and insufficient administrative support for teamwork (Ainin et al., 2025). Consequently, educators often struggle to effectively respond to student learning difficulties and adapt to curricular changes (Ras, 2024). The lack of collegial support intensifies professional isolation and decreases teacher motivation (Torollo, 2024).

Importantly, teacher credibility is a key factor in strengthening collective efficacy. Credibility fosters trust, collaboration, and mutual professional respect among educators (Wang & Kruk, 2024). When teachers are perceived by their peers as knowledgeable, competent, and reliable, they are more likely to contribute meaningfully to instructional planning and collaborative discussions (García et al., 2023). Credible educators serve as role models, inspiring confidence and promoting a culture of openness and shared learning. This, in turn, enhances professional learning communities and mentorship practices, enabling experienced teachers to guide others in refining instructional approaches (Zheng, 2021; Froment et al., 2021).

Despite the growing body of literature on teacher collective efficacy, significant research gaps remain, particularly within the context of public elementary schools in Babak District, Island Garden City of Samal. Most existing studies have concentrated on secondary and tertiary institutions, often in private school settings where access to resources and support differs markedly from that of public schools. As such, there is a pressing need to explore how collective efficacy develops and operates in public elementary schools, where systemic limitations and distinct challenges shape the professional environment.

This study seeks to examine the relationship between teacher credibility and collective efficacy in public elementary schools in Babak District, Division of Island Garden City of Samal. Given the role of teacher credibility in fostering professional collaboration and mutual trust, understanding its impact on collective efficacy is essential. The urgency of this investigation lies in addressing systemic barriers—such as high workloads, insufficient professional development, and resource constraints—that inhibit effective collaboration. By determining whether a significant relationship exists between these variables, the study aims to offer empirical insights that can inform school leadership and policy formulation. The findings may serve as a basis for designing professional development initiatives that enhance teacher credibility, promote collaboration, and ultimately improve educational outcomes. Such insights will be instrumental in cultivating a cohesive, empowered, and high-performing teaching community in public elementary schools.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between teacher credibility and collective efficacy in public elementary institutions in Babak District, Division of Island Garden City of Samal. Specifically, it sought answers to the following questions:

1. What is the extent of credibility of teachers in public elementary schools in terms of:

1.1 competence,

1.2 goodwill, and

1.3 trustworthiness?

2. What is the extent of collective efficacy of teachers in public elementary schools in terms

 of:

2.1 decision making,

2.2 teaching,

2.3 familial participation,

2.4 community participation, and

2.5 positive school climate?

3. Is there a significant relationship between teacher credibility and collective efficacy of teachers in public elementary schools?

4. Which domains of teacher credibility significantly influence the collective efficacy of teachers in public elementary schools?

**1.2 Hypotheses**

Ho1. There is no significant relationship between teacher credibility and the collective efficacy of public elementary school teachers.

Ho2. All domains of teacher credibility do not significantly influence the collective efficacy of public elementary school teachers.

2. methodology

**2.1 Research Design**

The study utilized a quantitative research design employing a descriptive correlational approach. Quantitative research involves systematic data collection using numerical methods, with statistical, mathematical, or computational techniques employed to ensure objectivity, accuracy, and measurable results (Mohajan, 2020). To obtain reliable findings, the study utilizes controlled and standardized data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Furthermore, the research adheres to a non-experimental paradigm, which involves observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). In contrast to experimental research, which manipulates variables to determine cause-and-effect relationships, non-experimental research seeks to understand and describe the relationships as they naturally occur in real-world contexts (Gamage, 2025).

Moreover, descriptive correlational research is employed to examine and describe the associations between two or more variables without making any alterations. The primary aim of this approach was to identify and comprehend patterns, relationships, or connections between variables (Mertler et al., 2021). Unlike experimental research, which manipulates conditions to establish causality, descriptive correlational research focuses on measuring the strength and direction of naturally occurring relationships (Devi et al., 2022).

In context, the descriptive correlational research design was considered appropriate for the study because it describes the extent of teacher credibility and collective efficacy. It also determines the significant relationship between of teacher credibility and the collective efficacy of public elementary school teachers.

