

# Influence of the Use of Television as an Instructional Tool and Teacher Self-Efficacy on the Non-Academic Skills of Students with Learning Disabilities

Lalyn R. Clave

[lalyn.clave@hcdc.edu.ph](mailto:lalyn.clave@hcdc.edu.ph)

*Holy Cross of Davao College, Sta. Ana Avenue, Davao City 8000, Philippines*

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## ABSTRACT

Poor non-academic skills among learners with learning disabilities is a global problem. The contribution of teacher use of television and teacher self-efficacy on the non-academic skills of students with learning disabilities was examined. Diagnostic research design was applied. The data from 168 teachers selected through total enumeration were analyzed using multiple linear regression analysis. Result revealed that teacher self-efficacy significantly influences the non-academic skills of learners with disabilities, whereas television use does not, although their combined effect is significant, thereby affirming Social Cognitive Theory. Further research may explore additional variables, including exploratory studies to explain the remaining variance in non-academic skills, while educational leaders may provide continuous training to enhance teacher self-efficacy in supporting non-academic skills with students with learning disabilities.

**Keywords:** *Use of television as an instructional tool, teacher self-efficacy, non-academic skills, students with learning disabilities*

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## INTRODUCTION

The persistent challenges in the development of non-academic skills among learners with learning disabilities remain a significant concern in the global educational landscape. Non-academic skills such as social interaction, emotional regulation, self-management, and communication are increasingly recognized as essential for holistic development and lifelong success. However, learners with learning disabilities often demonstrate difficulties in these areas, limiting their participation in inclusive learning environments and social contexts. Recent studies highlight that despite global efforts toward inclusive education, disparities in the acquisition of non-academic competencies continue to be evident across diverse educational systems (Smith & Johnson, 2023; Lee, 2024). These concerns underscore the ongoing need to address gaps in supporting non-academic skill development among this group of learners.

In various national contexts, the situation remains equally pressing. In Israel, research indicated that learners with learning disabilities exhibit notable challenges in social-emotional competencies within mainstream classrooms, reflecting persistent gaps in inclusive practices (Cohen & Regev, 2023). Similarly, studies in Italy revealed that while inclusive policies are established, learners with learning disabilities continue to face difficulties in developing interpersonal and adaptive skills necessary for school integration (Bianchi et al., 2024). In the United States, findings emphasized ongoing concerns regarding students' self-regulation and social functioning, which remain below expected developmental levels despite targeted interventions (Williams & Garcia, 2023). These cross-country observations illustrated that the issue of non-academic skill development persists even in well-resourced educational systems.

In the Philippines, the development of non-academic skills among learners with learning disabilities continues to be a pressing educational concern. Local studies reported that many learners struggle with social interaction, emotional control, and adaptive behaviors in both classroom and community settings (Dela Cruz & Santos, 2023; Reyes, 2024). Although inclusive education policies have been strengthened, the manifestation of non-academic skill gaps remains evident in daily classroom practices and learner outcomes. These observations reflect ongoing challenges in fully addressing the holistic needs of learners with learning disabilities within the Philippine educational context.

Generally, the condition of non-academic skill development among learners with learning disabilities persists as a complex and unresolved issue across global and local settings. The continued presence of difficulties in social, emotional, and behavioral domains highlighted the need for sustained scholarly attention and educational focus. As reflected in recent literature, the problem remains evident despite advancements in inclusive education frameworks, signaling the importance of continued research and documentation of this phenomenon (Anderson, 2023; Kumar, 2024).

### Significance of the Study

This study is globally significant as it addresses the persistent concern of students' non-academic skills, particularly among learners with disabilities in both traditional and technology-mediated classrooms that require inclusive and adaptive teaching approaches. By examining the influence of teacher use of television as an instructional tool and self-efficacy, the study may provide insights into improving learner engagement and classroom participation, contributing to Sustainable Development Goal 4 on Quality Education and SDG 10 on Reduced Inequalities. Additionally, the findings support efforts to create inclusive learning environments where students with disabilities can develop non-academic skills and succeed alongside their peers.

