

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

**Marivi R. Escobin¹, Alberto D. Yazon, PhD², Consorcia S. Tan, EdD³,
Marcial M. Bandoy, EdD⁴, Lerma P. Buenvinida, EdD⁵**

¹ Los Baños Senior High School, Philippines
^{2,3,4,5} Laguna State Polytechnic University, Los Baños Campus, Philippines

Abstract

The emergence of the COVID-19 pandemic created a radical transformation in teaching-learning in schools worldwide. This phenomenon challenged the self-efficacy of teachers and school heads in public schools in the Philippines, specifically on how to apply social media learning, which is a new modality. Through a mixed research method, 232 schoolteachers and 26 school heads participated in answering an adopted modified questionnaire; and ten school personnel participated in answering a researcher-made interview guide. The findings showed that profile variables such as age, sex, educational background, and length of service did not significantly correlate with school performance. In contrast, the challenges associated with self-efficacy in terms of educational management, instructional leadership, moral leadership, and application of social media learning tools were all significantly correlated with school performance. This indicated that self-efficacy improves school performance in both teachers and school heads and is influenced by their positive and healthy attitudes. From the qualitative data, the derived themes have implications with economic conditions, knowledge, and skills on the application of technology, transfer of knowledge to students, maintaining coordination, collaboration, and support from educational stakeholders, curriculum design and adherence with educational standards, imposing disciplinary measures, and compliance with school requirements. Officials in the educational setting should consider upgrading policies on personnel capability and capacity building, enhancing professional development, and equipping them with the application of modern teaching methods. All these concepts were considered in a proposed recommendation to the Department of Education, Philippines, for policy enhancement.

Keywords: *Self-efficacy; Social Media Learning Tools; Instructional Leadership; Moral Leadership; School Performance*



This is an open access article under the CC-BY-NC license.

INTRODUCTION

One of the aspects that contributes considerably to the efficient and successful outcome of school administration is the self-efficacy of both school leaders and teachers. Self-efficacy refers to a person's idea that they can succeed at any endeavor they face because they have the capacity and capability to do so (Bandura, 1987). The individual's perception of self-efficacy (capacity and capability) may be consistent. However, it could be affected by a drastic change in dealing with things, for example, the emergence of the COVID-19 pandemic, which created a radical transformation in the world order, particularly in the field of teaching and learning. Schunk & DiBenedetto (2016) has stated that self-

Corresponding author

Marivi R. Escobin, ivy.escobin@gmail.com

DOI: <https://doi.org/10.31098/ijtaese.v4i2.1088>

Research Synergy Foundation

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

efficacy influences motivation, learning, self-regulation, and achievement. Their statement can be applied to the regulation of teaching and learning in schools which are mostly affected by the effect of the observance of pandemic protocols that include the lockdown of schools and resorting to the use and application of social media as a medium for imparting teaching and learning. The notion of self-efficacy as applied in studies has been influenced by Albert Bandura's "Social Cognitive Theory" (2001), in which attributes of individuals with a high level of self-efficacy are reflected in the way they assess their capabilities in performing tasks. From the time of Bandura's statement of the Social Cognitive Theory, other authorities in the field of Psychology have consistently expressed essential elements related to teachers. Namely experience, quality of instruction, instructional strategies, classroom management, and student engagement (Bandura, 1987; Bandura, 2001), as cited by WeiBenfels et al. (2021).

Many countries have halted all face-to-face activities, including in-person schooling, due to the respiratory sickness caused by COVID-19. The COVID-19 pandemic required significant adjustments in most aspects of society, including education, to deal with the consequences of pandemic control measures. During the epidemic, many countries' colleges, secondary schools, and elementary schools embraced an online education technique. As a result, regardless of whether they were familiar with or prepared for online education, teachers and students have had to quickly adapt their teaching approaches. As a result of this predicament, a new phrase in academia has emerged: emergency remote education. (Lestari and Gunawan, 2020 as cited by Wu, S. 2021).

There is a shift in education whereby the learning environment is becoming decentralized, moving from instructor and institution to one where students direct their learning. This is through engaging in networks that promote social media learning, as mentioned in the study of Delello and Rochelle (2015). The self-efficacy and leadership practices of the educational manager should be defined to address the demands of the new normal (Cobanoglu and Yurek, 2018).

The phenomenon of online learning is globally being felt, so as in the case of the Philippine educational system. An article published by Child Hope Philippines Incorporated stressed that there are different factors that create a disparity in learning among Filipino school children. One of the most significant of these is the country's financial status. Many underprivileged school children are having a hard time due to access to online learning (Childhope Philippines Inc, 2021). The Department of Education, in its attempt to address issues connected with online learning, has devised the blended learning program launched in October 2020. This program involved online classes, printouts, and lessons broadcast on TV and social platform, making students, teachers, and school administrators alike rely on access to the internet.

