

INVESTIGATING TEACHER SENSE OF SELF-EFFICACY IN COVID TIMES: AN EXPLORATORY SEQUENTIAL APPROACH

JHONA JOY P. DAZA
RACHEL B. SINGCO
LOVELY B. IBARRA

ABSTRACT

This study determined the extent of teacher sense of self-efficacy during Covid times. There are 10 participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Three hundred (300) teachers were used for exploratory factor analysis of public elementary school teachers in the Municipality of M'lang, Cotabato. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on teacher sense of self-efficacy for in-depth-interview (IDI) and focus group discussion (FGD). The results revealed that factor analysis indicate that a teacher sense of self-efficacy have three factors that include self-motivation and positivity, self-manifestation, self-worth and Teacher Sense of Self-Efficacy Questionnaire with 44 items was developed to measure the teacher sense of self-efficacy during Covid times. Reliability test revealed the results on teacher sense of self-efficacy the overall Cronbach's Alpha value of .888 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 44 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Teacher Sense of Self-Efficacy, Covid Times, Exploratory Sequential Design, Municipality of M'lang*

INTRODUCTION

Teachers indeed had to face work and life changes during the pandemic situation. Moreover, teachers face challenges with the online-blended learning approach as they embrace the new normal in teaching. Teachers needed to abruptly transition their lessons from physical classrooms to distance learning platforms in response to this crisis. Though they are struggling with many challenges in their efforts to meet the development needs of their students, they remain committed to their learners' education and emotional, social, cognitive, physical, and spiritual well-being. Stories abound teachers' concern for their students' mental health, and other personal and academic concerns (Olson, 2020). Teachers have to adapt with the increasing demand of their workloads in preparation for the opening of classes in the new normal pedagogical setting. Hence, this situation calls for their crisis self-efficacy and, consequently, develops their commitment to work and profession as educators (O' Sullivan, 2020).

Studies have shown that teachers who model self-efficacy can result in students' enhanced interest in the learning process (Jones & Bouffard, 2019; Gutman & Schoon, 2018). Therefore, it can help promote students' self-esteem motivating them to participate in class and overcome difficulties (Durlak et al., 2019). Teachers' self-efficacy, however, can be influenced by a number of factors: from the perception that colleagues and students' parents/families may have on the teachers' work and capacity to obtain their educational goals (Skaalvik & Skaalvik, 2020) to a sudden change in teaching methods as has been the case during Covid-19.

The significance of literature and other related studies mentioned above contribute to the success of this study on teacher self-efficacy during pandemic times, hence, there is a few current studies was being conducted for this issue. That is why the researcher is determined to explore this topic to gain more understanding and knowledge by filling the gap of this research. Formulating theoretical and conceptual model are one of main objective of the researcher for the conduct on the study of teacher self-efficacy during pandemic times.

In this context, the researcher is interested in determining the domain of teacher self-efficacy, which significantly predicts their commitment to work during this crisis. This study can also raise concerns to beneficiaries of this study and possibly develop action plans to improve teachers' self-efficacy and consequently augment their work commitment during a crisis such as a pandemic, thus, the need to conduct this study. Because developing teacher self-efficacy is a key element of school districts, this study contributes to the educational research base. Enhancing personal efficacy not only saves money by increasing teacher retention, but it also affects teachers', students', and community continuity, which is especially important in this pandemic. This research has the ability to give teachers insight into how to prevent attrition in public schools and how to manage their efficacy in the face of challenges and problems during a pandemic.

FRAMEWORK

The theoretical framework for this study was based on Bandura's social cognitive theory (Bandura, 1986) and the associated theory of self-efficacy (Bandura, 1997). According to Bandura (1997), personal efficacy is one of the most central mechanisms, which has an influence on human behavior. Individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions. To analyze the PD programs, which can potentially enhance self-efficacy among in-service teachers, the four efficacy sources proposed by Bandura (1997) were extensively reviewed.

The sources that can produce changes in self-efficacy include: (1) Enactive mastery experiences, (2) vicarious experiences, (3) verbal persuasion, and (4) physiological/affective states. Enactive mastery experiences are authentic experiences in which one demonstrates the capability to succeed in the task and considered to be the most powerful source in fostering sense of self-efficacy. Such experiences have been discussed in literature; scientific inquiry projects (Liang & Richardson, 2009), simulated lessons, and successful participation in science teaching practice (Kenny et al., 2014; Mansfield & Woods-McConney, 2012). The second source, vicarious experiences occur when seeing or visualizing a person perform a task successfully can enhance observer's belief in his/her capability. The advantages of this source have been stressed; heavy emphasis on hands-on activities, cooperative learning, and discussion (Posnanski, 2007), and modeling both teaching strategies and attitudes that were appropriate in primary teaching (Rice & Roychoudhury, 2003). The third efficacy source is verbal persuasion, which occurs when significant others express one's capabilities. Physiological/affective state refers to one's reaction to stress, fatigue, and mood. Verbal persuasion has been reported to occur through the professor's role as a mentor and his/her comments to the class, and students have been helped to deal with their stress and anxiety about science learning by having extensive classroom discourse (Gunning & Menash, 2011). The third and fourth efficacy sources are considered to be less influential (Bandura, 1997).