### Statement of the Problem

The main goal of this study determined the influence of teacher use of television and teacher self-efficacy on the nonacademic skills of students with learning disabilities. Specifically, it sought to answer the following objectives:

1. To describe the level of teacher use of television in terms of performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intentions; teacher self-efficacy in terms of training on inclusive education program, student engagement, instructional strategies, and classroom management; and non-academic skills of students with learning disabilities in terms of interpersonal skills, self-management skills, task-related skills, communication skills, and work habits / adaptability.
2. To determine the significance of the relationship between teacher use of television, Teacher Self-efficacy and non-academic skills of students with learning disabilities.
3. To determine the significance of the individual and combined influence of teacher use of television and teacher self-efficacy on the non-academic skills of students with learning disabilities.

### Hypotheses

H<sub>01</sub>: Teacher use of television as an instructional tool significantly correlated with non-academic skills.

H<sub>02</sub>: Teacher Self-efficacy significantly correlated with non-academic skills.

H<sub>03</sub>: Teacher use of television as an instructional tool significantly influenced with non-academic skills.

H<sub>04</sub>: Teacher Self-efficacy significantly influenced with non-academic skills.

H<sub>05</sub>: Teacher use of television as an instructional tool and teacher self-efficacy when combined significantly influenced with non-academic skills.

### Theoretical Framework

This study is anchored on the Social Cognitive Theory developed by Albert Bandura, which posits that learning occurs within a social context through the dynamic and reciprocal interaction of personal factors, environmental influences, and behavior (Bandura, 1986). Central to this framework is reciprocal determinism, which emphasizes that individuals both influence and are influenced by their environment, with observational learning, modeling, and self-efficacy serving as key mechanisms in the acquisition of knowledge and skills.

In the context of this study, the use of television as an instructional tool, indicated by performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intentions (Averion, Caleja, & Zapanta, 2020), pertains to environmental influence. Teacher self-efficacy, indicated by training on inclusive education program, student engagement,

instructional strategies, and classroom management (Masongsong et al., 2023), refers to personal factors. The non-academic skills of students with learning disabilities, including interpersonal, self-management, task-related, communication skills, and work habits/adaptability (Downing, Simpson, & Myles, 1990), applies behavioral outcomes.

### Conceptual Framework

The conceptual framework presents the independent variables and dependent variable of the study with their indicators respectively. The independent variables are Influence of the Use of Television as an Instructional Tool and Teacher Self-efficacy; while the dependent variable is the Non-academic Skills of Students with Learning Disabilities.