Social media gives an excellent opportunity for educators at all levels to engage students in a new paradigm of human contact and social learning. In the classroom, social media has been used to promote critical thinking and reflection (Daniels & Billingsley, 2014), multiple levels of student involvement (Giebelhausen, 2015), increased student participation and engagement (Graham, 2014), awareness of race and diversity issues (Nakagawa & Arzubiaga, 2014), and a sense of belonging to a community of learners (Nakagawa & Arzubiaga, 2014). (Munoz, Pellegrini-Lafont, & Cramer, 2014). Cuccio-Schirripa & Steiner (2000) have stated that questioning is one of the thinking processing skills structurally embedded in the thinking operation of critical thinking, creative thinking, and problem-solving. Providing healthy and meaningful questions to students helps them to be critical and creative when thinking. If this is so, this will reflect on their academic performance. Wherein lower-order thinking skills turn into higher-order thinking skills.

Corry & Stella (2018) did an extensive literature review from academic databases published over the past 15 years. The context of the review was three-fold, namely, adopting online teaching, the correlation of online teaching to demographic profiles and experience, and changes in self-efficacy as professional teachers. The findings derived were said by the authors as inconclusive because there is still an absence of empirical validation of the association between teachers' self-efficacy and online teaching and students' outcomes. The same research approach was made by WeiBenfels, et al. (2021), who likewise did literature reviews that proved that indeed relationship exists between teacher burn-out and self-efficacy, and it is well-documented; however, they conclude that there is a lack of studies of the interrelationships between them as it changes across time.

This is especially connected with the onset of the COVID-19 pandemic. Hence, this study aimed to correlate the level of self-efficacy of school heads and teachers that contribute to school performance; and tested a significant relationship between and among the variables such as age, sex, highest educational attainment, and length of service. For the qualitative research problem, the study aimed to describe the lived experiences of both school heads and teachers and how such lived experiences contributed to their school performance using social media teaching and learning tools during the pandemic. Specifically, the qualitative study sought to answer the following questions: (1) What is the essence of the lived experiences of the participants in relation to their self-efficacy's impact on management and control of the operation of the school, maintaining collective commitment and action among the stakeholders and the participant's decision-making ability during the new normal? And (2) How did the participants handle/face the challenges of their self-efficacy as contributed by the use and application of social media learning tools during the pandemic in terms of school/teaching management, control of the operation, maintaining collective commitment, decision making, and application of social media tools in the teaching and learning process?

LITERATURE REVIEW

Two theoretical frameworks were tested under the descriptive correlational survey design. The first is the "Two Factors Theory: Motivation and Hygienic Factors," which connects two main variables: the independent (cause) and the dependent (effect) (Herzberg, 1993 as cited by Wutchichai, T., 2017). This theory was applied in the study of Wutchichai, T. (2017), who connects two factors such as work behavior (motivators) and self-satisfaction (hygienic factors). Under motivators are sub-variables such as achievement, recognition, responsibility, promotion, and growth, while under hygienic, the sub-variables are company policy, supervision, work conditions, security, and relationships. While meeting hygiene demands can help prevent unhappiness and poor performance, only meeting motivational variables will result in the type of productivity boost that the organization is looking for. On the other hand, for the qualitative research approach, the Critical Theory, as formulated by Critical Theory, was applied. This theory was considered in the creation of a mixed method of research designs (MMRDs) which is a way of getting away from restrictive traditions; as applied in research, particularly the MMRDs, it is an opportunity to enrich a study by mixing quantitative and qualitative methods (Callaghan, 2016; Creswell & Poth, 2018). It should be noted that for a qualitative research design, there is no theory testing, unlike the quantitative research design (Creswell & Poth, 2018), wherein there are predetermined variables that are going to be tested for correlation using statistical tools.

In the study of Cherry & Fabelico (2021) about school leaders' leadership practices and teacher performance, their findings revealed that teacher performance is consistent regardless of age,

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

educational achievement, or substantial contributions. When educators are classified by teaching status and years of experience, head teachers outperform master teachers in terms of teaching efficiency. In terms of relevant experience, teachers with less relevant experience had lower educational quality than those with more time in an educational institution.

Moreover, Owusu-Fordjour & Koomson (2020) studied the impact of Covid-19 on teaching and learning in Ghana. Their study revealed the following as some challenges that their students face due to the pandemic: (1) the inability of students to study effectively at home, which results in the not being effective for online learning (2) lack of parental assistance due to complications of online learning access (3) students are not effective when studying by themselves. Furthermore, another study on student performance during the pandemic was also done by Dutta & Smita (2020), discovered through a qualitative research design that a variety of interruptions in students' learning, a drop in motivation and study hours, as well as various physical, mental, and economic concerns, are all elements linked to academic studies. They also revealed that the lack of electronic gadgets, limited internet access, expensive internet costs, slow internet speeds, and problems in using online platforms are top issues among Bangladeshi tertiary students attempting to cope with online education.

Self-Efficacy

Efficacy affects motivation, learning, self-regulation, and achievement. According to Bandura (2012), choices, courses of action, effort, perseverance, and resilience are all influenced by efficacy. One's feeling of agency is linked to efficacy since it influences how decisions are made and one's ability to carry out behaviors, influencing what one can say and do. People's feelings of efficacy determine the objectives they set and the levels of effort they put forth, as well as how they deal with challenges, solve problems, and overcome disappointments. (Bandura, as cited in Schunk & DiBenedetto, 2016).

