

## Amidst the Online Learning Modality: The Self-Efficacy and Its Relationship to the Perceived Loneliness of Senior High School Students

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### Abstract

Over the past few years, online classes have become a thing due to the excessive number of COVID-19 cases in the Philippines. Furthermore, it compels students to study in their rooms considering the pandemic. With the country's slow advancement, the Philippines' students have experienced online learning for three consecutive years. Even though many students acquired awards because of their hard work and perseverance, their mental health and self-efficacy remain their primary concerns in this current pandemic. Loneliness is one of the things that students endure during this time, as being alone can influence the confidence and self-efficacy of students. Thus, this study finds and investigates the relationship between self-efficacy and loneliness among students here in the Philippines. The statistical findings show a significant relationship between self-efficacy and loneliness ( $r = .321$ ) with an associated probability value of 0.01 alpha level of significance.

**Keywords:** Loneliness, Self-efficacy, Online Learning, COVID-19 Pandemic, Senior High School Students

### Introduction

The enthusiasm and fondness of students have altered into dismay and exhaustion. An individual's capacity to comprehend and execute tasks has been widely affected by the COVID-19 pandemic, which results in online education. Dhawan (2020) pronounced several advantages concerning online learning, such as flexibility, accessibility, and the upswing of learning potentials for the learners. On the other hand, this new method of education could also aggravate the students' mental health, socialization skills, and competency (Barrot, Llenares, & Del Rosario, 2021). Withal, the benefits of online education are perceivable. Thus, Pascual (2019), social media and online capacities are more beneficial to students than damaging to them. However, stated difficulties still spread across the students' lives under online learning. Moreover, concerning self-efficacy in this modality, Cukurova, Bennett, and Abrahams (2018), mentioned that independent learning sprung out of the increased demand of students to improve themselves for the future. On the flip side, according to Ancheta (2020), in the Philippines, independent learning makes it challenging to adjust for students who are not versed in it.

With the consideration of online learning, students are acquiring increased levels and risks of perceived loneliness than those in face-to-face classes (Kaufmann & Vallade, 2020). The said concern impacted tons of individuals residing in the online

modality. According to Nuñez (2022), students feel solitary in the learning process when they are distant from the vicinity and there are no peers to assist them. For this reason, the students' self-efficacy is one of the main factors affected by this change. In addition, one of the significant concerns is the availability of primal resources.

The equity for online learning in the Philippines is still progressing; not every learner has access to decent internet connectivity and can afford to have devices for technological literacy (Esteron, 2021). Consequently, a lack of resources for education renders many effects on the learner's self-efficacy, which may cause them to be less productive and reluctant over appreciating themselves and might end up swallowed by loneliness. According to UNICEF and International Telecommunication Union (2020), globally, 1.3 billion children aged from 3-to 17 years old experience the same lack of resources and feel isolated from the actual world. Lack of time is also one of the causes of loneliness, and it lessens a person's socializing skills. Costa, Patrão, and Machado (2019) also articulated that some students have low-income family functioning, lack of relationships, and lack of interaction due to their time online. Therefore, time pressure online could result in inferior socialization skills.

Tsai, Wang, and Wei (2016) claimed a bidirectional relation between self-efficacy and loneliness by investigating the reciprocal associations between social self-efficacy and loneliness among Chinese

international students. In addition to this, these investigators also enunciated that the higher the self-efficacy, the more a person draws attention and friends. These findings indicate that an elevated level of self-efficacy can diminish students' loneliness. A higher level of loneliness can also decrease the learner's self-efficacy depending on social adjustments. Contrary to these conclusions, Dua (2021) stated that self-efficacy and emotional intelligence are predictors of adolescents' perceived loneliness and that there is a negative relationship between self-efficacy and loneliness. Therefore, this conflicting information suggests that a new learning modality and the adjustments can directly relate to the variables.

Moreover, this study investigates students' life amidst this pandemic, and it revolves around online studying as their priority these days. Online learning frequently isolates students, which can impact their self-efficacy and loneliness. Thus, this study investigates the relationship between self-efficacy and loneliness among students in senior high school. In addition, this study also strives to understand how online learning relates to students' loneliness.