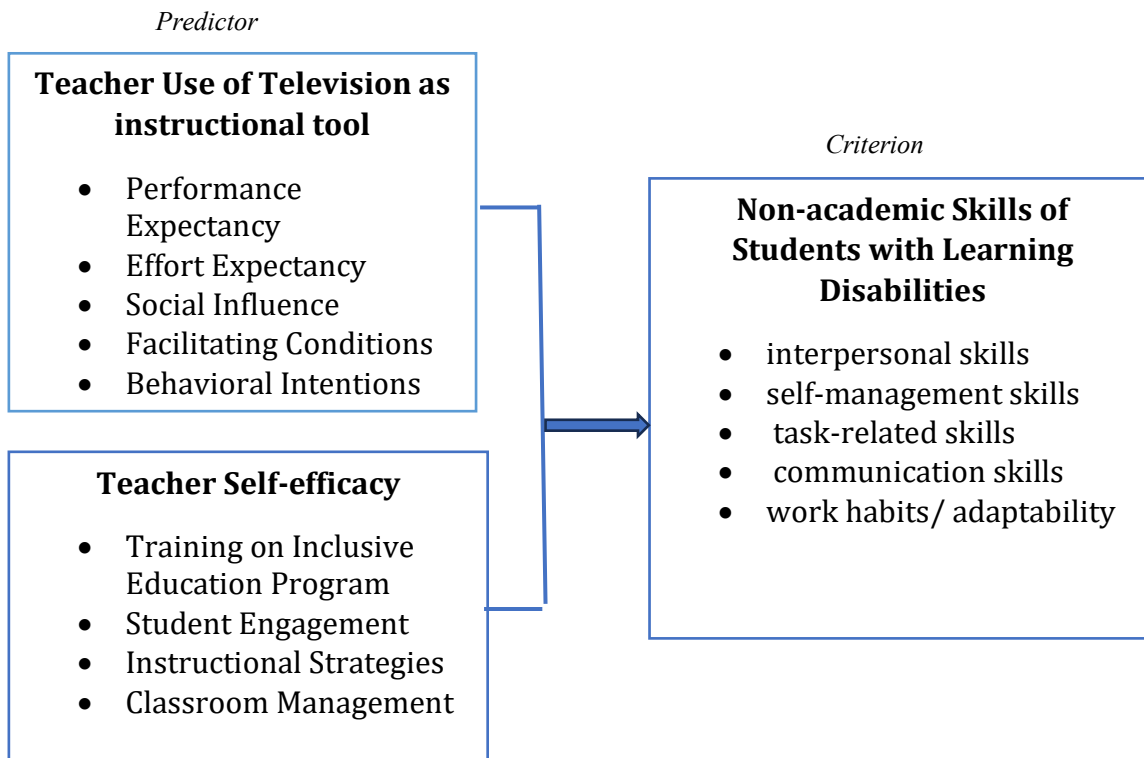


Figure 1. *Conceptual Framework of the Study*

## METHODOLOGY

The research design, locale of the study, the sample and sampling technique, data gathering technique, data analysis technique, and ethical considerations are included in this section.

### Research Design

This study employed a diagnostic design with regression analysis to examine the effects of television use on students' learning behavior, values, and social aspects. A diagnostic quantitative design is used to identify, describe, and analyze relationships or conditions in order to determine causes and possible solutions to specific problems (Creswell & Creswell, 2021).

## Locale of the Study

The study was conducted in selected public schools in the Municipality of Cateel, Davao Oriental. This particular site was deliberately chosen because of its accessibility to a substantial pool of respondents from both elementary and secondary levels in different barangays. The data were collected from the two Districts of the Municipality of Cateel, which are expected to yield comprehensive and significant data essential to the achievement of the study objectives.

## Sample and Sampling Technique

The respondents of this study were elementary and secondary public school receiving teachers who implement inclusive education programs and cater to learners with learning disabilities in mainstream classroom settings. The 168 receiving teachers from selected schools were identified as respondents, through the total enumeration sampling technique, to ensure that all members of the population were adequately represented. Total enumeration plays a vital role in ensuring data reliability, particularly in household and population surveys, as it facilitates the systematic identification and accurate listing of all respondents prior to the implementation of sampling procedures (Makwana et al., 2023).

## Data Gathering Technique

The study employed a survey technique as a structured approach for collecting standardized data from a sample to represent a larger population (McCombes, 2025; Saunders et al., 2023). This design gathered the data that are statistically analyzed to determine patterns, relationships, and variations within the group.

The study utilized adapted and modified questionnaires to measure the three variables. The first is the questionnaire for Teacher Use of Television, adapted from Averion et al. (2020). It has 20 items designed to assess the level of effect of the use of television as a strategy in teaching. It has a Cronbach's alpha of 0.930. The second is the questionnaire for Teacher Self-Efficacy, adapted from Masongsong et al. (2023). It consists of 22 items designed to measure the level of support for teacher skills and abilities in teaching. It has a Cronbach's alpha of 0.928. The third is the questionnaire for the Non-Academic Skills of Students With Learning Disabilities, adapted from Downing et al. (1990). It consists of 16 items designed to assess the level of non-academic skills of students with learning disabilities. It has a Cronbach's alpha of 0.926. These results confirm that the instruments have high internal consistency and are reliable for measuring the variables of the study. Further, all three questionnaires underwent expert validation to ensure content validity and clarity.