Consequently, due to differing individual levels of self-efficacy, setbacks in accomplishing tasks related to a particular work do happen. As an individual reflects on his performance, his self-efficacy will be challenged by difficulties of giving his or her best in completing a task or tasks, for that matter. There is a need to understand how self-efficacy could be integrated with the socio-cognitive and expectancy values to predict outcomes of students at secondary schools, Domenech et al., (2017). Instructional leadership by principals is indeed to influence teachers' behavior in improving the quality of teaching and learning and implementing effective academic management that will lead teachers to teach effectively. Supervising instructional programs should center on curriculum and instruction. Thus, this is mainly related to leadership functions, including coordinating the curriculum, controlling and assessing instruction, and examining students' progress. School principals' supervision of instruction practices includes checking teachers' lesson notes, scheme of work, students' notes, and classroom observation (Alimuddin, 2010; Hitchcock et al., 2002; Sule, Ameh & Egbai, 2015).

Social Media Learning

Alexander (2018) conducted a qualitative analysis of Facebook usage and academic achievement of a high school student. The results indicate a moderate negative relationship between Facebook Intensity and the GPA of the student participants. Although no causal relationship has been established in the study, this finding shows that students who used Facebook more frequently have lower academic performance than those who did not use the said social media site less intensely. This result was supported by Owusu-Fordjour, C and Koomson, C. K. (2020), who found that online learning has negative

effects on effective learning outcomes. Dutta S and Smita M. K. (2020) listed some issues concerning coping with online education, namely, drop in motivation and study hours, various physical, mental, and economic concerns, lack of electronic gadgets, limited internet access, expensive internet costs, slow internet speeds, and problems in using online platforms.

Charmaraman & Richer (2018) reviewed how social technologies, particularly our teens' use of mobile phones, social networking sites, and interactive gaming, have both positive and harmful consequences. Their research found that social connectivity and belonging, personal contentment and self-esteem, emotional expression/control, and identity development are all positive outcomes. However, there are also negative consequences, such as isolation and social anxiety, body dissatisfaction and disordered eating, emotional triggers such as sadness, and exposure to sexual content. Cruz & Cruz (2013) investigated the use of social media in the Philippines as a tool for improving learners' learning experiences. Their research found that "the majority of students believed that using social networking sites improved their experience" and that better involvement in the course "enriched the learning process of students, showing a favorable influence on student knowledge acquisition."

Tariq et al. (2012) revealed in their study that among Pakistani teenagers, social media use takes away the attention of the children and their concentration on their studies. When students multitask like emailing, texting, playing games, Facebook, etc. (Jacobsen & Forste, 2011, and Junco & Cotton, 2012, as cited in Felisoni et al., 2018)) it has a negative correlation to how they learn, as shown by low test scores (Wood et al., 2012).

Chawinga (2017) and Junco et al. (2011) discovered the potential use of Twitter. They found out that students and teachers were able to interact, which resulted in sharing and discussing course materials and expression of insights which improves teaching and learning. This provides the students an opportunity to use their mobile phones not only for entertainment but for information and learning. (Moghavvemi et al., 2018). In addition to their study on the use of YouTube among youth, it was revealed that social networking sites could be a complement to the learning of the students if it is used to seek additional information. Teachers today need to integrate this technological opportunity in their classroom activities and as course materials. Kirschner (2015) notes that SNS, a social tool, should be used mainly for communication and not for doing schoolwork; students, he says, aren't keen to use SNS for learning and problem-solving. Facebook, for instance, may be best used for sharing classroom-related activities and collaboration through academic groups (Manasijevic et al., 2016) to facilitate good communication, but not for learning per se. It turns out that there's still little empirical evidence to support that Facebook and SNS enrich learning and academic performance (Liu et al., 2017).

Liu et al. (2016) conducted a meta-analysis to explore the relationship between the use of social networking sites (SNS) and the academic performance or outcomes of college students in Europe and the United States. The results of the analysis indicate that a significant negative correlation exists between using SNS and GPA, whereas a positive correlation was observed between SNS use and language. Another interesting finding was that the relationship between the use of SNS and GPA was more strongly negative in female college students. Alexander (2018) conducted a qualitative analysis of Facebook usage and academic achievement of a high school student. The results indicate a moderate negative relationship between Facebook Intensity and the GPA of the student participants. Although no causal relationship has been established in the study, this finding shows that students who used Facebook more frequently have lower academic performance than those who did not use the said social media site less intensely. Moreover, the study also shows a moderately strong negative relationship between Facebook

Intensity and Goal Striving. Hence, students who used Facebook in a more intense manner had lower goal-striving and motivation than others who used Facebook less intensely.

Learning during the Pandemic

The most challenging aspect of teaching and learning for teachers and school heads during the new normal is the application of social media learning. General self-efficacy was correlated with completing tasks related to online learning; during the new normal; hence, the need to adapt to the emerging use of technology; create a system of transparency through feedback mechanisms, and make decisions to consider which social media platform is best to apply in teaching and learning (Wilde, N. and Hsu, A., 2019; Yang et al. 2016; Wilde, N. and Hsu, A., 2019; Elliott & Hollingsworth, 2020; Elliott, 2019; Deaton, 2016; Mhunpiew & Purayidathil, 2015).

