



REVIEW OF RELATED LITERATURE AND STUDIES

This chapter will present the review of related literature and studies, synthesis of the reviewed studies, theoretical framework, conceptual framework and definition of terms.

Learners with disabilities can greatly benefit from an inclusive learning environment that fosters self-efficacy, as highlighted in the study *Self-Efficacy and Academic Performance of Learners with Disabilities: Basis for School Inclusive Program*. Self-efficacy, or belief in one's ability to achieve desired outcomes, is important for academic success and overall well-being of students with disabilities. When students believe they can overcome challenges, they are more likely to participate in learning activities, persevere through hurdles, and perform better academically.

Schunk, D. H., & DiBenedetto, M. K. (2020), found that self-efficacy significantly impacts the academic development of students with ADHD and learning disabilities. Emphasizing the importance of evaluating educational practices, they suggest assessing how well these practices enhance both learning outcomes and students' self-efficacy for achieving academic success. Further research is recommended to better



understand and foster self-efficacy in students with ADHD and learning disabilities.

However, in light of the challenges faced by students with learning disabilities (LD) in higher education, as highlighted by Hen, M., & Goroshit, M. (2014), including academic difficulties and maladaptive behaviors like learned helplessness, exploring additional factors becomes crucial. Their study underscores the importance of examining variables contributing to academic success for LD students, with emotional intelligence (EI) emerging as a significant factor. They suggest that enhancing emotional abilities may aid in academic adaptation and performance. The authors propose further investigation into predictors of academic procrastination in LD students, advocating for tailored support programs such as EI training workshops.

Moreover, Rice, M. F., & Carter Jr, R. A. (2016), emphasize the necessity of integrating self-regulation of learning into online coursework for students with disabilities. They advocate for further research on effective teaching strategies for self-regulation, benefiting both students with disabilities and the general student population. Recognizing the importance of collaboration between online programs and traditional schools, they stress the need for effective service delivery for students with



disabilities. Policy recommendations include empowering teachers to better address students' needs and improving monitoring of service delivery.

Additionally, Kaushik, P., & Jena, S. P. K. (2021), highlight the effectiveness of school-based interventions, such as the PEABLS program, in enhancing self-regulation skills among students with learning issues. They emphasize the benefits of these interventions on various psychological and academic skills. However, they call for further research to generalize the efficacy of such interventions across different age groups, grades, and socio-economic statuses, indicating the need for broader applicability and suggesting avenues for future research to address these gaps.

Furthermore, Girli, A., & Öztürk, H. (2017) stress the impact of inclusive education on students with specific learning disabilities (SLD), noting lower perceptions of academic self-efficacy and limited use of metacognitive strategies. They advocate for identifying students' strengths in various areas to bolster academic success through special education support systems. Additionally, they suggest that improved academic success can lead to higher levels of academic self-efficacy and enhanced metacognitive strategies. Acknowledging the study's limitation to specific



grade levels, they recommend further research for broader generalizability, thereby contributing to a more comprehensive understanding of the topic.

According to Peters & Lenz (2018), Research examines policies and practices that can create a more inclusive environment for teachers with disabilities, including addressing accessibility concerns and promoting professional development opportunities.

Moreover, Einav, M., Sharabi, A., Peter, T. E. H., & Margalit, M. (2018), present preliminary findings on the attitudes of students with learning disabilities (LD) towards test accommodations and their overall well-being. They underscore the importance of recognizing students' comprehensive emotional needs beyond academic accommodations. Despite the benefits of accommodations, lower academic achievements persist, indicating the necessity for inclusive interventions that address psychological implications and promote hopeful thinking among students and teachers. Additionally, the authors advocate for training strategies to support students' academic self-efficacy (ASE) and enhance their future well-being, thereby providing practical recommendations for educators and policymakers to improve outcomes for students with LD.

The studies mentioned shed light on various aspects of supporting students with learning disabilities (LD) and ADHD in educational settings.