## Data Analysis Technique

In this study, the data were analyzed using descriptive, correlation, and regression techniques. Descriptive analysis was employed to summarize and present the data (Triola, 2025). In this study, the mean and standard deviation statistical tools were used. Correlation analysis helps determine the strength and direction of associations through correlation coefficients (Pubrica Academy, 2024). The Pearson Product-Moment Correlation was used to determine the strength and direction of relationships among variables (Gravetter & Wallnau, 2022). Khamis (2022) also emphasized that Pearson correlation is useful in identifying significant relationships between variables and plays a key role in statistical data analysis and interpretation. Moreover, multiple regression analysis was applied to assess the predictive influence of one or more independent variables on a dependent variable, utilizing both unstandardized and standardized Beta coefficients as statistical measures (Hair et al., 2022). Furthermore, the unstandardized and standardized beta coefficient as statistical treatment was utilized.

This matrix presents the scale, descriptive level, and interpretation used to assess the interpretation for Teachers Use of Television.

| Scale       | Level    | Interpretation for Teacher use of television | Interpretation for Teacher Self-efficacy | Non-academic Skills of Students with Learning Disabilities |
|-------------|----------|----------------------------------------------|------------------------------------------|------------------------------------------------------------|
| 1.00 – 1.74 | Very low | Very Poor                                    | Very Poor                                | Very Poor                                                  |
| 1.75 – 2.49 | Low      | Poor                                         | Poor                                     | Poor                                                       |

|             |           |           |           |           |
|-------------|-----------|-----------|-----------|-----------|
| 2.50 – 3.24 | High      | Good      | Good      | Good      |
| 3.25 – 4.00 | Very high | Very Good | Very Good | Very Good |

Standard Deviation Value Ranges and Interpretation

| <i>SD Value Range</i> | <i>Interpretation</i>                                   |
|-----------------------|---------------------------------------------------------|
| 0.00 – 0.50           | Very low variability / Responses are very consistent.   |
| 0.51 – 1.00           | Low variability / Responses are relatively consistent.  |
| 1.01 – 1.50           | Moderate variability / Responses show some differences. |
| 1.51 – 2.00           | High variability / Responses vary significantly.        |
| Above 2.00            | Very high variability / Responses are highly dispersed. |

For the interpretation scale of r-value, the following scheme was used:

| Computed r                   | Descriptive Interpretations |
|------------------------------|-----------------------------|
| +/- 1.00 Perfect correlation |                             |
| Between +/- 0.75 – +/- 0.99  | High correlation            |
| Between +/- 0.51 – +/- 0.74  | Moderately high correlation |
| Between +/- 0.31 – +/- 0.50  | Moderately low correlation  |
| Between +/- 0.01 – +/- 0.30  | Low correlation             |
| 0.00                         | No correlation              |

For interpreting the strength of Beta ( $\beta$ ) coefficients, the following scale was used:

| <i><math>\beta</math> Value Range</i> | <i>Strength of Relationship</i> |
|---------------------------------------|---------------------------------|
| $\pm 0.00 - \pm 0.09$                 | Very Weak                       |
| $\pm 0.10 - \pm 0.29$                 | Weak                            |
| $\pm 0.30 - \pm 0.49$                 | Moderate                        |
| $\pm 0.50 - \pm 0.69$                 | Strong                          |
| $\pm 0.70$ and above                  | Very Strong                     |

### Ethical Considerations

Participants were thoroughly informed regarding the purpose, procedures, and scope of the study, and informed consent was secured prior to data collection. They were likewise apprised of their right to withdraw from the study at any time without penalty, while an information sheet detailing the nature of the research was systematically provided to ensure full understanding and voluntary participation. To uphold confidentiality and data privacy, participants' identities were strictly protected through the use of pseudonyms, and all personal information was securely managed to prevent unauthorized disclosure. Ethical approval was secured from the SMILE Ethics Board, and permission to conduct the study was respectfully sought and obtained from the Department of Education (DepEd). Moreover, schools, teachers, and principals, were anonymized in all reported findings to ensure privacy and maintain the highest ethical standards throughout the conduct of the study.