Applying online teaching during the pandemic era has been established as essential and necessary in teaching and learning. However, pure online teaching had not been the prevalent practice prior to the emergence of the pandemic because the most applied instructional methods were roll calls, lectures, and in-class assignments; many students, including teachers, did not have internet access and lacked technical expertise in making teaching and learning a struggle for them; collective efficacy is associated with teachers' instructional techniques like peer support and sharing of expertise; and the need for assessment of the impact of instructions; extensive manifested use of teaching materials, which is an indicator of the extent of possession of teachers in both theory and practice; and integrate theory and practice with social media learning tools (Wu, S. 2021; Owysu-Fourdjur et al. 2020; Berebitsky and Salloum's, 2017; Siciliano, 2016; Hattie and Zierer, 2018; Pinpin, 2015; Kitchakarn 2016; and Elliott and Hollingsworth, 2020).

Deaton (2016) posited that the most immediate consideration for educators considering the use of social media in the classroom is an assessment of the student environment. Educators can decide which social media platforms best fulfill the unique demands of the learning setting by evaluating the social and academic needs of the student group. For example, a teacher working with pupils from low socioeconomic backgrounds should consider the technology needs of all students who will be using social media. Students from low socioeconomic backgrounds may not be familiar with or have no access to social media-related tools. A lack of student exposure to relevant technology should also be addressed with appropriate training and accessibility.

Scholars and practitioners agree that today, handling adaptive difficulties and their inherent tensions is a critical leadership role. (Drago-Severson and Blum-DeStefano, 2016; Kegan and Lahey, 2016). Moreover, personal and interpersonal qualities are becoming increasingly important (Drago-Severson and Maslin-Ostrowski, 2018).

The need for continuous innovation in the field of education was proven in De Luna's (2015) study that concluded that teaching and learning should adapt to the continuous innovative practice, which should be relevant to emerging social, cultural, and economic realities of developing pedagogies. The students are the primary audience, whereas the teachers and principals are recipients of these transformations. Here principals and teachers, depending on the experiences they will have, should create new bodies of knowledge or paradigm shifts. This author mentioned technological innovations as one of the most critical innovations in the present time.

Teaching and learning should adapt to continuous innovative practice, such as technological innovations as one of the most important innovations in the present time; (De Luna, 2015; Wu, 2014).

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bandoy, EdD, Lerma P. Buenvinida, EdD

There are many positive outcomes of the use of social media learning on students' performance; increased social connectivity and belonging, personal contentment and self-esteem, and emotions; on the other hand, social media use takes away the attention of the children to their concentration on their studies mainly when students multitask like emailing, texting, games and Facebook; internet helps in sharing information, for entertainment and research; and mobile phones should be used mainly for communication and not doing school work (Charmaraman and Richer, 2018; Felisoni et al., 2018; Chawinga, 2017; Moghavvemi et al., 2018; Kirschner, 2015; Manasijevic et al., 2016) (Liu et al., 2017; Liu, Kirshner, and Karpinski, 2016).

In enhancing school policy, there is a need to tailor improvement to learning requirements and relevance to a fast-changing world; create collective teacher and school heads' efficacy away from a typical school paradigm like creating collective, creative, and autonomous culture, and consider how social media learning could help students to use time effectively, do homework and participate in classroom activities (Thomson et al., 2019; DET, 2018; Wilson, 2018; Felisoni et al. 2018)

RESEARCH METHOD

This study used a mixed research method, which means that qualitative objects (free exploration) and quantitative objectives (e.g., prediction) were present in the same study. That data was collected using qualitative instruments (open-ended interviews) and quantitative instruments (e.g., closed answers to a questionnaire), as well as qualitative and quantitative analysis (e.g., coding) (descriptive and inferential statistics). As applicable to a concurrent triangulation approach, quantitative and qualitative data gathering was done concurrently, wherein the quantitative data through a survey questionnaire was executed simultaneously with the qualitative data gathering using an open-ended interview guide. After the data for both methods were analyzed, the findings were merged and discussed again. (Teddie, C. and Tashakori, A. 2009; Creswell and Poth, 2018).

The model for this mixed-method research was patterned from the diamond model of Van de Ven (2007). It is called "Engaged scholarship," where the participatory study tries to elicit perspectives or experiences from research participants. This study also applied the concurrent triangulation research design (Creswell, J. 2003 and Tashakkori and Teddlie (2003) as cited by Knoll T. & Neri, (2009). The design involves a single study containing qualitative and quantitative data collection, which is conducted at the same time. The purpose of this type of investigation is to validate the findings generated by each method through evidence produced by the other.

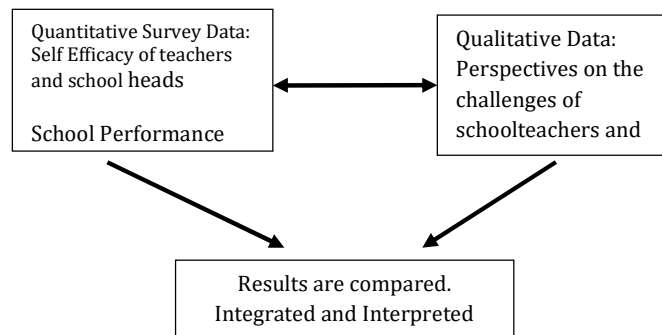


Figure 1, Mixed Method Concurrent Triangulation Study

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

A. Descriptive Correlational Approach

The goals of a descriptive correlational research design are usually to learn about the correlations between variables and to generate predictions based on that knowledge. (Johnson and Christensen, 2000, p. 26-27). In this study, there were three variables: independent (level of school heads and teachers' self-efficacy), dependent (school performance), and moderating (demographic profiles of the respondents) variables.

