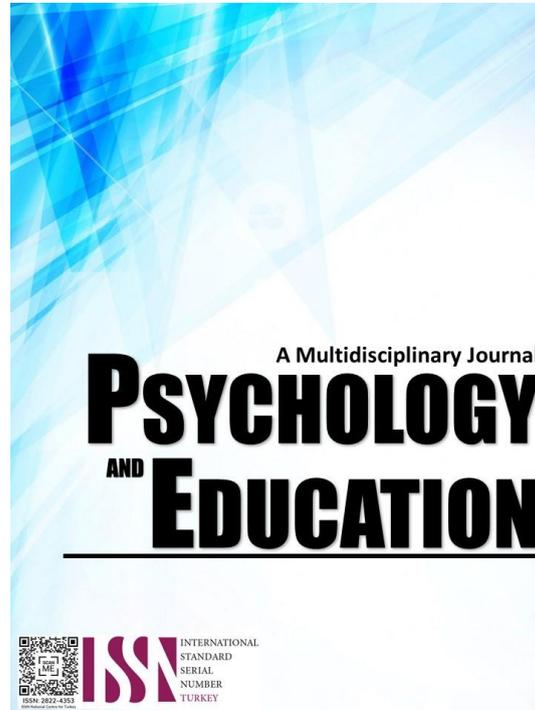


**SELF-EFFICACY, SELF-MANAGEMENT AND
PERFORMANCE OF TEACHERS ON
THE NEW NORMAL**



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Self-Efficacy, Self-Management and Performance of Teachers on the New Normal

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Abstract

Self-Efficacy, Self-Management and Performance are factors that contribute a lot to the teaching and learning process. The way teachers' believe in their one's capabilities and how they manage themselves will impact their personal and professional skills. Their performance will bring out the full potential of their students. The main objective of this study was to determine the level of Self-Efficacy in terms of Home-Related Task and School-Related Task, Self-Management in terms of Priority Setting, Self-Care and Role Clarity and Performance of teachers in the new normal in terms of 5 Key Results Area (KRA). The descriptive correlational type of research, specifically the survey technique using quantitative method was used in the study. Further, this descriptive study was conducted to determine the level of self-efficacy, the level of self-management and performance of the teachers in the New Normal in the District of Maayon for the School year 2021-2022. This study involved 32 elementary school taken as population and 160 randomly selected Elementary Teachers in the District of Maayon. A researcher-modified from Damianus Abun (2021) survey questionnaire was made in gathering data. The study was limited to the level of Self-Efficacy, Self-Management and Performance of Teachers in the New Normal. The independent variable consists of the level of Self-Efficacy in terms of Home Related Task and School Related Task and Self-Management of Teachers in the New Normal in terms of Priority Setting, Self-Care and Role Clarity while the dependent variable consist of the Performance of Teachers in the New Normal in terms of 5 Key Result Area (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners, Curriculum and Planning & Assessment and Reporting (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development and (5) Plus Factor. The statistical tools utilized in this study were frequency count, percentage mean, and Standard Deviation. While inferential data were processed using Pearson r Correlation. The results of this study reveals that the level of Self-Efficacy of teachers in the new normal in terms of Home Related and School Related tasks was manifested as "High". The level of Self-Management of teachers in the new normal in terms of Priority Setting, Self-Care, and Role Clarity was rated as "High" The performance of teachers in terms of 5 Key Results Area (KRA) 1. Content Knowledge and Pedagogy 2. Learning Environment 3. Diversity of Learners, Curriculum and Planning & Assessment, and Reporting 4. Community Linkages and Professional Engagement & Personal Growth and Professional Development and 5. Plus Factor in the new normal as a whole was manifested as "High". Lastly, there was a significant relationship noted in the level of Self-Efficacy and level of Self-Management of Teachers in the New Normal. The level of Self-Efficacy and level of Self-Management were found significantly related but not to the level of performance of teachers in the new normal.

Keywords: *self-efficacy, self-management, new normal, performance of teachers*

Introduction

In the recent world health condition, teachers in the public educational sectors face challenges in adjusting to the paradigm shift of teaching and learning process where self-efficacy and self-management are essential in maintaining and augmenting teachers' commitment at work. Many schools in different countries such as, New Zealand, South Africa have already replaced traditional classroom setups with innovative flexible learning strategies like China over 500 universities teach online courses to more than 3 million learners (Shang &Cao, 2017).