Schunk & DiBenedetto (2020) emphasize the crucial role of self-efficacy in the academic development of these students, advocating for the evaluation of educational practices to enhance both learning outcomes and self-efficacy. In contrast, Hen & Goroshit (2014) highlight the challenges faced by students with LD, stressing the importance of emotional intelligence (EI) in addressing academic difficulties and learned helplessness. This underscores the need for tailored interventions to support diverse learning needs. Moreover, Rice & Carter Jr (2016) stress the integration of self-regulation into online coursework for students with disabilities, emphasizing collaboration between online programs and traditional schools. Similarly, Kaushik & Jena (2021) discuss the effectiveness of school-based interventions in enhancing self-regulation skills, while advocating for further research to generalize their efficacy across different demographics. Additionally, Girli & Öztürk (2017) stress the impact of inclusive education on students with LD, advocating for tailored support systems to bolster academic success. Finally, Einav et al. (2018) underscore the importance of recognizing students' emotional needs beyond academic accommodations, advocating for inclusive interventions to support their overall well-being. These studies collectively highlight the multifaceted approach required to effectively support students with LD and ADHD in educational settings.



Theoretical Framework

Figure 1 illustrates the conceptual framework for the study, which incorporates the Self-Efficacy Theory of Motivation. The figure illustrates how fundamental aspects such as experience, vicarious experience, social persuasion, and physiological feedback influence self-efficacy, which in turn influences behavior and performance.

This study is anchored in **Maddux's (2016) Self-Efficacy Theory**, which posits that self-efficacy, or an individual's belief in their ability to achieve certain outcomes, plays a significant role in influencing behavior and persistence. According to Maddux, self-efficacy beliefs determine the actions people choose, the effort they invest, and their in the face of challenges. In the context of learners with impairments, the theory helps explore how students' perceptions of their own capabilities impact their academic performance.



This framework suggests that self-efficacy beliefs play a crucial role in determining an individual's motivation, effort, and ultimately, their performance. By understanding this framework, educators and practitioners can develop strategies to enhance self-efficacy beliefs in learners and promote academic success

