'The Efficacy of the Self' – The Perspectives of Young Social Educators During Online Learning

Riomel Ian E. Bermundo[1], Jordan P. Pasana[2], Adrian R. Manaois[3],
Joebert E. Ballesteros[4], Jun S. Camara, PhD[5], Markconi F. Taroma, PhD[6]

[1]Class Mayor, BS in Education, Major in Social Studies
[2,3]Secretariat, Project CAN, PARESSU, Inc
[4]School Head, Carael NHS, Dagupan City, Philippines
[5]Research Coordinator, School of Advanced Studies, PSU
[4,5]Faculty, Pangasinan State University, LINGAYEN Campus
[6]School Head, Carael NHS – Dagupan City, Philippines
Correspondence: riomelbermundo11humss@gmail.com

Abstract

Self-Efficacy findings on teaching-learning process could help improve instructional and institutional policies. This study identified the level of self-efficacy of young social educators (n=155, 86.59%) in a public higher education in the Philippines along eight of its areas using a modified survey instrument. Findings revealed that the respondents are 'Highly Confident' in all areas of interest, except for enlisting parental and community support. The respondents believed they are most able in their social self-efficacy like making and keeping friends, working well in group, and carrying on communications with others despite the online learning set-up, while being 'Moderately Confident' to ask their siblings, parents, and the community to help them in their 'online struggles' in the set-up they are in. These findings suggest that online learning did not limit the digital socialization between and among the students through the use of technology, but it raised several limitations on the part of the respondents to ask anyone 'outside this online community of classmates and friends' to help them. The belief that parents and communities are vital partners in educating the young is expected to initiate strategies and mechanisms, on the part of school administrators, to address this urgent concern in online learning.

Keywords: *Community Involvement, Flexible Learning, Online learning,*
                 Parental Involvement, Self-Efficacy, PSU, Philippines

INTRODUCTION

There is only one thing in this world that we certainly possess in absolute form, it is the 'self'. The 'self' is continuously nurtured by the environment during its development, and in several ways, these developments could be measured like intelligence, social skills, growth, and the like. One aspect of the 'self' that deserves attention is the ability of the 'self' to believe that it can do what it is expected to do, thus, the efficacy of the self. In theory, this is coined and popularized by Albert Bandura on what came to be the concept of Self-Efficacy. This theory is an integrative theoretical framework to explain and to predict psychological changes achieved by different modes of treatment (Bandura, 1977). Simply, this theory means 'the belief of the person to carry out something successfully'. Because of the generalizability of this theory, it has been employed in various fields including from macro-level on academic performance to the micro-level on medical self-care (Tan *et al,* 2021) after-stroke management (Honicke, 2016), and long-related emotions (Hayat *et al,* 2020).

In the field of Education, countless numbers of studies have been conducted already, and systematic reviews are nearly available for almost all sorts of disciplines, but none of these studies have considered the status of students in pre-service education while undergoing an online learning set-up. A significant question that this study could raise in the future is if COVID-19 has changed, as well, the ability of college students to perform what they think they could perform at a time when mobility is restricted and technology appears to limit the continuity of formal instruction. According to

Rahon *et al* (2021), the prevailing assumption in education in the Philippines, and most of the world, is that people learn when taught, hence – the teaching-learning process. Therefore, it is safe to say that there is no teaching if there is no learning, and learning could be achieved through teaching. Teaching, on the other hand – like learning – is influenced by many factors, including the actual situation when the teaching and learning is taking place, i.e. during a online learning modality, at this point in time of this century. It is said that teaching is the noblest profession, and for so many reasons, the researchers firmly believe this as correct. To address one of these issues, this study attempted to report the self-efficacy of young social educators in one public higher education institution in the Philippines, as baseline information for institutional or instructional policies.

OBJECTIVES

Generally, this study aimed to identify the status of self-efficacy (SE) of pre-service education students in terms of the nine areas that merit considerable attention, namely, SE in Enlisting Social Resources, SE for Academic Achievement, SE for Self-Regulated Learning, Self-Regulatory Efficacy, SE to Meet Others' Expectations, Social Self-Efficacy, Self-Assertive Efficacy, and SE for Enlisting Parental and Community Support.

METHODOLOGY

The study involved pre-service education students enrolled (n=155) in Bachelor in Secondary Education major in Social Studies enrolled during the first semester of School Year 2021 – 2022 from

Pangasinan State University, a public higher education in the Philippines. Data were collected through a survey instrument on self-efficacy (Camara, 2018) administered by the researchers, program coordinator and faculty on October 7, 2021 through google form to all BSE Social Studies students (n=179), and the Survey Response Rate was 86.59%. Responses were carefully tallied, consolidated, and statistically analyzed using SPSS v.21. Frequencies and Weighted Means were reported, and a corresponding descriptive equivalents for a 5-point Likert Scale was used to interpret the weighted means.