As teachers shifted their content delivery, they also modified pedagogical practices to support remote learning. Teachers had to consider several aspects during this shift: the need for the platform, features of

the platform that fit the need, assessment, responsive learning and application and the customization of the learning management system (LMS).

In the Philippines, the Department of Education (DepEd) braced the new normal setting in education amidst the multiple problems and challenges brought by the pandemic in the country notwithstanding other catastrophic events that devastated schools. DepEd conducted a nationwide consultation with stakeholders and education experts and prepared for a Learning Continuity Plan to deliver education to learners. The department also assured that teachers' safety and health will be its top priority as SLMs can be done at home. Teachers would simply visit the schools to get materials to prepare the SLMs and be required to follow the existing work arrangement and health protocols. With this scenario, public school teachers undoubtedly need to adapt to the emerging shift in the

paradigm of teachers. They need to adapt to the increasing demand of their workloads in preparation for the opening of classes in the new normal pedagogical setting (Baloran & Hernan, 2020). In this context, self-management as a key skill will help teachers throughout their life. It involves setting goals, managing time and developing motivation and concentration skills will help individuals to overcome the lure of procrastination. (Teaching Agency, 2012).

It is important that teachers have a priority setting to help them to identify areas where they need to improve and which things they need to do first. On the other hand, self-efficacy is defined as beliefs in one's capabilities to organize and execute courses of action required to manage prospective situations.

Teachers' Self-efficacy includes teachers' beliefs in their ability to increase the rate of their students' learning even when they might face obstacles (Ross & Bruce, 2007). In addition, teachers' self-efficacy can be a motivation to do the best in accomplishing tasks both in school and home. Self-confidence, Self-managing and efforts are important factors to be a productive employee in an organization. Moreover, teachers should be aware about the things that they need to prioritize. Teachers' self-efficacy play an important role in health psychology and how they manage their health, nutrition, and illness and to effectively handle the tasks, obligations, and challenges related to their professional activity.

Hence, this study recognizes and explores the teacher's self-efficacy, self-management and performance of teachers in the new normal. It aims to investigate how the teachers manage themselves and how they respond to the situations that test their emotions, abilities, confidence their patience and their commitment towards work during the new normal. It also aims to determine the teacher's performance and also to make recommendations for the teachers to help them improved their self-efficacy and self-management skills. Nowadays, teachers need to continuously improve themselves professionally in order to keep abreast of the latest trends, teaching approaches, and techniques in the education field. Definitely, keeping up-to-date and relevant is key to address adequately students' learning needs and helping them reach successfully their full potential. We use the term teacher performance to define the observable outcomes in the classroom of this training and development or lack of it. That is, it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. Simply put, what a

teacher does, or does not do, in the classroom impacts hugely on how effectively students advance in their learning process. Therefore, we cannot stress enough the immense influence that a teacher's performance has on students' academic success or failure. This study would be a great help to find out if the level of Self-Efficacy and Self-Management affects the

performance of teachers since new normal set up of education one of those that brings difficult challenges for the teachers. Once the teachers have high level of Self-Efficacy and high level of Self-Management the teacher have high confidence, motivation, carry positive behavior, knows how to manage their emotions well in spite of the unforeseen difficulties and very committed at work which in turn bring out the best of their full potential to achieve the desirable outcomes.

Research Questions

This descriptive study aimed to primarily determine the self-efficacy, self-management, and performance of teachers in the New Normal during the school year 2021-2022. Specifically, it sought to answer the following questions:

1. What is the level of self-efficacy of teachers in the new normal as a whole and in terms of Home-Related Tasks and School-Related Tasks?
2. What is the level of self-management of teachers in the new normal as a whole and in terms of Priority Setting, Self-Care, and Role-Clarity?
3. What is the level of performance of teachers in the new normal as a whole and in terms of the 5 Key Result Areas (KRA which are: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning & Assessment and Reporting, Community Linkages and Professional Engagement & Personal Growth and Professional Development and Plus Factor)?
4. Are there significant relationships among self-efficacy, self-management, and performance?