METHOD

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment

process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of elementary schools in M'lang, Cotabato.

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their sense of self-efficacy during Covid times. The interview provided an insight into how a group of teacher thinks about sense of self-efficacy, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based from the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the morale scale. This tool was subjected to dimension reduction to look for the factors that constitute the teachers' sense of self-efficacy during Covid times.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teacher sense of self-efficacy. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Statistical Treatment

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Teacher Sense of Efficacy in Covid Times

There are three themes that emerges from in-depth interview and focus group discussion with the selected elementary school teachers in the Municipality of M'lang that put emphasis on self-motivation and positivity, self-manifestation and self-worth.

Self-Motivation and Positivity. Many participants believed that being optimistic and continue to do the things that makes them happy keeps them more motivated in life. Some participants expressed that they were inspired by their students and thinking that the gift of life, family, students and friends created a huge impact in improving and maintaining their sense of self-efficacy during Covid times. These are evident in the following quotes from the participants:

To maintain my self-efficacy, I need to become optimistic and keep moving forward.

(IDI-Participant 10)

I am inspired by my students that made me to maintain good self-efficacy.

(IDI-Participant 3)

I think the gift of life, family and students are the things that keeps me motivated.

(IDI-Participants 9)

Meanwhile, the participants also revealed that for them to maintain the high level of their efficacy during Covid times, they involve themselves in a good communication and find more friendship to other people. Some participants do constant communication with their family and friends for them to escape stress and maintain their sense of efficacy. These views are presented by the quotes of the participants as discussed below:

To maintain my high-level of self-efficacy, I am always making myself involve in good communication and friendship. (IDI-Participant 3)

To strengthen my self-efficacy, I maintain frequent contact with my family and friends.

(FGD-Participant 1)

This implies that participants are still having high level of sense of self-efficacy during Covid times because they are motivated, having positive outlook in life and doing constant communication and relationship with their family and friends. The finding is supported by Pressley et al., (2018) that teachers with higher self-efficacy are more open to new teaching methods and more persistent when facing challenges.

Hajovsky et al., (2020) added that teachers with high teacher self-efficacy often have more success because they are more comfortable scaffolding students through mistakes, building relationships with students. In addition, to keep teachers motivated and positive, school heads must be mindful of their workload and support them in helping them to manage schoolworks.

Self-Manifestation. It is both rewarding and overwhelming for most participants that they are become happier and more motivated in times of pandemic knowing that they are boosted with their faith in God and thinking that life is worth living. They emphasized that trusting with the power of prayer and having a positive mindset will help them to overcome all the problems and challenges coming from their way. These are evident in the following quotes from the participants.

I am boosted by my faith in God and my ability to make myself happy. (IDI-Participant 6)

I keep myself motivated by persuading myself that life is worth living. (IDI-Participant 10)

I deal with problems and issues by trusting in the power of prayer and thinking positively. (IDI-Participant 1)

Meanwhile, majority of the participants asserted that they spend more time with their family and started loving themselves. They do the things that they do not usually used to do and by doing this, they find true happiness. These are presented in the narratives of the participants below:

I spend more time with my family and do new things that we do not used to do before. (FGD Participant 2)

I started loving myself more and did things that made me happy. (FGD-Participant 3)

The finding implies that by through manifestation of having faith in God, positive mindset, keeping oneself motivated and doing the things that makes you happy helps the participants maintain their sense of self-efficacy during pandemic. Vesely et al., (2018) supported this finding as they stated that teachers' self-efficacy belief may also depend on how much teachers are able to develop their transversal/soft skills which in turn makes them more efficient. Teachers who are in supportive school settings that promote these specific skills amongst its staff and student community are able to better cope with challenging times (Hadar et al., 2020).

Self-Worth. The participants believed that taking each day as a new challenge and task will help them to become more motivated in life during pandemic time. They added that engaging themselves in any leisure activities made them enjoy made them realize how beautiful the life is. By having a self-discipline and maintaining good work-life balance, they overcome all of the challenges they face during pandemic time. These are evident in the following quotes from the participants.