The respondents of the study were selected school heads and teachers in the Public Senior High School of the Division of Laguna for the School Year 2021-2022, which have an estimated total population of 61 Public Senior High schools and an estimated 500 Senior High School teachers and 50 school heads.

The stratified random sampling technique was applied in this study. This is a technique in which a population is divided into mutually exclusive groups called strata, and then a simple random sample or a systematic sample is selected from each group (each stratum) (Johnson, B. and Christensen, L, 2005). The sample size for each cluster was calculated using Slovin's formula using the actual population of teachers from each cluster. The total sample size drawn from the 4 clusters was 229 teachers.

A survey questionnaire checklist was drafted by the researcher that was modified from the questionnaire of Tschannen-Moran & Woolfolk (2001). The survey questionnaire for the present study was composed of three parts. Part 1 comprises the profile of the respondents, namely, age; sex; highest educational attainment; and length of service, while Part 2.1 and Part 2.2 is the level of the school head's or the teacher's self-efficacy in terms of educational management; instructional leadership; moral leadership; and application of social media tools; Part 3 is the level of school head or teacher's perception of school performance in terms of students' compliance with school academic requirements; sustained use of social media technology; sustaining attendance and enrolment; accomplishing curriculum designs, and sustaining parents' support to the school. The 3-part researcher-adapted questionnaire was used to determine the research participants' perception regarding their level of self-efficacy. A four-point Likert Scale served as a guide for the participant's answers. The limits observed are 3.20 – 4.00 (Very High), 2.40 – 3.19 (High), 1.60-2.39 (Moderate; 80- 1.59 (Low), and 0.00 – 0.79 (Not Evident).

To ensure that the research instrument is acceptable, two measurement tests were done in this study to test its validity which is concerned with what an instrument measures and how well it is done (truthfulness of findings (Mhadian, 2017; Johnson and Christenson, 2000). The researcher instruments have undergone validation by experts in the field of education, specifically doctorate degree holders and psychometricians. Their expert suggestions were incorporated to improve the content of the instruments. After all comments and suggestions were considered; and necessary improvements to the questionnaire were made, the validated research instruments were subjected to pilot testing to determine their validity.

Since the instrument used was adopted with some modifications, it was also subjected to validation. The researcher's adviser reviewed the questionnaire for comments and further suggestions. The instrument was also presented to four experts in the field for face and content validation. The experts were composed of two professors with doctorate degrees and two psychometricians. The validation sheet consists of criteria relative to the items in the research instrument. A 5-point Likert scale was assigned to rate each criterion in the validation sheet ranging from "1=Needs Improvement" to "5=Excellent". A comment section has also been provided in the validation sheet for the validators to field

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bandoy, EdD, Lerma P. Buenvenida, EdD

suggestions for the improvement of the items in the instrument. The suggestions of the validators were also incorporated into the research instrument. One major suggestion of the validators is making the statements of the indicators in parallelism; they suggested that the first-person point of view should be used since the study wants to determine the perspectives of the respondents with regard to the extent of their self-efficacy.

To establish the reliability of the research instrument, it was pilot tested on a group of teachers and school heads not included as respondents of the study. This measure was deemed necessary since there is no local literature that indicated the use of questionnaires for teachers in the Philippines. Reliability was based on internal consistency using Cronbach's alpha. An alpha coefficient of .70 or higher will be acceptable for the use of the instrument in this study.

Several important steps guided the conduct of this study, the foremost of which was seeking approval from the predetermined research participants to get their informed consent. This study observed ethical practices specifically along the research participants' rights to remain anonymous, the confidentiality of the participants, and the data to be protected. A request letter to conduct the research was submitted to the Schools Division Supervisor of the Division of Laguna for approval to conduct the study, as well as a request to perform an interview with the identified research participants for the qualitative data gathering. The researcher sent the survey questionnaire to the identified respondents and interviewed 10 school personnel who are either school heads or a teacher. The data gathered from the responses to the questionnaire were tabulated, summarized, organized, analyzed, and interpreted. The data gathering commenced after complying with comments and recommendations given during the dissertation proposal presentation.

The results of the survey were examined using both descriptive and inferential statistics. The data were described using frequency distribution, percentage distribution, and measures of central tendency (weighted mean) and standard deviation. The Pearson Product Moment of Correlation was utilized to find a substantial link between teachers' self-efficacy and assessed school performance, as well as between school heads' self-efficacy and assessed school performance. Hierarchical Linear Regression was used to determine if profile variables moderated the relationship between teachers' self-efficacy and assessed school performance and the relationship between school heads' self-efficacy and assessed school performance.

B. Qualitative Phenomenological Approach

Qualitative research involves an interpretive, naturalistic approach to describing specific phenomena from people who have experienced such and the meanings that people bring to them. This research approach described the shared meaning of a phenomenon concept for multiple participants based on their lived experiences. (Van Mannen, 2014; Creswell and Poth, 2018).