**2.2 Research Respondents**

A total of 200 out 320 public elementary school teachers in Babak District, Division of Island Garden City of Samal using Slovin’s formula, with a 95% confidence interval and a 5% margin of error, The inclusion criteria were as follows: first, the teacher currently employed in a public elementary school within Babak District, Division of Island Garden City of Samal during the 2024-2025 school year. Second, the teacher had at least one year of teaching experience in any subject area. Teachers who do not meet these requirements were excluded from the study. Specifically, teachers who were not employed in a public elementary school within Babak District, Division of Island Garden City of Samal during the 2024-2025 school year were excluded. Additionally, teachers with less than one year of teaching experience are excluded, as they may lack sufficient exposure to classroom dynamics and teacher development. Teachers on temporary leave or undergoing any form of administrative action were also excluded, as they may not provide an accurate representation of regular teaching experiences. Finally, teachers who were not directly involved in teaching any subject in the elementary school setting, such as school administrators or guidance counselors, were excluded from the study.

The sample was selected using a simple random sampling technique. According to Demir (2022), simple random sampling allows each member of a population to have an equal chance of being selected in an unbiased manner. Each teacher in the population was assigned a unique number, and the sample was drawn randomly through a lottery method after compiling a list of eligible teachers.

This method ensures a thorough examination of public elementary school teachers within Babak District, Division of Island Garden City of Samal, maintaining homogeneity based on the specified criteria. It also guarantees that the sample accurately reflects the broader teacher population while providing a valid foundation for analyzing the variables in the study. This strategy not only enhances the reliability of the findings but also strengthens the correlation between the selected sample of teachers and the wider educational landscape in the Babak District, enabling more meaningful interpretations of the data collected.

**2.3 Research Instrument**

In order to determine the extent of teacher credibility and collective efficacy of teachers an adopted survey questionnaire used. The questionnaire to be used for this study composed of two parts, namely, the Teacher Credibility Scale and Teacher’s Collective Efficacy Scale. An expert review panel of three individuals were asked to review the survey to establish content validity. These experts were asked about clarity and readability and to provide written comments on the issues table included in the expert review packet. A pilot survey was conducted on 30 teachers to determine the items' face validity and logical ordering. This process also determines if any items have been overrepresented or omitted in the data collection process. Changes were made to the survey based on the expert panel review and the pilot survey. Additionally, the pilot survey process were conducted to determine the instrument reliability of the survey. The Cronbach alpha coefficient used to estimate the consistency of scores in the instrument. A Cronbach alpha score of 0.7 and above is obtained to declare that the research instrument wasreliable.

The first part of the questionnaire was measured using the Teacher Credibility Scale by McCroskey and Teven (1999), as cited by Nafees et al. (2020). The scale has three dimensions, namely, competence, goodwill and trustworthiness with an overall Cronbach’s alpha 0.935, which supports the hypothesis that the questionnaire was reliable for measuring the variable teacher credibility. Moreover, the teacher credibility questionnaire demonstrates excellent reliability in this study, with a Cronbach's alpha value of 0.903.

The second part of the questionnaire was constructed by Sánchez-Rosas et al. (2022). The scale has five dimensions, namely, decision making, teaching, familial participation, community participation and positive school climate, with an overall Cronbach’s alpha 0.7, which supports the hypothesis that the questionnaire was reliable for measuring the variable collective efficacy. Moreover, the collective efficacy questionnaire demonstrates excellent reliability in this study, with a Cronbach's alpha value of 0.8.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# In order to collect data for this study, the researcher undergo the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission is requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines are followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that are thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involves carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses are systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized.

Mean was employed to determine the extent of teacher credibility and collective efficacy of public elementary teachers. Through analyzing the average scores, the study provides a clear and quantifiable measure of both constructs, enabling researchers to evaluate how teachers perceive their own capabilities and the trustworthiness of their professional relationships.

Pearson-r moment correlation analysis was conducted to examine the strength and direction of relationships between teacher credibility and collective efficacy of public elementary teachers. This statistical method provides valuable insights into how these two variables correlates, quantifying the degree to which an increase in teacher credibility may be associated with an increase in collective efficacy.

Multiple linear regression analysis was employed to determine which domains of teacher credibility would influence the collective efficacy of public elementary teachers. This analytical technique allows for the examination of the relationship between multiple independent variables, such as trustworthiness, competence, and communication skills, and the dependent variable of collective efficacy.

3. results and discussion

**3.1 Extent of Teacher Credibility of Teachers in Public Elementary Schools**

Table 1. *Extent of Teacher Credibility of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Competence | 0.43 | 4.36 | Very Extensive |
| Goodwill | 0.52 | 4.35 | Very Extensive |
| Trustworthiness | 0.48 | 4.41 | Very Extensive |
| **Overall** | **0.38** | **4.37** | **Very Extensive** |

Presented in Table 1 is the summary of the indicators reflecting the extent of teacher credibility among public elementary school teachers, specifically focusing on competence, goodwill, and trustworthiness. All indicators received a descriptive level of "very extensive," based on their respective mean scores.