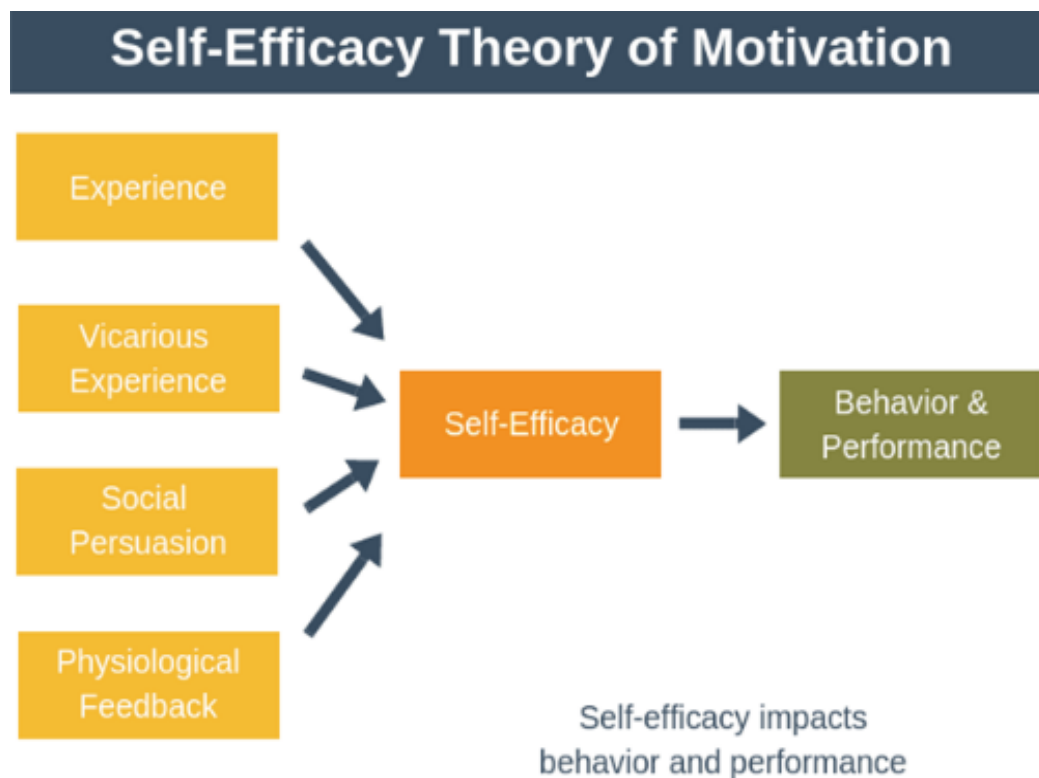


Figure 1. Theoretical Paradigm of the study



Conceptual Framework

The conceptual framework for the study titled "Self-Efficacy and Academic Performance of Learners with Disabilities: Basis for School Inclusive Program" is structured around the input-process-output (IPO) model, which aims to analyze the relationship between self-efficacy and academic performance among learners with disabilities in selected schools of Caloocan North District I.

In the input phase, the study will gather relevant data on the learner profiles, including age, sex, grade level, socio-economic status, and types of disabilities. Additionally, it will evaluate the academic self-efficacy of learners in terms of their perceived academic abilities, cognitive effort, and persistence, as assessed by both teachers and learners. The academic performance of the learners will be measured through various factors such as memory strategies, goal setting, self-evaluation, and other indicators. The study will also identify challenges faced by these learners, including learning difficulties, accessibility issues, and social integration within the context of inclusive education.



Moving to the process phase, the study will utilize screening and assessment tools to evaluate the specific educational needs and challenges of each learner. Quantitative methods, including surveys and assessments, will be employed to collect data on self-efficacy and academic performance. The gathered data will be analyzed using statistical methods to test the hypotheses and explore significant relationships or differences between the variables. This phase will also involve examining the barriers encountered by learners and educators within the inclusive education system.

The output of the study will be a proposed school-based inclusive program tailored to address the specific needs identified in the research. This program will focus on enhancing learners' self-efficacy, providing appropriate support, and improving their academic performance across various subjects. By empowering learners with disabilities to develop positive beliefs in their academic abilities, the program aims to help them achieve their educational goals. Furthermore, the study will offer practical recommendations for teachers, administrators, and policymakers to improve inclusive education practices, enhance teaching effectiveness, and provide targeted support for learners with disabilities.