This research design was associated with Social Constructivism as a worldview in which researchers seek to understand the world in which they live and work (Mertens, 2015). The qualitative design is applicable in this study in the sense that the researcher would like to get varied meanings from school heads and teachers regarding their lived experiences using social media as a tool for teaching and learning and its relation to school performance. The experiences of the participants, although subjective in meanings, are constructed socially; hence socially constructed (Denzin and Lincoln, 2011, as cited in Creswell and Poth, 2018). In the social constructivist worldview, there is no theory testing. Instead, the

researcher inductively developed a theory or pattern of meaning (Burr, 2015, as cited in Creswell and Poth, 2018).

The researcher has chosen the latter of the five qualitative approaches to inquiry, which include narrative, case study, grounded theory, ethnographic study, and phenomenological study, because, as previously stated, she wants to describe the lived experiences of school heads and teachers regarding the phenomenon of teaching and learning using social media tools in relation to school performance during the New Normal.

The present study also followed three levels of analytic coding. First, recording the verbatim transcript of the interviews; second, deriving significant statements from the verbatim transcription and significant statements will be culled from which the researcher will draw out his interpreted meaning and the recurrent themes from the interpreted meanings (Creswell and Poth, 2018).

The purposive criterion-based selection was applied in this study. It is because there were inclusion criteria used in choosing the participants. In this method, the number of participants may vary from five (5) or twenty (20) individuals who fit the inclusion criteria (Johnson and Christensen, 2005; Creswell and Poth, 2018, page 159). There were ten (10) participants comprising five (5) school heads and five (5) schoolteachers selected through the purposeful sampling design. In this study, the phenomenon to be explored is the lived experiences of school heads and teachers in handling teaching and affecting learning to students through social media tools. These individuals were selected according to the following criteria: (1) active professionals as school heads or teachers; (2) have finished or have units in graduate studies (master or doctoral degrees); (3) have been into teaching and supervision for at least five (5) years, and (4) not less than 30 years old.

The main data-gathering instrument was an interview guide. According to Creswell and Poth (2018, page 159), for a phenomenological research design, participants may range from three to ten (3-10). The participants for this study were asked two general questions Textural (what) (1) What are the participant's perspectives concerning the challenges of school Heads and schoolteachers concerning school performance in relation to the management and control of the operation of schools in the New Normal system dependent on social media technology affecting teaching and learning? And Structural (how) How did you react or act, sustaining your self-efficacy despite the many challenges in the educational field, specifically on the use of social media tools for teaching and learning during the present time as affected along management and control of the operation of the school in the new normal system which depends on social media technology affecting teaching and learning; maintaining collective commitment and action among the stakeholders of the school; decision-making ability to respond appropriately and quickly on the challenges of operating the school in consideration of the positive outcome of teaching and learning? (Moustakas, 1994).

This study adopted the concept of validity and reliability as espoused by Wolcott (2010) and Creswell and Poth (2018, p. 257). Wolcott said that in a qualitative study, the term validation has little use but should be taken in a broader perspective, wherein the goal is to identify the critical elements in the participants' accounts of their experiences and the research writing a plausible interpretation of these accounts. This means that the purpose of a qualitative study is to truly comprehend the occurrence of a phenomenon and to accurately explain what is happening based on multiple perspectives. However, the following forms of validation are used in this study, ethical validation through establishment of sound moral assumptions, the political implications, and the equitable distribution of diverse voices.

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvinida, EdD

Another approach to validation, as used in the study, is the synthesis of validation perspectives (Whitmore, Chase, and Mandle, 2001), prescribed the following criteria for validation as credibility or the accuracy of the interpretation done by the researcher of the participant's meanings; authenticity or the information taken from several perspectives or experiences; and integrity of the researcher. This further means that reliability has focused on the philosophical perspectives and reflexivity of the researcher. From the philosophical perspectives of phenomenological research, this study followed the philosophy without presuppositions, an approach that suspends all judgment on what is 'real' until they are founded on a more certain basis (Creswell and Poth, 2018, p. 75). The position of the researcher in a qualitative study is important in order for readers to know what prompts her interest in conducting the study, to whom this study will be shared, and what she stands to gain from the outcome of this (Malcom, 2010, p. 36).

The research has been working in the field of education since 1996, which is nearly two decades. She earned a bachelor's degree in Human Ecology from the University of the Philippines in Los Baños and a master's degree in education from Laguna State Polytechnic University - Los Baños campus. She is currently working on her Doctor of Education with a major in Educational Management at the same institution. She has substantial teaching experience, including nearly nine years as a preschool teacher at the Science and Technology School of Los Baños and eleven years as a faculty member at Christian School International. From the above, the researcher has proven her worth as a student and as an educator with the fire burning still to improve herself, such as finishing her Doctoral Degree. She knows that this is not an easy task; however, she will finish this degree with utmost consideration of the ethical conduct of research. In this regard, she followed what was required of her, such as avoidance of any bias or research malpractice.

After approval from the research adviser, panelist, the school division supervisor of the Division of Laguna, the school head, and teacher participants, the study commenced upon the consent of the mentioned parties. The in-depth interview request letter was distributed to the identified participants. All participants were assigned an identification code based on the order of the time wherein they agreed to participate in the study. The data gathering was done over a period of approximately one and a half months. All responses of the participants were transcribed verbatim, significant statements were culled, and the researcher drew out her interpreted meaning and the recurrent themes from the interpreted meanings (Creswell and Poth, 2018).