### Research Question

This study investigates self-efficacy and its relationship to senior high school students' perceived loneliness amidst online learning. Specifically, this research sought to answer the question below:

1. Is there a significant relationship between self-efficacy and loneliness among senior high school students?

### Literature Review

#### *Self-Efficacy*

A student's self-efficacy has a tremendous influence on learning outcomes. This statement originated from a research article made by Della (2018). Students with high self-efficacy are most likely to believe in their qualifications highly. Moreover, the investigator pronounced that the more elevated the self-efficacy, the higher score of the students on the oral performance test. Utilizing this information, she further pointed out responsibilities to teachers for providing inadequate awareness of psychological factors.

Equivalently, self-efficacy determines the drive you

can go through when accomplishing a task. Hence, Hatlevik, Throndsen, and Gudmundsdottir's (2018) studies show that experience with technology, independent learning, and socioeconomic background expound on the differences in self-efficacy, especially in technology-related topics. Along with it, gender, self-efficacy, and socioeconomic background recreate crucial roles in discerning students' self-efficacy regarding their proficiency.

As Zakharyeva's (2019) study also mentioned, self-efficacy pertains to an individual's proficiency to accomplish a plan. This is the belief that renders strategies, manners, and familiarity when perpetrating a task into the bargain. However, even though students acknowledge self-efficacy as an indicator of success, they also surmise that other aspects could impede them from it.

In learning to calculate self-efficacy, a concern arose in Mukhibin and Himmah's (2020) research about teachers' roles in increasing their students' self-efficacy. In addition, the findings of the said study indicate that 17.81% of students fell into the category of very low, while 57.53% for a low level of self-efficacy. These researchers also expressed that instructors should proffer more assistance and attention in augmenting every element of wisdom with this information. Further, they defined self-efficacy as an influential aspect in achieving understanding.

Lowering efforts is one of the possible results when a student perceives himself as incapable of performing. The study demonstrates that these individuals will quickly renounce and forfeit in hardships and hurdles. Over and above that, students with poor self-efficacy tend to cease endeavoring. On the other hand, Filipino respondents with profound faith in their capacity and high self-efficacy exert more effort when they fail to confront a challenge (Torres & Alieto, 2019).

In the study stated by Blanco, Carlota, Nasibog, Rodriguez, Saldaña, Vasquez, and Gagani (2020), learners who possess a higher level of self-efficacy are confident even amidst struggles and tribulations caused by the pandemic. With this information, they discovered the relative correlation between self-efficacy and confidence.

According to Gorson and O'Rourke (2020), numerous students reported that they negatively self-assess despite the differences in curriculum and population. Furthermore, those who write more frequent negative self-assessments tend to have lower self-efficacy.

Despite the student's autonomy in determining self-

efficacy, Aunkst's (2019) research believes that it is undeniably not solely self-efficacy. To elaborate further, facets such as people's age, disability, language, religion, degree, gender, and ethnicity may influence their perspectives toward their strength-identification.

Based on the findings of Deel (2019), either pleasure or frustration can implicate a student's self-efficacy toward reading and learning. This researcher also remarked that gender has no considerable influence or assistance on an individual's self-efficacy. This statement contradicts some studies' assertions about self-efficacy. Nonetheless, they demonstrated that students' self-efficacy is affected by other related factors such as mastery experiences.

In parallel with Marshman, Kalender, Nokes-Malach, Schunn, and Singh (2018), their findings display that past experiences did not impact female students' self-efficacy in introducing math courses. Furthermore, this outcome is steady across various instructors and formats. In addition to that, female students have lower self-efficacy than male students.

The research made by Klassen (2018) showed that the self-efficacy beliefs of medical students are increasing and becoming substantial internationally. Moreover, self-efficacy plays an essential role in students' learning as it gives learners renewed understandings and provocation. In addition to that, the study found that self-efficacy influences educational attainment and development during medical school.

Established by Cai, Liu, Yang, and Liang (2019), findings exhibit that AR applications in mathematics courses can assist students with higher self-efficacy, not be easily distracted, and acquire higher-level decision-making.