### RESULTS

Included in this discussion are the descriptive, correlation, and regression tabular presentations, corresponding analysis, and interpretation of the statistical results. This section is ended with the summary of findings.

### Descriptive Results

Table 1 is descriptive statistics table. It contains the variables involved in the study, namely: teacher use of television as an instructional tool, teacher sense of efficacy, non-academic skills of students with learning disabilities with their respective indicators. Likewise, the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables are found in the table.

Table 1. Descriptive Statistics (N=168)

| Variables                                                         | N          | Standard Deviation | Mean        | Descriptive Level |
|-------------------------------------------------------------------|------------|--------------------|-------------|-------------------|
| <b>Teacher Use of Television as an Instructional Tool</b>         | <b>168</b> | <b>.32</b>         | <b>3.77</b> | <b>Very High</b>  |
| Performance Expectancy                                            | 168        | .31                | 3.86        | Very High         |
| Effort Expectancy                                                 | 168        | .34                | 3.78        | Very High         |
| Social Influence                                                  | 168        | .39                | 3.66        | Very High         |
| Facilitating Condition                                            | 168        | .34                | 3.79        | Very High         |
| Behavioral Intention                                              | 168        | .34                | 3.81        | Very High         |
| <b>Teacher Self-Efficacy</b>                                      | <b>168</b> | <b>.31</b>         | <b>3.51</b> | <b>Very High</b>  |
| Training on the Inclusive Education Program                       | 168        | .50                | 3.21        | High              |
| Student Engagement                                                | 168        | .44                | 3.53        | Very High         |
| Instructional Strategies                                          | 168        | .46                | 3.61        | Very High         |
| Classroom Management                                              | 168        | .45                | 3.59        | Very High         |
| <b>Non-Academic Skills of Students with Learning Disabilities</b> | <b>168</b> | <b>.37</b>         | <b>3.48</b> | <b>Very High</b>  |
| Interpersonal Skills                                              | 168        | .44                | 3.45        | Very High         |
| Self-Management Skills                                            | 168        | .52                | 3.28        | Very High         |
| Task-Related Skills                                               | 168        | .48                | 3.27        | Very High         |
| Communication Skills                                              | 168        | .50                | 3.26        | Very High         |
| Work Habits /Adaptability                                         | 168        | .50                | 3.26        | Very High         |

Specifically, the table shows that the Teacher Use of Television as an Instructional Tool variable obtained a mean of 3.77 described as very high. This indicates that teachers have very good integration of television into their instructional practices. All indicators under this variable likewise obtained a very high level. The standard deviation of 0.32 is described as very good, indicating strong and uniform perceptions among the respondents. Furthermore, the Teacher Self-efficacy variable obtained a mean of 3.51 described as very high. This denotes that teachers have a very good confidence and competence in performing their instructional responsibilities, particularly in classroom management, instructional strategies, and student engagement, which also obtained very high mean scores. The standard deviation of 0.31 is described as very good, signifying a strong and uniform perception among respondents. Finally, the Non-academic Skills of Students with Learning Disabilities variable obtained a mean of 3.48 described as very high. This signifies that students have good skills that demonstrate interpersonal, communication, self-management, task-related skills, and work habits. Consistently, all indicators are described as high level. The standard deviation of 0.37 is described as highly consistent, indicating relatively uniform responses among teachers. Overall, all standard deviation values being below one (1) suggest that the respondents' answers are highly consistent across all variables.

The findings show that teachers have very good integration of television as an instructional tool, demonstrate a very high sense of teaching efficacy, and perceive students with learning disabilities as frequently exhibiting nonacademic skills, all with generally high to very high mean scores. The low standard deviation values across all variables indicate highly consistent and uniform responses among the respondents.