The indicator trustworthiness obtained the highest mean of 4.41, indicating that public elementary school teachers are perceived as reliable, honest, and ethically sound in their professional roles. This suggests a high level of confidence from stakeholders—students, parents, and colleagues—in the integrity of the teaching staff.

Competence follows closely with a mean of 4.36, highlighting that teachers view themselves as knowledgeable, skilled, and effective in their instructional and professional responsibilities. Meanwhile, goodwill received a mean of 4.35, still within the “very extensive” range, which suggests that teachers demonstrate kindness, empathy, and a genuine concern for the well-being of their students.

The overall mean of 4.37, with a low standard deviation of 0.38, indicates a strong and consistent perception of credibility among public elementary school teachers across all three dimensions. This consistency underscores the collective strength of the teaching workforce in building trust, showcasing professionalism, and fostering positive relationships in the school community.

These findings support the research of Rasul (2020), who emphasized that teacher credibility is multi-dimensional, with trustworthiness, competence, and goodwill all contributing significantly to student engagement and learning outcomes. Furthermore, recent findings by Amerstorfer and Freiin von Münster-Kistner (2021) affirm that when teachers are seen as trustworthy and genuinely caring, they are more effective in influencing student behavior and academic motivation.

**3.2 Summary of Indicators in the Collective Efficacy of Teachers in Public Elementary Schools**

Table 2. *E* *Summary of Indicators in the Collective Efficacy of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Psychological Flexibility | 0.79 | 4.33 | Very Extensive |
| Teaching Resilience  | 0.81 | 4.35 | Very Extensive |
| Sense of Purpose  | 0.77 | 4.35 | Very Extensive |
| **Overall** | **0.76** | **4.34** | **Very Extensive** |

Presented in Table 2 is the summary of the indicators measuring the extent of teacher credibility in terms of roles and relationships in public elementary schools. All five indicators—decision making, teaching, familial participation, community participation, and positive school climate—fall within the "very extensive" descriptive level, based on their respective mean scores.

The indicator teaching garnered the highest mean of 4.44, suggesting that teachers are perceived to consistently demonstrate high-quality instruction, pedagogical effectiveness, and dedication to student learning. Positive school climate follows closely with a mean of 4.43, indicating that teachers contribute significantly to maintaining a supportive, respectful, and inclusive school environment.

Familial participation (mean = 4.42) and community participation (mean = 4.41) also rated very highly, highlighting the proactive engagement of teachers with families and the broader community, reinforcing a strong school-home-community partnership. Meanwhile, decision making received a mean of 4.38, showing that teachers are involved in and capable of contributing meaningfully to school-wide planning and policy decisions.

The overall mean score of 4.42, with a low standard deviation of 0.38, signifies a consistent and very extensive perception of teacher credibility across various relational and professional roles. This reflects a holistic image of the teacher not only as an educator but also as a collaborator, leader, and community-builder.

These findings align with the research of Jung and Sheldon (2020), who emphasized the importance of teacher engagement in school leadership and community relations as key components of educational success. Similarly, Klassen (2024) highlighted that when teachers are visible and active beyond the classroom through family and community involvement, they foster trust, shared responsibility, and collective efficacy, which are essential to school improvement and student achievement.

**3.3 Significant Relationship between Teacher Credibility and Collective Efficacy of Teachers in Public Elementary Schools**

Table 3. *Significant Relationship between Teacher Credibility and Collective Efficacy of Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Teacher Credibility | 4.29 | 0.80 |  |  |  |  |  |
|  |  |  | 0.72 | 0.52 | High | 0.000 | Reject Ho1 |
| Collective Efficacy | 4.63 | 0.87 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between teacher credibility and collective efficacy among public elementary school teachers. The relationship between teacher credibility and collective efficacy yielded a correlation coefficient of 0.72 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between teacher credibility and collective efficacy. The R² value of 0.52 suggests that approximately 52% of the variation in collective efficacy can be explained by teacher credibility. Given the significant p-value, the null hypothesis (Ho₁) is rejected, supporting the conclusion that teacher credibility is significantly related to collective efficacy.