Chang, Huang, and Gao's (2021) conclusions indicate that inserting a chatbot for education can improve learners' self-efficacy and learning attainment. In addition, their discussion analysis illustrates that students believe that learning through the mobile chatbot can enhance their self-efficacy and socialization skills.

Using the study of Hood et al. (2021), their findings demonstrate a shred of growing evidence that self-efficacy and social anxiety are associated with how students comprehend and attend in a socially active learning environment. Additionally, students' cards imply that high self-efficacy students reported carrying less stress.

Wardana, Narmaditya, Wibowo, Mahendra, Harwida, and Rohman (2020) probe the significant relationship between students' entrepreneurship education and understanding the mediating role of attitude and self-efficacy. Further, the study results disclose that entrepreneurship education successfully impacts self-efficacy, standpoint, and mindset. On the flip side, self-efficacy promotes an attitude instead of ideology.

Utilizing guided-discovery learning materials was the key for a mitigated and facilitated way of solving mathematical problems in research conducted by Simamora and Saragih (2019). Moreover, this study disclosed that learning materials based on guided discovery significantly improved students' problem-solving ability and self-efficacy.

According to the study of Correlation between Self-efficacy and English Performance by Chen (2020), the self-efficacy for learning a language improved when the learner exposed himself to a higher vocabulary than their current language level. The study also articulated that learning English is deemed self-efficacy in the cognitive process. Therefore, this study proved that self-efficacy influences the selection of environment and behavior. Further, students with concrete self-efficacy can flexibly use various cognitive and learning methods, achieve excellent self-management, and regulate information.

### *Loneliness*

According to Diehl, Jansen, Ishchanova, and Hilger-Kolb (2018), loneliness pertains to an occurrence where a person possesses social relationships deficiency. However, these presented researchers did not discern an association with the respondents' ages that contradicts other studies. On the other hand, this study also demonstrated the dominance of emotional loneliness over social loneliness. Researchers found that social relationships can be superficial if they lack emotional support. With that analysis, a higher level of loneliness came from the unseen emotional neglect.

Furthermore, students' attachment styles further affect their relationships and isolation due to increased loneliness. To elaborate on this idea, individuals with attachment issues and styles are most likely to experience loneliness on top of massive distress (Nottage, Oei, Wolters, Klein, Heijde, Vonk, & Koelen, 2022). Moreover, this study highlights the significance of attachment in a person's loneliness.

One of the primary causes of loneliness is the imperilment of students. 19.4% of the learners are alone due to parental divorce, an ill family member,

experiencing bullying at school, lack of student and teacher communication, and especially the addiction to social media (Bayat & Ruiter, 2021). These articulated reasons are significant factors for a student's loneliness. On top of that, their study conceded the impact of social media on adolescents. For this reason, the time spent in technology is also an aspect to consider.

Twenge, Haidt, Blake, McAllister, Lemon, and Le Roy (2021) enunciated that out of 37 countries, the perceived school loneliness of students had elevated most prominently for girls than for boys. These statistics are the reason for the frequent usage of smartphones and internet connections. In addition, the loneliness of broad senses came from technology as its consequence.

The conducted study of Barreto, Victor, Hammond, Eccles, Richins, and Qualter (2021) investigated the different loneliness experiences entailing the factors of age, gender, and cultural differences. That being the case, it demonstrates the significant individualist result for males at a younger age. Loneliness is quite prominent among younger women, and the same goes for gender. Those who live with individualistic cultures are subject to frequent loneliness.

Hysing, Petrie, Boe, Lonning, and Siversten (2020) pronounced the correlation between age in loneliness. As per the record, students aged 18-20 years old claim the highest level of loneliness. Furthermore, they also stated close relationships as factors associated with loneliness. On top of that, other demographic determinants such as gender reveal that women often feel more lonely than men.

The frequent usage and exposure to social media mediate anxiety and loneliness in young adolescents (Cauberghe, Van Wesenbeeck, De Jans, Hudders, & Ponnet, 2021). During quarantine, social networking became the source of coping with anxiety and obtaining satisfaction. The study concluded that loneliness negatively impacts adolescents' happiness more than anxiety. Further, in contrast with studies showing adverse effects, they stated that social media usage could be a suggested strategy to alleviate negative feelings of anxiousness.