### Correlation Results

Presented in Table 2 are the correlational results between the determinants and the criterion variable. Also, the correlation coefficient (r-value), p value, decision on null hypothesis, and corresponding interpretation are presented.

Table 2: Correlation Table (N=168)

| Variables                                          | Non-Academic Skills of Students with Learning Disabilities |         |                   |                                                   |
|----------------------------------------------------|------------------------------------------------------------|---------|-------------------|---------------------------------------------------|
|                                                    | r-value                                                    | p-value | Decision on $H_0$ | Interpretation                                    |
| Teacher Use of Television as an Instructional Tool | .336                                                       | .000    | Reject $H_0$      | Moderately low positive, significant correlation  |
| Teacher Self-Efficacy                              | .619                                                       | .000    | Reject $H_0$      | Moderately high positive, significant correlation |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Decision Rule: Reject  $H_0$  if  $p < 0.05$

Specifically, the table shows that the correlation between Teacher Use of Television as an Instructional Tool and the Non-Academic Skills of Students with Learning Disabilities variables obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the relationship is statistically significant. The r-value of 0.336 reflects that the correlation is moderately low. This implies that if there is an increase in teacher use of television as an instructional tool, there is also a moderately low increase in non-academic skills of students. Similarly, Teacher Sense of Efficacy yielded a p-value of 0.000, which is also lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The r-value of 0.619 indicates a moderately high positive correlation between teacher sense of efficacy and the non-academic skills of students with learning disabilities. This implies that if there is an increase in teacher sense of efficacy, there is also a moderately high increase in non-academic skills of students with learning disabilities.

The findings indicate that both teacher use of television as an instructional tool and teacher sense of efficacy have statistically significant relationships with the non-academic skills of students with learning disabilities. However, teacher use of television shows a moderately low positive correlation, whereas teacher sense of efficacy demonstrates a stronger, moderately high positive correlation, suggesting a more substantial association with student non-academic skill development.

### Regression Results

The regression results are presented in Table 3. The table contains the unstandardized and standardized beta coefficients, standard error, t-value, p-value, decision on null hypothesis, and corresponding interpretation.

Table 3: Regression Table (N=168)

| Variables                                          | Unstandardized Coefficients |            | Standardized Coefficients Beta | t     | Sig. | Decision on $H_0$ | Interpretation                 |
|----------------------------------------------------|-----------------------------|------------|--------------------------------|-------|------|-------------------|--------------------------------|
|                                                    | B                           | Std. Error |                                |       |      |                   |                                |
| (Constant)                                         | .664                        | .313       | —                              | 2.121 | .035 | —                 |                                |
| Teacher Use of Television as an Instructional Tool | .095                        | .080       | .081                           | 1.193 | .235 | Accept $H_0$      | Not significant influence      |
| Teacher Self-Efficacy                              | .700                        | .081       | .583                           | 8.617 | .000 | Reject $H_0$      | Positive significant influence |

Model Summary:  $R = .623$ ,  $R\text{-square} = .388$ ,  $F(2,165) = 52.354$ ,  $p = .000$

Level of significance: 0.05, Decision Rule: Reject  $H_0$  if  $p < 0.05$

The table specifically shows that the influence of Teacher Use of Television as an Instructional Tool on Non-Academic Skills of Students with Disabilities variable yielded a p-value of 0.235, which is higher than the 0.05 level of significance; hence, the null hypothesis was accepted, indicating that it is not statistically significant. It implies that for every unit change in Teacher Use of Television as an Instructional Tool, there is no corresponding influence on Non-Academic Skills of Students. On the other hand, the Teacher Self-Efficacy variable obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that it is statistically significant. It implies that for every one-unit increase in teacher efficacy, student non-academic skills increase by 0.700 units. Lastly, the table shows an R-squared value of 0.38, indicating that collectively, the two determinants explain 38.8% of the variance in criterion. The obtained p-value of 0.000, which is less than the 0.05 level of significance, indicates that the combined contribution is statistically significant.