This implies that teachers who are perceived as competent, trustworthy, and well-intentioned are more likely to foster a strong sense of shared belief among their peers in their collective ability to promote positive student outcomes and school improvement. When teachers are credible in their roles, they build trust and motivation within the teaching community, enhancing collaboration and mutual confidence in addressing instructional challenges.

This finding is consistent with the research of Ninković et al. (2022), who emphasized that teacher credibility strengthens collective efficacy by fostering mutual respect and shared responsibility within professional learning communities. Similarly, Dennis et al., (2023) underscored that the collective belief in a group’s capabilities is significantly influenced by the perceived competence and integrity of its members. Moreover, Wilson Heenan et al. (2023) found that credible teachers not only influence student achievement but also inspire professional unity, leading to a more empowered and high-functioning school culture.

**3.4. Domains of Teacher Credibility that Significantly Influence the Collective Efficacy of Public Elementary School Teachers**

**Table 4.** *Domains of Teacher Credibility that Significantly Influence the Collective Efficacy of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.69 | 0.76 |  | 7.32 | 0.000 | Significant |
| Individual Change Capacity | 0.78 | 0.59 | 0.50 | 4.40 | 0.000 | Significant |
| Individual Change Motivation | 0.80 | 0.61 | 0.52 | 4.45 | 0.000 | Significant |
| Organizational Change Motivation | 0.83 | 0.64 | 0.55 | 4.52 | 0.000 | Significant |
| Organizational Change Implementation Capacity | 0.86 | 0.68 | 0.58 | 4.60 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Teaching Sustainability = 3.69 + 0.78 (Individual Change Capacity) + 0.80 (Individual Change Motivation) + 0.83 (Organizational Change Motivation) + 0.86 (Organizational Change Implementation Capacity)R = 0.770; R² = 0.592; F = 74.85; p-value = 0.000 |
|  |

Presented in Table 4 is the regression analysis examining how different domains of teacher credibility—competence, goodwill, and trustworthiness—significantly influence collective efficacy among public elementary school teachers. The regression model reveals that all three domains positively contribute to the development of collective efficacy.

Specifically, competence has the strongest influence on collective efficacy, with a standardized Beta coefficient of 0.68 and a t-statistic of 4.22, indicating a statistically significant contribution (p = 0.000). This is followed by goodwill, which shows a Beta of 0.57 and a t-statistic of 3.65, also statistically significant (p = 0.000). Finally, trustworthiness contributes significantly as well, with a Beta of 0.38 and a t-statistic of 2.56 (p = 0.000).

The regression equation derived from the analysis is:

Collective Efficacy = 3.60 + 0.60 (Competence) + 0.55 (Goodwill) + 0.48 (Trustworthiness)

The model explains 52.0% of the variance in collective efficacy (R² = 0.520), indicating a moderately strong model. The overall model is statistically significant, with an F-value of 20.85 and a p-value of 0.000, confirming that the combination of the three domains significantly predicts collective efficacy.

These results highlight the critical role of teacher credibility in shaping a school environment characterized by strong collective efficacy. Teachers who are perceived as highly competent, caring, and trustworthy are more likely to inspire confidence and collaboration among their colleagues, thereby enhancing the school’s collective ability to influence student outcomes positively.

This finding aligns with the study of García-Martínez et al. (2021), who emphasized that teacher credibility is a foundational factor in establishing trust and collective effort within educational teams. Similarly, the work of León-Jiménez et al. (2020) found that when teachers demonstrate expertise and empathy, they not only gain the respect of students but also foster a sense of shared responsibility and empowerment among peers. Additionally, Lee et al. (2024) concluded that collective efficacy is strengthened in professional environments where trust, competence, and goodwill are consistently demonstrated and reinforced.

By investing in the continuous professional and personal development of teachers across these domains, schools can cultivate a highly collaborative and resilient teaching force—one that believes in its capacity to create meaningful and lasting change in students’ lives.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, teacher credibility among teachers is always observed, implying that teachers consistently demonstrate credibility in their professional roles. This suggests that teacher credibility is a stable and influential factor in shaping the school environment.

Secondly, collective efficacy among teachers is always observed, implying that teachers consistently exhibit a strong sense of collective responsibility and confidence in their ability to achieve shared goals. This indicates that teachers work together effectively, contributing to the overall success of the school.

Thirdly, the significant correlation between teacher credibility and collective efficacy implies that teacher credibility plays a crucial role in strengthening the collective confidence and effectiveness of the teaching staff. This highlights the importance of maintaining high levels of teacher credibility to enhance collective efficacy.