As declared in the study of Loades, Chatburn, Higson-Sweeney, Reynolds, Shafran, Brigden, and Crawley (2020), loneliness emerged from social isolation; the study indicated that adolescents and younger children are primarily affected by anxiety and depression due to isolation. Consequently, this result increases the level of loneliness. In addition, the researchers instructed

clinical services to regulate and mitigate mental health concerns.

In consonance with the examination of Wang, Mann, Lloyd-Evans, Ma, and Johnson (2018), the perceived loneliness could result in depression. Moreover, those who experience less social support might get aloof to develop depression outcomes. Further, the association between loneliness and social support are bound as both could be potential subject and testing variable for development and intervention.

Employing the study of McIntyre, Worsley, Corcoran, Woods, and Bentall (2018), loneliness is a significant factor for students experiencing mental distress. As they studied their research, they also comprehended that having a circle of friends is fundamental in avoiding experiencing loneliness. Having strong social interaction with other people makes students more confident in speaking and expressing themselves. Also, it minimizes the stress of being unattended.

Bache and Burns's (2021) result indicates that inner-city areas typically undergo loneliness. Furthermore, it influences their mental health, financial insecurity, and area deprivation. In addition, this study reveals that people living in the cities are more affected by loneliness than provinces caused by the population of the particular area.

Speaking up and seeking assistance became the focus of the study conducted by Moeller and Seehuus (2019). Furthermore, they emphasized the importance of the social skills of the students in order to convey their necessities. As their study stated, verbal social skills have a crucial role in students' loneliness. Therefore, it should be taken into consideration to diminish the mental health burdens faced by learners.

As attested by Tulus (2022), a sense of belonging determines the way a student perceives loneliness. In addition, when an individual senses loneliness, they tend to deem shame for feeling that way. For this reason, tons of students do not confront and admit their suffering. To the same degree, years in online learning made students emotionally unprepared to socialize with people. The researcher, as mentioned earlier, acknowledges that it is one of the factors affecting loneliness.

According to Cooper and Jones (2021), students who encounter loneliness are caused mainly by unnecessary space, lost support, and neglecting care from other people. Their study also provides a study that pointed out that loneliness disturbs a person's way of communicating and contributing to their school work.

In addition to this, a student who barely talks back becomes quieter and less lonely because of the pandemic.

The findings of Misirlis, Zwaan, Weber, and Sotiriou (2020) demonstrate that loneliness influences a person's mental health and is a predictor of anxiety. Furthermore, students being alone creates many adverse effects like depression, anxiety, and a high-stress level. As the world is experiencing a pandemic, numerous students are bearing difficulty socializing because they are getting accustomed to being solitary in their respective houses, which negatively affects their socializing skills.

The researchers surmised the relationship between psychological inflexibility and loneliness by utilizing the study scrutinized by Rodriguez, Tomero-Aguilera, Lopez-Perez, and Clemente-Suarez (2021). During the pandemic, various adolescents' social skills have diminished. Therefore, it created diverse mental health problems and resulted in loneliness.

Also, Arslan, Yildirim, and Aytac (2020), coronavirus anxiety directly impacted loneliness. In addition to this claim, students with higher pressure tend to have greater loneliness through anxiousness and nervousness about getting the virus. On that account, these people are most likely to practice a strong self-isolation that could increase loneliness.

Supporting the claims of other researchers, Labrague, Delos Santos, and Falguera (2021) surmised that the coronavirus pandemic affected the students' resilience, behavior, and loneliness. Moreover, their study has shown that loneliness became more prevalent during the period of mandatory lockdown.

### *Self-Efficacy and Loneliness*

Self-efficacy and loneliness control almost all aspects of a student's life. In addition to this, studies have shown the essence of these two variables in a socially constructed manner. Tsai, Wang, and Wei (2016) pronounced the formal relationship between a learner's self-efficacy and the affiliated loneliness. Correspondingly, these investigators concluded that a high level of self-efficacy can decrease a student's experience of loneliness. Likewise, loneliness can reduce one's social self-efficacy.