RESULTS

Reports on Self Efficacy of the Respondents (n=155)

Table 1. Weighted Means and Its Decriptive Equivalents on the Status of Self-Efficacy of the Respondents along Eight (8) Areas

AREAS OF SELF-EFFICACY EXPLORED	Weighted Mean	Descriptive Equivalent
Self-Efficacy in Enlisting Social Resources	*3.50*	*Highly Confident*
1. I can ask another student to help me when I get stuck in schoolwork	3.91	Highly Confident
2. I can ask a friend to help me when I have social problems.	3.65	Highly Confidentt
3. I can ask instructors to help me when I get stuck in schoolwork.	3.28	Confident
4. I can ask an adult to help me when I have social problems.	3.16	Confident
Self-Efficacy for Academic Achievement	*4.12*	*Highly Confident*
5. I can learn the major subjects in my course.	4.24	Very Highly Confident
6. I can learn the general education subjects in my course.	4.18	Highly Confident
7. I can learn the technical (applied) subjects in my course.	3.94	Highly Confident
Self-Efficacy for Self-Regulated Learning	*3.80*	*Highly Confident*
8. I can finish my homework by deadlines.	4.39	Very Highly Confident
9. I can get myself to do schoolworks.	4.16	Highly Confident
10. I organize my schoolworks.	4.09	Highly Confident

11. I can study my lessons even if there are other interesting things to do.	4.05	Highly Confident
12. I always plan my schoolwork for the day.	3.81	Highly Confident
13. I can take good notes during class instruction.	3.75	Highly Confident
14. I always concentrate on schoolworks during online class.	3.74	Highly Confident
15. I remember well information presented in class and textbooks.	3.57	Highly Confident
16. I could arrange a place to study without distractions.	3.44	Highly Confident
17. I can use library to get information from class assignments.	2.99	Confident
Self-Regulatory Efficacy	*3.98*	*Highly Confident*
18. I can resist pressure to smoke cigarettes.	4.25	Very Highly Confident
19. I can resist pressure to drink beer.	4.20	Highly Confident
20. I can stop myself from skipping school when I feel bored or upset.	3.99	Highly Confident
21. I can control my temper.	3.89	Highly Confident
22. I can resist pressures to do things in school that can get me in trouble.	3.54	Highly Confident
Self-Efficacy to Meet Others' Expectations	*3.73*	*Highly Confident*
23. I live up to what I expect of myself.	4.04	Highly Confident
24. I live up to what my parents expect of me.	3.78	Highly Confident
25. I live up to what my peers expect of me.	3.58	Highly Confident
26. I live up to what my instructors expect of me.	3.49	Highly Confident
Social Self-Efficacy	*4.13*	*Highly Confident*
27. I can make and keep friends of the same sex.	4.59	Very Highly Confident
28. I can work well in a group.	4.19	Highly Confident
29. I can carry on with communications with others.	4.14	Highly Confident
30. I can make and keep friends of the opposite sex.	3.58	Highly Confident
Self-Assertive Efficacy	*3.93*	*Highly Confident*

31. I stand up for myself when I feel I am being treated unfairly.	4.15	Highly Confident
32. I can refuse someone who is asking me to do something inconvenient.	4.08	Highly Confident
33. I can get others to stop annoying me or hurting my feelings.	3.75	Highly Confident
34. I can express my opinions even when my classmates disagree with me.	3.73	Highly Confident
Self-Efficacy for Enlisting Parental and Community Support	*2.37*	*Moderately Confident*
35. I can get my siblings to help me with an academic problem.	2.74	Confident
36. I can get my parents to help me with an academic problem.	2.61	Confident
37. I can get people outside the university to be interested in school activities done online.	2.14	Slightly confident
38. I can ask my parents to take part in school activities in college via online.	2.00	Slightly confident
GENERAL WEIGHTED MEAN	**3.70**	**HIGHLY CONFIDENT**

Table 1 shows the weighted mean of the participants across their self-efficacy. Generally, the respondents are 'Highly Confident' in all the eight areas assessed, except for enlisting parental and community support. Further, in terms of Self-efficacy on Enlisting Social resources, the participants were generally "Highly Confident" ($\bar{x}$=3.50). Listed statement, "I can ask another student to help me when I get stuck in schoolwork" had the highest weighted mean ($\bar{x}$=3.91 "Highly Confident"). In terms of Self-efficacy on Academic achievement, the participant were generally "Highly Confident" ($\bar{x}$=4.12). Listed statement "I can learn the general education subjects in my course" had the highest weighted

mean ($\bar{x}$=4.18 "Highly Confident"). In terms Self-efficacy on Self-regulated learning, the participant were generally "Highly Confident" ($\bar{x}$=3.80). The participants had highest weighted mean on the statement "I can finish my homework by deadlines" ($\bar{x}$=4.39 "Very Highly confident). In terms of Self-Regulatory Efficacy, the participant were generally "Highly Confident" ($\bar{x}$=3.98). The participants had the highest weighted mean on the statement "I can resist pressure to smoke cigarettes" ($\bar{x}$=4.20 "Very Highly Confident").