The findings indicate that teacher use of television as an instructional tool is not a significant determinant of non-academic skills of students and has minimal influence, whereas teacher self-efficacy emerges as strong determinant. Collectively, the determinants significantly influence non-academic skills of students with learning disabilities.

### Summary of Findings

Based on statistical results, it was specifically found that:

1. Teachers' use of television as an instructional tool and teacher self-efficacy have significant relationship with the non-academic skills of students with learning disabilities.
2. Teachers' use of television as an instructional tool and teacher self-efficacy, individually and collectively, have significant influence on non-academic skills of students with learning disabilities.

## DISCUSSIONS

In this chapter, the findings are discussed. Presented as well, the conclusion and recommendation.

### *Teacher Use of Television and the Non-academic Skills Correlation*

The finding of this study revealed that the teacher use of television as an instructional tool has a positive moderately low significant correlation with non-academic skills of students with learning disabilities. Moreover, the current finding aligns with the study of Santos and Santos (2024), indicating that television-based instruction enhances learner engagement, motivation and social interaction, which are essential non-academic skills that contribute to overall learning. Similarly, this current finding affirms the study of Bual et al. (2026), explaining that the integration of television in teaching improves classroom interaction and student engagement, indicating a positive correlation between media use and the development of non-academic competencies. However, this view opposes Castro (2025), who asserted that television may not always produce positive outcomes, as excessive or improper use can reduce students' participation in more meaningful and interactive activities, thereby limiting the development of non-academic skills.

### *Teacher Self-Efficacy and Non-academic Skills Correlation*

This finding of the study revealed that the teacher self-efficacy has a positive moderately high significant correlation with non-academic skills of students with learning disabilities, which affirms the finding of Romero-García et al. (2022), who found that a higher sense of efficacy is associated with stronger socio-emotional competence, indicating its connection to non-academic skills. This current finding further supports the study of Mieres-Chacaltana et al. (2025) explaining that self-efficacy is linked to resilience and prosocial behavior among individuals. Additionally, the current finding also affirms the study of Gribiea (2026), highlighting that self-efficacy contributes to well-being, confidence, and emotional stability. However, the finding of Refugio and Bastida (2024) asserts that self-efficacy may not directly influence non-academic skills, as it can function only as a mediating factor.

### ***Non-academic Skills as Influenced by Teachers Use of Television as an Instructional Tool and Self- Efficacy***

This finding that teacher use of television and teacher self-efficacy have a positive significant combined influence on non-academic skills aligns to the finding of Kim and Park (2021), explaining that teachers with higher self-efficacy demonstrate better communication and emotional support for learners. This current finding supports the study of García and López (2023), also reporting that self-efficacy is linked to resilience and positive social behavior in educational settings. However, the current finding contradicts Brown and Smith (2022), who claimed that the effect of self-efficacy on skills may vary depending on teaching context and experience.

### **Conclusion**

Based on the findings, it was concluded that teacher use of television as an instructional tool does not influence the non-academic skills of learners with disabilities; while teacher self-efficacy does. Nevertheless, the collective strength of the determinants on the criterion is significant. With this, Social Cognitive Theory, positing that learning occurs within a social context through the dynamic and reciprocal interaction of personal factors, environmental influences, and behavior, was affirmed.

### **Recommendation**

Based on the conclusion, the following are recommended:

1. Further research may be pursued using other variables not covered in this study to explain the remaining 61.20% of variance in the non-academic skills of learners with learning disabilities.
2. Exploratory study may be done to determine themes that can be used as potential variables.
3. Educational leaders may provide continuous training relevant to enhancing self-efficacy of teacher towards improving the non-academic skills of learners with learning disabilities.

### **Acknowledgement**

The researcher wishes to express profound gratitude to all individuals who, in various ways, contributed to the successful completion of this study. This research journey has been meaningful and possible through the support, guidance, and encouragement of numerous people whose contributions are deeply valued and appreciated.

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