Based on Ersegovac, Maglica, and Ljubetic (2021), higher self-efficacy positively affects loneliness. Furthermore, it is one of the factors that influence academic achievements as they discovered that students who have adequate socializing skills are the

ones who excel in their academic performance. Their results also found that female adolescent students perform more competently in their academic performance than male teenage students. To further elaborate, female students, are more efficient emotionally.

Tu and Zhang (2015) stated that Chinese students' loneliness correlates to their self-efficacy and academic attainments due to the importance of communicating with their classmates. Additionally, loneliness influences depression, insecurities, and low self-efficacy. These things illustrate the significance of social relationships and interpersonal harmony in one's life.

As the level of loneliness increases, social self-efficacy significantly reduces (Bakioglu, 2020). This study also exhibits the students' individual choices pertaining to their loneliness. To give in detail, a learner who consciously prioritizes or forces to choose loneliness rather than socialization tends to embody much lower self-efficacy. Additionally, the researcher stated the role of the internet in a student's self-efficacy. Similar to other related articles, the time spent on social media diminishes time for social life, resulting in moderate to severe loneliness.

According to Cheng, Yang, and Lee (2021), senior high school students with a better relationship with their parents and family often experience loneliness. Further, the researchers included the factor created by the presence of technology. Through this information, they surmised that a student with high self-efficacy commonly has a low level of loneliness with the existence of smartphones. Therefore, technology and the internet directly impact students' self-efficacy and loneliness.

In contrast to the preceding study, Gazo, Mahasneh, Abood, and Muhediat (2020) highlighted the negative correlation between the internet in students' self-efficacy and loneliness. Moreover, through social media and technology, students have strong ties and relationships with their colleagues and peers. For this reason, it benefits them in increasing their social adaptation not to sense loneliness. They also elaborated on social self-efficacy as an enhancer of trust to avoid the struggle mentioned above in loneliness.

Learning difficulties also influence a student's self-efficacy. The study of Icekso, Davidson, Levinson, and Savariego (2021) emphasized students' higher level of the stated concerns. They perceived self-

efficacy as a variable impacted by the hope that reduces loneliness. In conclusion, when the students' self-efficacies are high, it also affects their hope of coping. Withal their study suggests that a higher level of self-efficacy can also increase expectancy in surmounting difficulties that can reduce the risk of loneliness. Einav, Sharabi, Peter, and Margalit (2018) denoted that academic self-efficacy mediated the positive effect on students learning capabilities. On the other hand, loneliness renders a lower positive impact on students' learning capabilities by having a lower level of hope. Hence, academic self-efficacy and loneliness have adverse effects on students' positive affect on learning.

On the other hand, utilizing the study conducted by Yuchang, Miaoyin, Yanan, and Junxiu (2020), self-efficacy is significantly negatively correlated with loneliness. However, it is positively related to subjective well-being. Therefore, self-efficacy does not impact a student's loneliness. Thus, it positively influences a learner's satisfaction, contentment, and pleasure. Notwithstanding, it negates the previous study constructed by other investigators.

On top of that, planning to support children and adolescents can reduce loneliness and improve their self-efficacy (Rostami, Moein, Kamalian, Fakuor, & Amini, 2016). The data analyzed by the stated researchers using the Pearson correlation test indicates the significant correlation between loneliness with social self-efficacy. On that account, students' self-efficacy significantly affects their loneliness in any aspect of learning and life.

Through Heiman and Shemesh's (2020) study, they validated the self-efficacy and loneliness' correlation. They acknowledged loneliness as a factor affecting lower self-efficacy. Therefore, if a student prefers to be alone, there is a high plausibility of a lower self-efficacy. In addition, they also indicated the effect of loneliness on the students' perceptions of their self-competence. Thus, this entire outlook impacts the learners' relationships and well-being.

Quite the opposite, Priyanka and Singh (2021) determined the significant negative relation of loneliness with perceived self-efficacy considering the students' emotional intelligence. 23% of loneliness came from self-efficacy and emotional loneliness to validate this claim. On the flip side, the remaining percentage belongs to the unstated variable. Nonetheless, the conclusions made by Priyanka and Singh indicated the negative relationship between loneliness and the self-efficacy of adolescents.