This study followed the three levels of analytic coding. First, recording the verbatim transcript of the interviews; second, derived significant statements from the verbatim transcription, significant statements were culled from which the researcher drew out his interpreted meaning and the recurrent themes from the interpreted meanings (Creswell and Poth, 2018). From each transcript, significant phrases or sentences that pertain directly to the participants' perspectives were identified. From these formulated meanings, themes or clustering were done. The results were merged with the results of the quantitative data; the merged results were analyzed and anchored on the results and findings of the reviewed literature.

FINDINGS AND DISCUSSION

Based on the conduct of the study, the following results have been revealed.

A. Results of the Descriptive Correlational Study

The age ranges for schoolteachers are from 29 years below to 50 above, while 40 and below to 41 and above for the school heads. Most of the teachers belong to the 30-39 age range, which is thirty-eight percent (38%) or 88 schoolteacher respondents, while the least represented age group for schoolteachers is 50 and above. On the other hand, for the school heads, most of the school heads fall under 46 and above the age range, which is 15 respondents or 58% of the sample population. As to gender, the majority belong to the female gender for schoolteachers. The study is represented by sixty-four percent (64%) or one hundred forty-eight (148) female schoolteachers. In comparison, female respondents for school heads are represented by forty-six percent (46%) or twelve (12) school heads. As to the length of service, most of the teachers have five years and below in length of service as teachers with eighty-four (84) or (36%) thirty-six percent representation and closely followed by schoolteachers with a 6–10-year length of service or seven three (73) respondents, while the least represented group is the 16 and above years with only 16 schoolteacher respondents or seven percent (7%) of the total sample population. However, on the other hand, the majority of the school heads' have a longer length of service that is 20 years and above, which is represented by almost all the sample population, seven or twenty-seven percent (27%) for 20 years and below, eight or thirty-one percent (31%) for twenty to twenty-five years of length of service and eleven or forty-one percent (41%) for school heads who have twenty-six or more in terms of length of service. Lastly, for the highest educational attainment, results showed that the majority of the schoolteachers have master's units, represented by 73 respondents or thirty-one (31%), followed by master's in education graduates with 64 respondents or twenty-eight percent (28%) of the sample population, while the least represented group for the schoolteachers is under doctoral graduates with eight teachers or three (3) percent. On the other hand, the majority of the school heads have a higher educational background since twenty-one school heads have finished their master's studies, represented by six school heads or twenty-three percent (23%) of respondents, have doctoral units represented by seven school heads or twenty-seven percent (27%) of the respondents and have graduated in their doctoral studies represented by eight school heads or thirty-one percent (31%) of the respondents.

Level of Self-Efficacy of the Respondents

Self-efficacy and Educational Management: For the teacher's highest indicator is preparing modules by using available resources, and the lowest is the ability to manage personal finances as well as the school resources; while for school heads, the highest is mostly managing time wisely and getting things done at the targeted time and lowest at being able to sustain well the operation and being in control and managing when natural disasters and other calamities affect teaching and learning.

Self-Efficacy and Instructional Leadership: For the teachers, the highest indicator is the ability to motivate students to study and follow through with their lessons, and the lowest is on adapting to the new method of teaching, including the use of social media tools; for the school heads, the highest is being able to follow through the stated vision and mission of the school and lowest at being capable of accomplishing the required curriculum and maintaining a calm disposition even when experiencing difficulties in managing the school.

Self-Efficacy and Moral Leadership: For the teachers, the highest indicator of moral leadership is modeling good manners and right conduct in dealing with the school community, and the lowest is the ability to lead parents to fully support the growth and development of their children in the learning process during the pandemic time; for the school heads.

Self-Efficacy and Application of Social Media Learning Tools: For the teachers, the highest indicator is having adequate access to social media learning tools; while the lowest indicator is sustaining social media learning by passing technical knowledge to students; for the school heads, the highest is being mindful of not mixing personal concerns in leading the school and exhibiting good ethical practices in the educational setting; while the lowest is being able to dispense proper disciplinary measures for erring teachers or students. For the school heads, the highest is being capable of sourcing out technological support for the teachers and students and being able to direct teaching staff to adequately prepare instructional materials, while the lowest indicator is being able to manage the educational materials, including the school on social media application.

School Performance and Use of Social Media Learning Tools

Students' compliance with School Academic Requirements: For teachers, the highest is the provision of enough time for students to accomplish their tasks; while the lowest indicator is getting the support of teachers and parents; students can learn well through social media tools during the pandemic time; while for school heads, the school heads' assessment of the level of school performance in terms of students' compliance with school academic requirement is shown. The highest indicators of students' compliance with school academic requirements are the provision of enough time for students to accomplish their tasks and students are guided to observe perseverance despite the difficulties they encounter, and lowest perceived indicator is through the support of teachers and parents, students can learn well through social media tools during the pandemic time.

Sustained Use of Social Media Technology: For teachers, the highest indicator is social media learning technology is being sustained by the cooperation of the school, teachers, students, and their parents, while the lowest are students who are enrolled are having difficulty utilizing social media tools in learning. For the school heads, the highest indicator is sustained use of social media technology in social media learning technology is being sustained by the cooperation of the school, teachers, students, and their parents, and the students have full access to modules using social media learning tools; the lowest indicator is students who are enrolled having utilized social media tools in learning.