I engage myself with leisure activities and with anything that made me enjoy. (IDI-Participant 7)

I keep myself motivated by making each day a new task. (IDI-Participant 5)

I maintain my self-efficacy by having self-discipline and work-life balance. (IDI-Participant 5)

Meanwhile, other participants expresses that they are worried because they might forget to educate their students very well if the pandemic takes longer, it's because students cannot physically attend school class and teachers might not teach them the way they wanted. And because of this, teachers might start to doubt themselves if they are effective or not. The participants explained these ideas as follows:

I am worried that I might forget to educate my student very well if the pandemic lasted longer. (FGD-Participant 6)

Sometimes I doubted myself if I am an effective teacher. (IDI-Participant 6)

This implies that some participants give importance to their self-worth during pandemic because they know how to deal with challenges that can affect their sense of efficacy, while others are having negative mindset and doubt because of the fear and problems created by pandemic. The finding is supported by Skaalvik & Skaalvik, (2020) that teachers' self-efficacy, however, can be influenced by a number of factors: from the perception that colleagues and students' parents/families may have on the teachers' work and capacity to obtain their educational goals to a sudden change in teaching methods as has been the case during Covid-19.

Construction of Teacher Sense of Self-Efficacy Scale

Based from them narratives of the participants, the Table 1 presents the teacher sense of self-efficacy scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 70-item questionnaire was subjected to data reduction

technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the priori qualitative analysis dimensions.

Table 1
Teacher Sense of Self-Efficacy Scale

Items
I miss seeing my coworkers, students, friends, and family during pandemic.
My self-efficacy and my classroom management practices has been impacted during Covid times.
I always pray to God for direction and safety.
I deal with these issues by trusting in the power of prayer and thinking positively.
I employed myself in any different activities that makes me active and inspired.
I am still confident regardless of any circumstances.
I'm inspired by the fact that the government continues to pay our salaries and benefits.
I keep myself motivated by looking at my pupils' success.
I keep myself motivated by taking care of myself and being adaptable to change.
I am continuously attempting to eliminate negative ideas and practicing goodness.
I believe positivity creates huge contributes to my self-efficacy.
I make myself positive and doing what makes me happy.
I am motivated by my family.
I work harder for my family and for the future of my children.
I make myself motivated in spite of the challenges I've experience during pandemic.
I am unable to instruct my students effectively during pandemic.
I remain cheerful and doing things that I enjoy. I'm not bothered by negativities.
I am always well-organized and have excellent time management skills.
I maintain my self-efficacy by having good work-life balance and time management.
I am inspired by my students that made me to maintain good self-efficacy.
I keep myself motivated by communicating with my pupils on a regular basis.
I am motivated and happy by having good time with my friends and family.
I am constantly attempting to engage in healthy communication and friendship.
I am self-determined in spited of any challenges comes in my way.
I embrace issues with optimism and faith.
I do the things I enjoy, such as watching movies and clearing my thoughts of negativity.
I am motivated to increase my self-efficacy by being prepared and ready.
I am passionate with my job.
I preserve my high degree of self-efficacy by being strong and firm.
I am boosted by having a good attitude in life and making myself more joyful.
I am constantly inspired by the unpleasant events that occur in my life.
I preserve my self-efficacy by having self-discipline and a work-life balance.
I keep myself motivated by making each day a new task.
I had my doubts about whether I was a good teacher at times.
I am boosted by my faith in God and my ability to make myself happy.
I have faith and positivity that helps me to improve my self-efficacy.
I keep myself motivated for my students not just decent pay, incentives, and benefits.
I am motivated seeing my loved ones contented in life that I have given to them.

I maintain a work-life balance to keep my self-efficacy.
I finish all my task in a day and that makes me improve my self-efficacy.
I deal with issues and problems thru time management and good strategic planning.
I engage myself with leisure activities and with anything that made me enjoy.
I stay motivated by reminding myself that God is always there for me.
I keep myself motivated by emphasizing the importance of my students' progress.
I accept the hurdles and go forward to face another chapter of my life.
I experience anxiety and panic attack during pandemic.
I am confident and happy in life despite of all the challenges I have face during pandemic.
I am optimistic and always thinking that everything has a solution.
I work hard for myself, family and my students.
I inspired by my family to love teaching.
I believe that the gift of life, my family, and my pupils keep me motivated.
I believe that financial and emotional challenges contribute to my lack of self-efficacy.
I'm doubting everything and don't know when to begin the new chapter of my life.
I have positive outlook in life that makes my self-efficacy improve.
I escape negative thoughts by having good time with my family and friends.
I become more optimistic and self-determined to sustain my self-efficacy.