According to the previewed study of Yang, Fu, Wang, Lin, and Lin (2020), greater self-efficacy may be an instrument to decrease the experience of loneliness and solitude. Their table also interprets that an increased self-efficacy is also an increase in loneliness and solitary coping capacity. In addition, family relationships are crucial aspects of an adolescent's socialization. That being the case, self-efficacy from parents, society, and oneself can reduce the peril of loneliness.

Finally, in the report by Chen (2018), loneliness or privacy can negatively impact students. For this reason, not having communication and closure from other people positively affects students' self-efficacy. Their study correspondingly uncovered that experiencing loneliness limits learners from their potential due to the absence of their confidence and interaction. Similarly, this study probes that loneliness is one of the primary factors affecting students' self-efficacy. In addition, this study found that loneliness also influences the students' friending, disclosure, and socializing skills.

## Methodology

### Research Design

To thoroughly understand the relationship between self-efficacy and loneliness, the study employed a quantitative research design in the form of descriptive-correlational.

This specific research design authorizes the study to establish a relationship between two closely associated variables (Thakur, 2021). Further, according to Correlational Research Overview (2019), utilizing this design will benefit the study in measuring and revealing their correlation such as positive, negative, or zero. Therefore, the study can collect information without altering the research variables.

### Participants

The respondents of this study are 400 students from the Philippines who underwent or are currently experiencing online classes due to the extreme number of COVID-19 cases. Moreover, the study employed the convenience sampling technique through google forms. This sampling method is less costly, more immediate, and more straightforward than other forms of sampling (Stratton, 2021).

### Instruments



In collecting specific data, the instrument utilized in this study is the UCLA Loneliness Scale designed by Russel, Peplau, and Ferguson (1978). In addition, the General Self Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995) permits the study to analyze how students perceive themselves and their coping methods.

The UCLA Loneliness Scale employed a four-point Likert scale to determine the respondents' answers. This instrument used 20 questions concentrated on loneliness and its influence on people. This scale has a standardized Cronbach's alpha score of 0.87 with a test-retest of 0.94 (Shojaee et al., 2021).

On the other hand, the General Self Efficacy Scale (GSE) intends to calculate the self-efficacy related to the respondents' emotions. This instrument scores every response using a four-point Likert scale from not all true to precisely accurate, and ten questions suffice the questionnaire. With scores ranging from 10 to 40, the reliability of GSE has a Cronbach's alpha of 0.80 and test-retest reliability of 0.69 (Yildirim & Ilhan, 2010).

#### Procedures

Prior to data gathering, exploring, assessing, and considering different variables or topics that will proffer more benefits to the scholars were taken into consideration. Therefore, these variables formulated the objective of understanding the relationship between self-efficacy and loneliness through a systematic leap of stages in gathering data needed. An online survey form was created through the employment of the General Self-Efficacy Scale and UCLA Loneliness Scale, consisting of 10 questions for self-efficacy and 20 questions for loneliness. Hence, it allows the accumulation of imperative data for the study. The respondents' access to the survey form to be answered comes with their consent to participation.

Furthermore, the accumulated data from the participants comply with the Data Privacy Act of 2012 (RA 10173), which prioritizes the protection and security of the respondents. After compiling these data, the study utilizes Microsoft Excel and Statistical Package for the Social Sciences (SPSS) in measuring and interpreting the results.

#### Ethical Considerations

The study ensures the limitations and complies with ethical standards to consider the research professor and participants' consent. To elaborate further, the instruments and manners for data gathering underwent

with the permission of the research professor.

Furthermore, considering the COVID-19 pandemic, data gathering transpired with profound respect to the guidelines set by the school and government. Therefore, the survey questionnaire was disseminated through social media and Google form. The form created went through a comprehensive checking to guarantee proper construction, factual-based questions, and discreet matters.

In addition, participants possess an option to agree to the terms and conditions or disregard the said form. Personal details and information collected will be used solely for scholarly causes, and its privacy will be ensured in adherence to ethical standards.