Literature Review

Self-Efficacy

A concept that was first introduced by Albert Bandura in 1977, self-efficacy refers to a person's beliefs that he or she is able to effectively perform the tasks needed to attain a valued goal (Bandura, 1977). Since then, self-efficacy has become one of the most thoroughly researched concepts in psychology. Just about every important domain of human behavior has been investigated using self-efficacy theory (Bandura,

1997; Maddux, 1995; Maddux & Gosselin, 2011, 2012).

Self-Management

Self-management is broadly defined as the ability to intentionally and strategically manage one's emotions, behavior, effort, and environment in the pursuit of goals. The terminology used to refer to self-management or its component skills (e.g., self-control, self-discipline, self-regulation, self-regulated learning, effortful control, and willpower) varies across disciplines (Pearson, 2018).

Performance

The teachers are a leader of education, she is determining about the learning process at the classroom, and a leadership role would be shown from how the teachers completed their jobs and responsibilities (Suharsaputra, 2013:166).

Methodology

The descriptive-correlational research was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

Participants of the study

The participants of the study were 160 elementary teachers in the District of Maayon during the school year 2021-2022 who were randomly selected from the District of Maayon. The total population of the participants was known through inquiry in the District office of Maayon. Out of two hundred seventy-three (273) elementary teachers, 160 are considered as participants. The sample size of the target population was obtained using Cochran's Formula. These sample size were randomly selected from the population through stratified sampling technique.

Research Instruments

The instrument used in gathering the necessary data was a researcher modified questionnaire by Damianus Abun (2021). The instrument was divided into three parts. Part I contained the Socio-Demographic profile of the participants such as age, civil status, teaching position, length of service, and educational attainment. Part II contained scales on the level of Self-Efficacy of Teachers in the new normal in terms of Home Related task and School Related Tasks. Each category on the level of Self-Efficacy consists of 10 statements that were answered by the participants. Part III included the level of Self-Management of Teachers in the new normal in terms of priority setting, self-care and role-

clarity and for the performance of Teachers. Ten statements for each category of Self-Management were also provided to participants to determine their level of Self-Management. The researcher gathered the Individual Performance Commitment and Review Form (IPCRF) of teachers for school year 2021-2022 to determine the performance of teachers in the new normal.

The questions constructed for part II and III of the instrument was composed of positive and negative statements. The positive statements in priority setting were items 1, 2, 3,5,7,8, 9, 10 and the negative statements were items 4, and 6. In self-care, the positive statement was items 1, 2,4,6,8, 10 and the negative statements were in 3, 5 and 9. In role-clarity the positive statements were items 1, 3, 5,6,7,8,9,10 and the negative statements were items 2 and 4. In part III, the positive statements in home-related tasks were items 1, 2, 4,5,6,8 and the negative items were items 3, 9, and 10. In school-related tasks the positive statements were items 1,2,4,8,9,10 and the negative statements were items 3, 5, 6, and 7. The scoring for positive and negative statements was not the same. For negative statements, scoring was reversed.

To check the validity and the reliability test of the questionnaires, it was subjected to content validation by the researcher's adviser, panel of experts and the members of the advisory committee. The members of the panel of experts examined thoroughly the items of the questionnaire to determine if it measured the variables of the study. Through the process of validation, the appropriateness, meaningfulness and usefulness of data that were collected from the instruments were assured. Through the collaborative efforts, comments and suggestions of the panel, a final questionnaire were produced.

Moreover, the items that measured the level of self-efficacy and the level of self-management of teachers in the new normal were likewise examined. The researcher prepared the final copy after the experts validated the questionnaire. Suggestions and corrections were included in the final copy of the questionnaire. According to Cattell (2007) the judgment of experts is sufficient to validate the questionnaire.

After the validity, the instrument was subjected to a reliability result. The researcher acquired authorization letter, signed by the research panel, indicating that she is allowed to use the instrument. In establishing the reliability of the research instruments, the questionnaire was pilot tested.