I keep myself motivated by persuading myself that life is worth living.
I am motivated by my hard works and the support coming from my family and students.
To strengthen my self-efficacy, I maintain frequent contact with my family and friends.
I engage myself in any leisure activities such as collecting various plants and flowers.
I am always reminded by the love and support of my family.
I spend more time with my family and try new activities that we haven't done before.
I prayed and acknowledged God's presence every day.
I started loving myself more and did things that made me happy.
I make my workloads lesser so that I can give myself enough time to relax.
I exercise at home and get enough sleep.
I am having trouble communicating with my students and parents.
I am motivated by my co-workers with positive attitude towards me.
I am worried that I might forget to educate my student very well if the pandemic lasted longer.
I work out regularly and eat meals that I enjoy.

Dimensions of Teacher Sense of Self-Efficacy

Testing of the proposed Questionnaire consisting of 71-item Scale on Teacher Sense of Self-Efficacy. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .753 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p < .05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.753
Approx. Chi-Square	17957.059	
Bartlett's Test of Sphericity	Df	2415
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 70-item teacher sense of self-efficacy scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teacher Sense of Self-Efficacy. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are four dimensions of teacher sense of self-efficacy. Hence, the three-factor model exhibit clean patterns as shown in Table 3. The factor loading below .4 are reduce from the model and from 70 items, only 44 items passed the criteria then subject for rotation and analysis. After which, the 70-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the three factors are above .4. it can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading at all which means that the items best represent their factors. It is emphasized by Hair et al., (1998) that loading indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3

Pattern Matrix Three-Factor Model

ITEMS	FACTOR		
	1	2	3
am motivated to increase my self-efficacy by being prepared and ready.	.789		
am self-determined in spite of any challenges comes in my way.	.784		
am constantly attempting to engage in healthy communication and friendship.	.774		
become more optimistic and self-determined to sustain my self-efficacy.	.697		
believe positivity creates huge contributes to my self-efficacy.	.686		
keep myself motivated by communicating with my pupils on a regular basis.	.663		

have positive outlook in life that makes my self-efficacy improve.	.653
make myself motivated in spite of the challenges I've experience during pandemic.	.652
emain cheerful and doing things that I enjoy. I'm not bothered by negativities.	.652
ake myself positive and doing what makes me happy.	.646
am always well-organized and have excellent time management skills.	.605
elieve that financial and emotional challenges contribute to my lack of self-efficacy.	.603
nspired by my family to love teaching.	.599
accept the hurdles and go forward to face another chapter of my life.	.591
am inspired by my students that made me to maintain good self-efficacy.	.539
am motivated by my hard works and the support coming from my family and students.	.514
reserve my high degree of self-efficacy by being strong and firm.	.496
have faith and positivity that helps me to improve my self-efficacy.	.487
escape negative thoughts by having good time with my family and friends.	.471
strengthen my self-efficacy, I maintain frequent contact with my family and friends.	.447
deal with issues and problems thru time management and good strategic planning.	.445
believe that the gift of life, my family, and my pupils keep me motivated.	.428
embrace issues with optimism and faith.	.402
am boosted by my faith in God and my ability to make myself happy.	.767
keep myself motivated by persuading myself that life is worth living.	.733
prayed and acknowledged God's presence every day.	.723
deal with these issues by trusting in the power of prayer and thinking positively.	.716
always pray to God for direction and safety.	.708
am constantly inspired by the unpleasant events that occur in my life.	.700
keep myself motivated by taking care of myself and being adaptable to change.	.690
work hard for myself, family and my students.	.686

am inspired by the fact that the government continues to pay our salaries and benefits.	.585
am always reminded by the love and support of my family.	.581
stay motivated by reminding myself that God is always there for me.	.547
work harder for my family and for the future of my children.	.458
engage myself in any leisure activities such as collecting various plants and flowers.	.457
started loving myself more and did things that made me happy.	.446
keep myself motivated by looking at my pupils' success.	.436
spend more time with my family and try new activities that we haven't done before.	.435
engage myself with leisure activities and with anything that made me enjoy.	.499
keep myself motivated by making each day a new task.	.475
preserve my self-efficacy by having self-discipline and a work-life balance.	.464
am worried that I might forget to educate my student very well if the pandemic lasted longer.	.454
had my doubts about whether I was a good teacher at times.	.415