Using the factors presented above, the language used in the written questions was suitable for both Filipino and English speakers. Thus, ethical regards were applied.

## Result

This section reveals the study's findings through the use of a research question. Further, utilizing SPSS, the Pearson correlation coefficient was computed. With this, comparing and determining the mean and the relationship between variables was concluded.

#### *Relationship between Self-Efficacy and Loneliness*

The primary focus of the study encompasses the relationship between self-efficacy and loneliness. As presented in Table 1, the statistical analysis demonstrated that the variables are significantly correlated, with an associated probability value of 0.01 alpha level of significance. Therefore, the null hypothesis is rejected.

Table 1  
*Pearson Correlation of Self-Efficacy and Loneliness*

CORRELATION			
		<i>Self-Efficacy</i>	<i>Loneliness</i>
<i>Self-Efficacy</i>	<i>Pearson Correlation</i>	1	0.321
	<i>Sig. (2-tailed)</i>		0.000
	<i>N</i>	400	400
<i>Loneliness</i>	<i>Pearson Correlation</i>	0.321	1
	<i>Sig. (2-tailed)</i>	0.000	
	<i>N</i>	400	400

Icekso, Davidson, Levinson, and Savariego (2021) explained that people who consume too much time alone have difficulty dealing with their confidence. With that being said, loneliness directly affects the students' coping strategies. Further, the study also illustrated the role of learning difficulties on the social ability of the student. The higher learning difficulties are present, the more loneliness can arise. Thus, it can be surmised that self-efficacy significantly correlates with loneliness and students' self-efficacy.

In addition, Tsai, Wang, and Wei (2016) stated the significant formal relationship between the learners' self-efficacy and affiliated loneliness. It was enunciated that the increased level of self-efficacy a student holds will alleviate their loneliness, resulting in more peers and companions. Likewise, loneliness reduces one's social self-efficacy. Hence, the study findings concluded that self-efficacy and loneliness have a significant relationship.

## Discussion

Different results from various studies exhibit a relationship between self-efficacy and loneliness. However, some studies neglect the correlation between the two variables. The response from the participants became the indicators in formulating the decision on students' self-efficacy and loneliness. Through this analysis, it can be scrutinized that self-efficacy is significantly correlated with loneliness. For this reason, it can be inferred that the current pandemic has become one of the primary reasons for loneliness that impacts the way students cope and deal with social relationships. It is revealed that loneliness increases as self-efficacy becomes low. On the flip side, this study showed that some students can still govern hardships amidst the pandemic while maintaining a connection to the people.

Therefore, schools and institutions should emphasize balancing group and individual work in activities to diminish the existence of loneliness. Furthermore, students' self-efficacy should be seen to avoid difficulties in learning, adapting to stress, and handling problems. It is remarked that students with low self-efficacy are more likely to experience loneliness. Hence, it was suggested to promote the priority of checking upon the aloof students; guidance from parents and friends is integral for getting them back to society to increase their self-efficacy. Consequently, this way of prioritizing students' emotions will render students' chances to seek assistance from peers or friends.

## Conclusion

The presence of the pandemic hinders students from socializing. Thus, increasing their loneliness and lowering their self-efficacy. As stated in the result, there is a significant correlation between self-efficacy and loneliness among students in the Philippines, indicating that the null hypothesis is rejected. A massive number of respondents ascertained that during COVID-19, there was a fluctuation in their cognitive and social capability.

A statistical average score of 0.321 with a significance alpha value of 0.01 for general self-efficacy and perceived loneliness were calculated. Further, low self-efficacy is associated with the rise of perceived loneliness, which indicates that being alone negatively affects a student's capability to perform a specified task efficiently. On top of that, the study results demonstrate the correlation between the two variables, revealing a total average mean of 27.18 and 49.35, respectively, for self-efficacy and loneliness.

Therefore, it is strongly recommended that parents check up on the students' condition. In addition, perceiving the possible threat of loneliness and preventing it should be prioritized. The study suggests proffering breaks or considering students' workload to avoid low self-efficacy in schools and institutions, resulting in loneliness. In conclusion, by providing a friendly environment in online education, students will maintain good relationships and discernment over themselves, even amidst the pandemic.

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