The participants of the pilot testing were the selected



thirty (30) elementary teachers in District of Pontevedra which are not participants in the actual study. After the pilot-testing, data were gathered and analyzed to check for the instrument’s reliability. The reliability coefficient of the questionnaire was computed using Cronbach alpha with a value of .929 for self-efficacy and self-management implying it was reliable.

In this study, a response scale with a corresponding score interval, verbal interpretation and meaning for each verbal interpretation was used. In this study, a response scale with a corresponding score interval, verbal interpretation and meaning for each verbal interpretation was used. Likert scale is used extensively in Psychology, usually to scale attitudes. Each item presents the test taker with five alternative responses (sometimes, even), usually on agree-disagree or approve-disapprove continuum (Likert, 1932, as cited in Cohen, 2018). Additionally, a scoring scale was used for the self-efficacy, self-management and performance of teachers to thoroughly interpret the results of the study. The scoring scale was composed of a scoring interval, verbal interpretation, and meaning for each verbal interpretation.

Data Gathering Procedure

Before the start of data gathering, a formal letter request was prepared addressed to the Schools Division Superintendent of the Schools Division of Capiz seeking for his approval to administer the questionnaire. Upon approval, another letter request was then prepared addressed to the Public Schools District Supervisor for her endorsement to the respective schools in the District of Maayon. Upon the endorsement of the Public Schools District Supervisor, letter were then presented to the different school administrators for proper scheduling of the administration of the questionnaires.

The researcher personally distributed and retrieved the questionnaires to each school administrators and to the sampled teachers in their respective schools. Prior to the administrations of the questionnaires, the researcher conducted an orientation on the purpose and the manner of answering the questionnaire.

Data from the completed questionnaires were then encoded, tallied and submitted to the statistician for analysis. The data gathered from the questionnaire was tallied, tabulated, analyzed and interpreted using the Statistical Package for Social Science Software (SPSS)

Results

This section presents the findings according to the study’s research questions. Mean was used to determine the level of self-efficacy, level of self-management and performance of teachers in the New Normal. Arithmetic mean is used to represent a set of numbers of a single number (Caras,et.al,2009).

This part is composed of the different tables with participant’s response in each statements on a specific variables of the study. It includes seven tables, Tables 1 to 7, with the essential information about the respondent’s level of self-efficacy, self-management and performance in the new normal. These were utilized to describe the level of self-efficacy, self-management and performance of the participants.

Table 1. *Level of Self-Efficacy of Teachers in the New Normal in Terms of Home-Related Task*

| <i>Statements</i> | <i>Mean</i> | <i>Verbal Interpretation</i> |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|
| As a teacher, I... Find ways to get a signal to attend webinars at home | 4.68 | Very High |
| Manage my time in heloing other members of the family to do my tasks while doing household chores. | 4.60 | Very High |
| Set time for family even though I am busy. | 4.46 | Very High |
| Work on other tasks while waiting for better internet connection. | 4.38 | Very High |
| Use family time to accomplish reports before the deadline. | 4.18 | High |
| Skip home cleaning routine to have time for checking learner’s outputs. | 3.95 | High |
| Request assistance to perform household chores to give me time in assessing lernaner’s performance tasks. | 3.88 | High |
| Find it difficult to perform householf chores while helping and teaching my child/sister/brother in his/her modules at the same time. | 3.52 | High |
| Find difficulty in coping with multiple tasks at home. | 3.35 | Moderate |
| Grand Mean | 4.16 | High |



Table 2. Level of Self-Efficacy of Teachers in the New Normal in Terms of School-Related Tasks.

| Statements | Mean | Verbal Interpretation |
|-------------------------------------------------------------------------------------|-------------|-----------------------|
| As a teacher, I.... | | |
| Do my best to accomplish school reports before the deadline. | 4.83 | Very High |
| Demonstrate timeliness and attendance in webinars and other assigned tasks. | 4.71 | Very High |
| Believe that I can pass the needed reports before the deadline. | 4.65 | Very High |
| Prepare the needed reports on time even though I have limited gadgets to use. | 4.49 | Very High |
| Work overtime in school if I have unfinished reports to be submitted. | 4.44 | Very High |
| Find difficulty in preparing the modules on time because of technical problems. | 3.67 | High |
| Find difficulty in coping with multiple tasks in school. | 3.67 | High |
| Find it hard to accomplished the tasks assigned to them especially if it is online. | 3.54 | High |
| Tend to refuse difficult tasks coupled with ASAP deadline due to lack of time. | 2.80 | Moderate |
| Give up if I encounter problems in printing the modules. | 2.19 | Low |
| Grand Mean | 3.90 | High |