In terms of Self-Efficacy to Meet Others' Expectations, the participants were generally "Highly Confident" ($\bar{x}$=3.73). The participants had the highest weighted mean on the statement "I live

up to what I expect of myself" (x̄=4.04 "Highly Confident") In terms of Social Self-Efficacy, generally, the participant were Highly Confident (x̄=4.13).the participants had the highest weighted mean on the statement "I can make and keep friends of the same sex" (x̄=4.59 "Very Highly Confident") In terms of Self-Assertive Efficacy, the participants were generally "Highly Confident" (x̄=3.93). The participants had the highest weighted mean on the statement "I stand up for myself when I feel I am being treated unfairly" (x̄=4.15 Highly confident). In terms of Self-Efficacy for Enlisting Parental and Community Support, the participants were generally "Moderately Confident" (x̄=2.37). The participants had the highest weighted mean on the statement "I can get my siblings to help me with an academic problem." (x̄=2.74 Confident).

DISCUSSIONS

The findings revealed that the respondents (i.e. BSE Major in Social Studies) are 'Highly Confident' (WM=3.70). The same findings were reported among Filipino engineering students (n=361), that despite the 'strict regulatory mechanisms', they will become engineers someday (Camara, 2020). The finding on the moderate confidence of the respondents to ask help from parents and community is the same finding reported among fisheries technology (n=77) in one performing school in fisheries education in the Philippines (Calpo, 2020). Further, among fishery technology students in Region I, Philippines, the same finding on 'high confidence' (n=532) was reported by Pasana *et al* (2020).

Furthermore, it should be noted that these groups of respondents of Social Studies major, Engineering students, and Fisheries Technology students are all the same cohort studies for the past years because they are graduates of K to 12. In the same line of thinking, we could consider the study of Camara, 2018 that reported the general self-efficacy of then-Senior High School students, now-4th year college students. In his study in a public national high school in the Philippines involving senior high school students (n=260) in eight (8) various track-sections, findings showed that senior high school students were only 'Moderately Confident' in general among the eight (8) self-efficacy areas. Comparatively speaking, that engineering students (Camara, 2020) and fisheries technology students (Calpo, 2020; Pasana *et al,* 2020) and the findings of this present study among education students are 'Highly Confident', these students must have experienced episodes during their transition to college that enabled them to believe on themselves more, thereby (Bandura, 1977) causing behavioral change.

CONCLUSIONS

Generally, this study reports that young social educators are 'Highly Confident' in all the seven (7) areas under the concept of Self-Efficacy popularized by Albert Bandura (Bandura, 1977), except under their Self-Efficacy for Enlisting Parental and Community Support under which findings revealed a moderate level of confidence. Education is not an isolated process nor is it confined within either the four corners of the

classroom or the digital screens for learning, education is a life-long process. And, in this precept that the vitality and dynamic of both parental support and that of communities are necessary. Future institutional and instructional policies of public and private higher education institutions in the Philippines, and with foreign lands whose context could be similar with the Philippines, are strongly encouraged to conduct student-parent webinars on the importance of parental and community engagement.

ACKNOWLEDGMENTS

REFERENCES

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191. Retrieved from https://psycnet.apa.org/record/1977-25733-001

Calpo, V. B. (2020). Correlates Of Science Education and Self-Efficacy Towards Fisheries Technology as Basis For Online Learning Policy. *Journal of Critical Reviews*, *7*(13), 212-218. Retrieved from http://www.jcreview.com/index.php?mno=118671

Camara, J. S. (2018). Correlates of Self-efficacy, Learning Style and Aptitude Across Strand of Senior High School Students in San Jacinto National High School. *Asian Journal of Multidisciplinary Studies*, *1*(2), 15-24. Retrieved from https://asianjournal.org/online/index.php/ajms/article/view/104

Camara, J. S. (2020). Post-evaluative insights among filipino engineering students on alignment, spirality, strand, and awards (ASSA) in K to 12 implementation. *International Journal of Scientific and Technology Research*, *9*(2), 1374-1380. Retrieved from https://www.researchgate.net/profile/Jun-Camara/publication/340247375

Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC medical education*, *20*(1), 1-11. Retrieved from https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-020-01995-9

Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review*, *17*, 63-84. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000639

Pasana, J. P., Badua, J. I. R., Manaois, A. R., Retuya, J. R. T., Bernardo, J. V., & Camara, J. S. (2020). Self-Efficacy among Engineering and Fisheries Technology Students in Region I, Philippines. *ASEAN Multidisciplinary Research Journal*, *5*(1). Retrieved from www.academia.edu

Rahon, C. A. M., Guinto, V. M. R., Terre, E. Q., Resueño Jr, C. P., & Camara, J. S. 'We can do it now!': K to 12's Influence on Self-Efficacy of Filipino Researchers. Retrieved from https://www.researchgate.net/profile/Jun-Camara/publication/355074794

Tan, F. C. J. H., Oka, P., Dambha-Miller, H., & Tan, N. C. (2021). The association between self-efficacy and self-care in essential hypertension: a systematic review. *BMC family practice*, *22*(1), 1-12. Retrieved from https://bmcfampract.biomedcentral.com/articles/10.1186/s12875-021-01391-2