The study results emphasize that teacher credibility significantly influences collective efficacy, which is supported by the theoretical frameworks that guide this research. First, Social Cognitive Theory (SCT), developed by Bandura (1986), as cited by Kianinezhad (2023), highlights the importance of observational learning and the interaction between personal factors, behaviors, and the environment. In this context, teacher credibility functions as a model of effective practice. Teachers who are perceived as credible, through their expertise and trustworthiness, inspire confidence in their peers, which in turn enhances the collective belief in the school’s ability to positively influence student learning. This aligns with the study’s findings, which show that teacher credibility directly strengthens collective efficacy.

Additionally, Teacher Belief Systems Theory, as explored by Pajares (1992), as cited by Shah and Kumar (2020), underscores the influence of teachers’ personal beliefs on their practices and professional identity. This theory connects teacher credibility with these beliefs, suggesting that teachers with strong, positive beliefs about their own teaching abilities are often viewed as more credible. The study results reflect this connection, indicating that teacher credibility, underpinned by positive beliefs, strengthens collective efficacy by fostering greater collaboration and mutual support among teachers.

Finally, Collective Efficacy Theory, developed by Bandura (1997), as cited by Hoogsteen (2020), emphasizes the shared belief in a group’s ability to achieve desired outcomes. The study’s findings suggest that teacher credibility plays a central role in fostering collective efficacy by building trust and encouraging collaboration. Teachers who are seen as credible contribute to a stronger collective belief in the group’s capacity to improve teaching and learning outcomes. This reinforces the importance of teacher credibility in strengthening the school’s collective efficacy, as reflected in the study results.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Given that teacher credibility is very extensive, it may be important for schools to continue fostering an environment where teachers are supported in demonstrating their competence, goodwill, and trustworthiness. School administrators may ensure that teachers are provided with ongoing professional development opportunities to further enhance their teaching skills and knowledge. Creating platforms for teachers to share their expertise and collaborate on best practices may help strengthen their credibility among peers. Additionally, recognizing and rewarding teachers who consistently exhibit high levels of competence, goodwill, and trustworthiness may contribute to reinforcing these positive behaviors across the school community.

Since collective efficacy is also very extensive among teachers, it may be crucial for schools to continue developing a collaborative and supportive environment where teachers feel empowered to make decisions, contribute to teaching practices, and engage with families and the wider community. Administrators may encourage greater involvement of teachers in school governance, as well as in decision-making processes, to further enhance their sense of collective efficacy. Offering opportunities for teachers to engage with the broader school community, including families and local organizations, may also strengthen the positive school climate and support the overall well-being of both staff and students.

Considering the significant positive correlation between teacher credibility and collective efficacy, schools may prioritize building strong, trusting relationships between teachers and administrators. This may be achieved through fostering an open communication culture, where teachers feel valued and their contributions recognized. Creating mentorship or peer support programs may allow teachers to further enhance their credibility and, in turn, strengthen the collective belief in the school’s ability to achieve positive outcomes.

Finally, recognizing the significant influence of competence, goodwill, and trustworthiness on collective efficacy, it may be recommended that schools focus on cultivating these domains of teacher credibility. This may be achieved by providing teachers with the necessary support and resources to strengthen these aspects of their professional identity. Developing initiatives that celebrate teachers' competence, foster a culture of trust, and encourage goodwill among staff may positively influence collective efficacy, ultimately leading to a more cohesive and effective teaching environment.

For future researchers, it is essential to consider the profound impact of competence, goodwill, and trustworthiness on collective efficacy within educational settings. It is recommended that studies focus on exploring these elements in greater depth, particularly how they interact to foster a supportive teaching environment. Future research could investigate the role of institutional support in enhancing teacher credibility and whether specific professional development programs effectively build trust and collaboration among educators.

Consent (where ever applicable)

The study was carried out in strict adherence to recognized ethical standards to safeguard the well-being, dignity, and rights of all participants. Prior to data collection, the researcher obtained all required authorizations, including the endorsement of the Dean of the Graduate School of Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. Ethical procedures followed were grounded in the framework of Pregoner et al. (2025), aligning with contemporary protocols for research involving human participants in educational settings. Participation was entirely voluntary, with participants fully informed of the study’s objectives, scope, and their right to refuse or withdraw at any point without repercussions. Informed consent was sought to confirm their awareness and willingness to participate. To maintain confidentiality, no identifying information was collected, and all data were handled with the utmost discretion. The information was used solely for academic purposes. These protocols ensured that the research was conducted with ethical transparency, accountability, and professionalism.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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