Table 3. Level of Self-Management in the New Normal in Terms of Priority Setting.

| Statements | Mean | Verbal Interpretation |
|-------------------------------------------------------------------------------------------------|-------------|-----------------------|
| As a teacher, I.... | | |
| Use my vacant time to perform my unfinished tasks to meet the deadline. | 4.76 | Very High |
| Organize work when I have multiple tasks at the same time. | 4.73 | Very High |
| Find the best time to accomplish a goal. | 4.71 | Very High |
| Train myself to stay focused on a particular task for an extended prioritize things to be done. | 4.68 | Very High |
| Follow time schedule to complete tasks without interruption. | 4.61 | Very High |
| Make a list of things to do each day. | 4.49 | Very High |
| Limit the duration of my cellphone calls. | 4.10 | High |
| Find it difficult to manage time due to unexpected reports that need submission. | 3.73 | High |
| Am uncomfortable if I cannot open my facebook in a day. | 3.09 | Moderate |
| Grand Mean | 4.36 | High |

Table 4. Level of Self-Management of Teachers in the New Normal in terms of Self-Care.

| Statements | Mean | Verbal Interpretation |
|-----------------------------------------------------------------------------------------------|-------------|-----------------------|
| As a teacher, I.... | | |
| Use my vacant time to do unfinished business to avoid stress. | 4.60 | Very High |
| Exercise and eats nutritious foods. | 4.53 | Very High |
| Take a break if I feel tired. | 4.51 | Very High |
| Listen to calming music to relax. | 4.33 | Very High |
| Use eyeglass everytime I use laptop cellphone and computer to protect my eyes from radiation. | 4.15 | High |
| Drink coffee if I sleepy. | 4.00 | High |
| Continue doing my work to meet even though I feel tired. | 3.94 | High |
| Sleep on time even though they have many things to do. | 3.31 | Moderate |
| Prefer to eat junk foods while doing their task online. | 2.92 | Moderate |
| Skip a meal because of many tasks to do. | 2.73 | Moderate |
| Grand Mean | 3.90 | High |

Table 5. Level of Self-Management of Teachers in the New Normal in terms of Role Clarity.

| Statements | Mean | Verbal Interpretation |
|-------------------------------------------------------------------------------------------|-------------|-----------------------|
| As a teacher, I.... | | |
| Prepare the modules of the learners before the distribution schedule. | 4.83 | Very High |
| Take the responsibility for the learning of the learners. | 4.79 | Very High |
| Perform whatever tasks assigned to me and submit the documents on time. | 4.73 | Very High |
| Take responsibility for the submission of needed reports. | 4.68 | Very High |
| Take responsibility for the submission of needed reports. | 4.68 | Very High |
| Attend and participates on time in virtual meetings,webinars and other activities online. | 4.66 | Very High |
| Record and report timely the results of outputs and assessments of my learners. | 4.66 | Very High |
| Observe punctuality and make themselves available in school even beyond office hours. | 4.61 | Very High |
| Say "no" to an activity that they fo not what to do. | 3.10 | Moderate |
| Come late in virtual meetings and webinars because of poor internet connection. | 2.69 | Moderate |
| Grand Mean | 4.34 | High |



Table 6. Performance of Teachers in the New Normal in Terms of 5 Key Results Area.

| Key Results Area(KRA) | Performance | | |
|-------------------------------------|-------------|-----|----------------|
| | Mean | N | Std. Deviation |
| Content Knowledge and Pedagogy | 4.90 | 160 | .181 |
| Learning Environment and Diversity | 4.92 | 160 | .170 |
| Diversity Learners | 4.90 | 160 | .181 |
| Community Linkages and Professional | 4.95 | 160 | .075 |
| Plus Factor | 4.91 | 160 | .274 |
| Grand Mean | 4.68 | 160 | .075 |

Table 7. Relationship Among the Self-efficacy, Self-Management and Performance of Teachers in the New Normal.