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the three-factor model of teacher sense of self-efficacy with 70 items was developed as shown in table 4, namely, self-motivation and positivity, self-manifestation and self-worth.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 30, 48, 44, 47, 39, 26, 19, 10, 5, 6 13, 2, 28, 38, 22, 67, 53, 65, 37, 66, 70, 48, 68, 40, 1 and 16 does not fit the factor talking about self-motivation and positivity, self-manifestation and self-worth.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .888. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely self-motivation and positivity ($\alpha=.896$), self-manifestation ($\alpha=.855$), and self-worth ($\alpha=.71$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis Teacher Sense of Self-Efficacy Scale

Scale	Cronbach's alpha
Self-Motivation and Positivity	.896
Self-Manifestation	.855
Self-Worth	.714
Overall Reliability	.888

Final Version of Teachers' Sense of Self-Efficacy Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 4. From 70 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teacher Sense of Self-Efficacy Questionnaire was developed. This tool is consisting of 44 items which consist of three themes. Three themes were obtained after the qualitative results. Three themes were developed which are self-motivation and positivity with a total of twenty-three (23) items, self-manifestation with sixteen (16) items and self-worth with five (5) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 5
Teacher Sense of Self-Efficacy Questionnaire

ITEMS
SELF-MOTIVATION AND POSITIVITY
I am motivated to increase my self-efficacy by being prepared and ready.
I am self-determined in spite of any challenges comes in my way.
I am constantly attempting to engage in healthy communication and friendship.
I become more optimistic and self-determined to sustain my self-efficacy.
I believe positivity creates huge contributes to my self-efficacy.
I keep myself motivated by communicating with my pupils on a regular basis.
I have positive outlook in life that makes my self-efficacy improve.
I make myself motivated in spite of the challenges I've experience during pandemic.
I remain cheerful and doing things that I enjoy. I'm not bothered by negativities.
I make myself positive and doing what makes me happy.
I am always well-organized and have excellent time management skills.
I believe that financial and emotional challenges contribute to my lack of self-efficacy.
I inspired by my family to love teaching.
I accept the hurdles and go forward to face another chapter of my life.
I am inspired by my students that made me to maintain good self-efficacy.
I am motivated by my hard works and the support coming from my family and students.
I preserve my high degree of self-efficacy by being strong and firm.
I have faith and positivity that helps me to improve my self-efficacy.
I escape negative thoughts by having good time with my family and friends.
To strengthen my self-efficacy, I maintain frequent contact with my family and friends.
I deal with issues and problems thru time management and good strategic planning.
I believe that the gift of life, my family, and my pupils keep me motivated.
I embrace issues with optimism and faith.
SELF-MANIFESTATION
I am boosted by my faith in God and my ability to make myself happy.
I keep myself motivated by persuading myself that life is worth living.
I prayed and acknowledged God's presence every day.

I deal with these issues by trusting in the power of prayer and thinking positively.
I always pray to God for direction and safety.
I am constantly inspired by the unpleasant events that occur in my life.
I keep myself motivated by taking care of myself and being adaptable to change.
I work hard for myself, family and my students.
I'm inspired by the fact that the government continues to pay our salaries and benefits.
I am always reminded by the love and support of my family.
I stay motivated by reminding myself that God is always there for me.
I work harder for my family and for the future of my children.
I engage myself in any leisure activities such as collecting various plants and flowers.
I started loving myself more and did things that made me happy.
I keep myself motivated by looking at my pupils' success.
I spend more time with my family and try new activities that we haven't done before.

SELF-WORTH

I engage myself with leisure activities and with anything that made me enjoy.
I keep myself motivated by making each day a new task.
I preserve my self-efficacy by having self-discipline and a work-life balance.
I am worried that I might forget to educate my student very well if the pandemic lasted longer.
I had my doubts about whether I was a good teacher at times.

Legend:

- 5-Always
- 4-Frequently
- 3-Sometimes
- 2-Seldom
- 1-Never

CONCLUSION

Results on the study of teacher sense of self-efficacy in Covid times pertains several implications for educational practices. As the study revealed that teachers were challenge on how to maintain and improve their self-efficacy during Covid times, these challenges affect their way of living and their profession. However, despite of those challenges, there are things that keeps them motivated and made them to continue. Teachers find determination and commitment towards their job to provide quality education for their students. Students as one of their motivations, helps them to continue and maintain their high level of self-efficacy.

Findings on this study clearly signifies that in spite of everything, teacher were doing their best to provide quality education for their students. Their strong sense of self-efficacy may create a significant contribution for student achievement and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. By the support of their school heads, co-workers, community and students, teachers will become motivated and empowered.

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