**SELF-EFFICACY AND ACADEMIC PERFORMANCE OF
LEARNERS
WITH DISABILITIES: BASIS FOR SCHOOL INCLUSIVE PROGRAM**

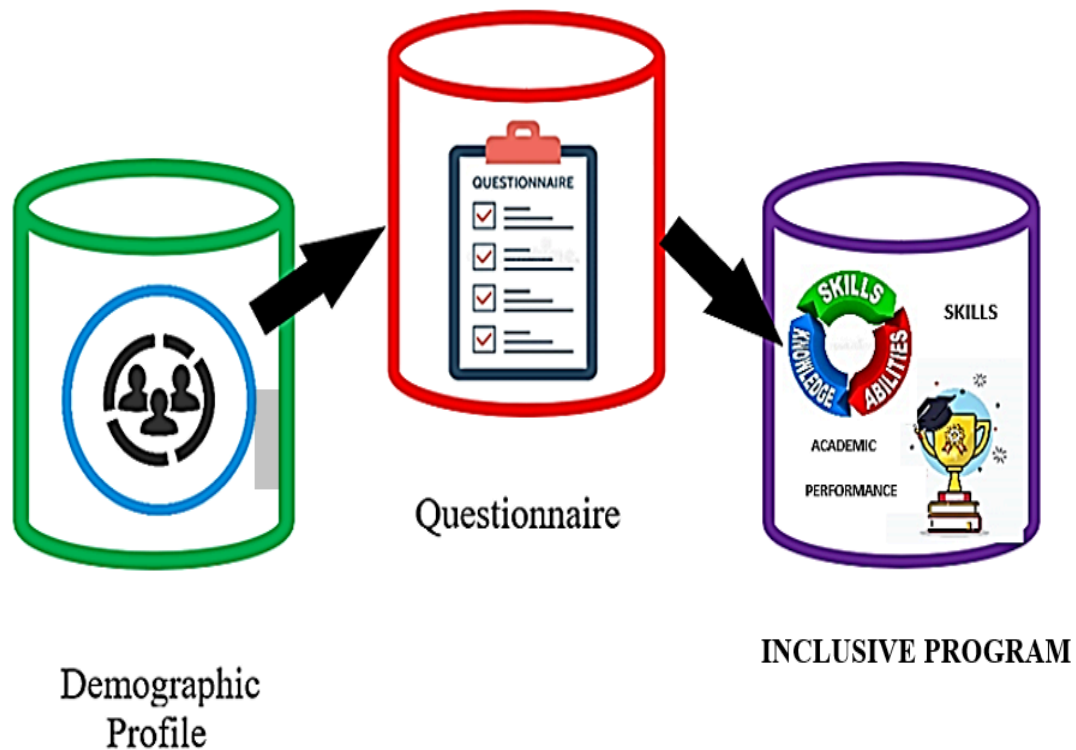


Fig.2 Conceptual Paradigm of the Study

Definition of Terms



The following terms used in this study are operationally and conceptually defined as follows:

Academic Performance. This refers to the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Accessibility. This refers to the ability for everyone to access and use a space, service, or product, regardless of disability.

Assistive Technologies (AT): Tools and devices that help individuals with disabilities overcome challenges and perform daily activities. In the context of teachers, this could include screen readers, speech recognition software, ergonomic keyboards, or amplified headsets.

Collaborating. This refers to a cooperative and assertive approach where parties work together to find mutually beneficial solutions to conflicts. It embodies a win-win mindset that emphasizes the value of teamwork, creativity, and synergy in conflict resolution. Individuals who adopt a collaborating style are committed to exploring diverse viewpoints, fostering trust, and engaging in constructive dialogue to achieve outcomes that address the underlying needs and interests of all stakeholders.



Competing. Accommodations: Changes made to teaching methods, materials, or classroom environment to address the specific needs of a teacher with a disability. This can include things like providing ergonomic furniture, allowing for flexible work arrangements, or using assistive technologies.

Inclusive education. This refers to an approach to education that strives to provide all students, including those with disabilities, with quality learning experiences in mainstream classrooms.

Intersectionality: The recognition that individuals experience overlapping forms of discrimination based on factors like race, gender, disability, and socioeconomic background.

Learning Support Staff: Professionals such as special education teachers, resource teachers, or paraprofessionals who provide additional support to students with disabilities. They may also collaborate with teachers with disabilities to develop inclusive learning strategies.

Master Teachers. These are experienced and highly skilled educators who have demonstrated excellence in teaching and have often taken on additional responsibilities beyond the classroom.



Non-teaching Personnel. This is also known as education support professionals or school support staff, are individuals who work in educational settings but do not have teaching roles. They provide a wide range of essential services that support the educational environment and contribute to the smooth operation of educational institutions.

Resolution Plan. This refers to a structured approach for addressing and resolving a specific issue or set of issues that have been identified within the school or educational institution. It is a proactive tool designed to help schools and educational institutions effectively address and manage problems, improve outcomes, and maintain a positive learning environment for all students.

School Heads. These refer to school principals, headmasters, or head teachers. They are the leading officials in a school setting. They are responsible for the overall management and leadership of the school and play a critical role in shaping the educational experience and environment for both students and staff.

Self-efficacy. This refers to a person's belief in their ability to complete a task or achieve a goal. It encompasses their confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal.



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Student with a disability. This refers to a student with an emotional, intellectual, or physical disabling condition, which requires assistance to access the educational environment.

Teachers. These are professionals who are responsible for educating and instructing learners in various subjects and skills. They also serve as mentors, role models, and facilitators of growth and development for their students.

Universal Design for Learning (UDL). This refers to a framework for creating learning environments that cater to the diverse needs of all learners.