| Variables | v-value | p-value | Remarks |
|-----------------------------------|---------|---------|---------|
| Self-Efficacy and Self-Management | .612 | .000 | s. |
| Self-Efficacy and Performance | .059 | .458 | ns. |
| Self-Management and Performance | .133 | .154 | ns. |

Discussion

The study was conducted at the District of Maayon, Capiz during the School Year 2021-2022 to answer the following: What is the level of Self-Efficacy of Teachers in the new normal as a whole in terms of home-related tasks and school-related; What is the level of Self-Management of Teachers in the new normal as a whole in terms of priority setting, self-care, and role clarity; What is the level of Performance of Teachers in the new normal as a whole in terms of 5 Key Results Area (KRA) (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners, Curriculum and Planning & Assessment and Reporting (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development and (5) Plus Factor; Are there significant relationships among self-efficacy and self-management; Are there significant relationships among Self-Efficacy, Self-Management and Performance;

The study involved a total of 160 Elementary Teachers in the District of Maayon. A Survey questionnaire was used in gathering the data it was composed of three parts. The first part is the socio-demographic profile of the respondents such as age, civil status, teaching position, length of service, and educational attainment.

The second part contained scales on the level of self-efficacy of teachers in the new normal in terms of Home Related task and School Related Task. The third part included the level of self-Management of teachers in the new normal in terms of priority setting, self-care and role-clarity.

The independent variables were the level of Self-Efficacy in terms Home-Related Task and School Related Task and level of Self-Management in terms of Priority Setting, Self-Care and Role Clarity While the dependent variable included Performance of Teachers in the New Normal in terms of 5 Key Result Area (KRA) (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners, Curriculum and Planning & Assessment and Reporting, (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development and (5) Plus Factor.

A researcher-modified questionnaire by Damianus Abun (2021) was used to gather the needed data. The validity and reliability of the instrument was established using Cronbach Alpha with a value of .929 and personal administered by the researcher to the participants. For the performance of teachers in the New Normal the IPCRF of the respondents were gathered by the researcher to determine the level of performance of teachers and serve as secondary data. The data gathered were analyzed using Frequency count, Percentage, mean, Standard Deviation and Pearson-r Correlation. Statistical Package for Social Science (SPSS) software.

The study generated the following results:

The level of self-efficacy of teachers in the new normal as a whole in terms of Home-Related Task and School Related Tasks was “High”.

The level of Self-Management of teachers in the new normal as a whole in terms of priority setting, self-care, and role clarity were rated as “High”.

Whereas the performance of teachers in the new normal as a whole in terms of five Key Results Area (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners Curriculum and Planning & Assessment and Reporting (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development and (5) Plus Factor were rated as “Very High”.

There were significant relationships between Self-Efficacy and Self-Management of Teachers in the New Normal, however there were no significant

relationship in self-efficacy, level of self-management and the performance of Teachers in the new normal

Conclusion

The level of self-efficacy of teachers in terms of Home Related Task and School Related Task in the New Normal in the District of Maayon was high. This means that, Teachers have strong confidence and beliefs that they can fulfill their tasks despite the difficult challenges that they face during the new normal. They always find ways to provide solutions to every problem. The Teachers in the District of Maayon reflects Strong motivation and confidence in performing their task.

The level of self-management of the teachers in terms of Priority-Setting, Self-Care and Role Clarity in the New Normal was high. The Teachers have a high self-management when it comes in managing their time and their priorities, they use their vacant time regularly and consistently to perform their unfinished task to meet the deadline. They take a break if they feel tired and take responsibility for the learning of the learners. They performed whatever tasks assigned to them and submit the documents on time.

The Elementary teachers in the District of Maayon have a very high level of Performance in terms of 5 Key Results Area (1) Content Knowledge and Pedagogy (2) Learning Environment (3) Diversity of Learners, Curriculum and Planning & Assessment and Reporting (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development (5) Plus Factor.

Teacher's performance manifested very high as shown in their Individual Performance Commitment and Review form. They display high ideals by understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

The self-efficacy and self-management of teachers are significantly related. However, the self-efficacy and self-performance as well as self-management and performance are not significantly related to one another.

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