Sustaining Attendance and Enrolment: For the teachers, the highest is helping sustain continuous attendance and enrolment of students; while the lowest is the inability to sustain continuous use of social media tools for learning and increased dropout rate in the school; for the school heads, the highest indicator is helping sustain continuous attendance and enrolment of students; while the lowest indicator is the inability to sustain continuous use of social media tools for learning and increased the dropout rate in the school.

Accomplishing Curriculum Design: For the teachers, the highest indicator is the use and application of social media learning tools and technology as an excellent addition to curriculum design, while the lowest is having no problem with accomplishing what was indicated in the curriculum as contributed by social media tools for learning; while for school heads, The highest indicator of accomplishing curriculum designs is the use and application of social media learning tools and

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

technology is a good addition to curriculum design; and lowest indicator is having no problem with accomplishing what was indicated in the curriculum as contributed by social media tools for learning.

Sustaining Parents' Support to the School: For the teachers, the highest indicator is parents and school personnel being supportive of the continuous education of the students despite the difficulties, while the lowest indicator is the school encountering little to no problems when asking for parental involvement in assisting their children in complying with school requirements. For the school heads, the highest indicator of sustaining parents' support to the school is parents and school personnel being supportive of the continuous education of the students despite the difficult time, while the lowest indicator is the school encountering little to no problems when asking for parental involvement in assisting their children in complying with school requirements.

Correlation of the Respondent's Self-Efficacy and School Performance

Table 1. Correlation Matrix of Teachers' Self-efficacy to Assessed School Performance

Self-efficacy	School Performance				
	Students' compliance with school academic requirements	Sustained use of social media technology	Sustaining attendance and enrolment	Accomplishing Curriculum Designs	Sustain parents' support for the school
Educational Management	0.497**	0.436**	0.460**	0.478**	0.441**
Instructional Leadership	0.565**	0.549**	0.585**	0.578**	0.530**
Moral Leadership	0.556**	0.484**	0.536**	0.585**	0.591**
Application of Social media learning tools	0.489**	0.519**	0.533**	0.527**	0.486**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 1 shows the correlation matrix between schoolteachers' self-efficacy and assessed school performance. All coefficients between constructs of self-efficacy and school performance are highly significant ($p < .01$). The strength of all correlations is moderate. The result of the correlation analysis suggests that there is a significant positive linear relationship between each construct of self-efficacy of teachers and each construct of assessed school performance.

Yoon, I., and Kim, M. (2021) backed up these results when their study established the dynamic patterns of professional development of teachers as associated with their socio-demographic profile characteristics, teachers' self-efficacy, and job satisfaction was determined. They also discovered a substantial mean difference between high and low participative profiles in terms of self-efficacy and job satisfaction.

The level of self-efficacy differs from person to person; as mentioned by Domenech, F., Abellan-Rosello, L., and Gomez-Artiga, A. (2017), this different level contributes to setbacks in accomplishing tasks related to a particular work do happen. Another correlation was established by Wilde, N. and Hsu,

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bandoy, EdD, Lerma P. Buenvinida, EdD

A. (2019), who correlated general self-efficacy and its effect on completing tasks related to online learning. According to their findings, individuals with low overall self-efficacy have a lower likelihood of completing an online learning activity than those with solid self-efficacy.

Table 2. Correlation Matrix of School Heads' Self-efficacy to Assessed School Performance

Self-efficacy	School Performance				
	Students' compliance with school academic requirements	Sustained use of social media technology	Sustaining attendance and enrolment	Accomplishing Curriculum Designs	Sustain parents' support for the school
Educational Management	0.035	-0.177	0.347	0.270	0.381
Instructional Leadership	0.606	0.248	0.171	0.339	0.655*
Moral Leadership	0.359	0.033	0.183	-0.051	0.479
Application of Social media learning tools	0.844**	0.715*	0.378	0.480	0.792**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the correlation matrix between school heads' self-efficacy and assessed school performance. Some coefficients between constructs of self-efficacy and school performance indicated a significant ($p < .05$) to a highly significant ($p < .01$) correlation. The strength of the correlations ranged from very low to very high. According to the findings of the correlation study, there is a significant moderate positive linear relationship between instructional leadership and sustaining parent's support to the school ($r = .655, p = .05$) and a significant strong positive linear relationship between the application of social media learning tools and sustaining parents support to the school ($r = .715, p = .01$) and sustained use of social media technology ($r = .792, p = .01$), and a significant very strong positive linear relationship between the application of social media learning tools and students' compliance with school academic requirement ($r = .844, p = .01$).

When Yang et al. (2016) compared people with low self-efficacy to people with high general self-efficacy, they found that people with low self-efficacy found online learning to be effective for improving their specific tasks. Their findings revealed that self-efficacy and performance have no significant relationship. This result could mean that there are other factors that significantly correlate with performance. However, the present study was able to establish the correlation between the effect of online teaching and learning on school performance. The result showed that there is a significant correlation between self-efficacy and performance.

In contrast to Yang's research, Berebitsky and Salloum (2017) discovered that collective efficacy beliefs promote collaboration and teacher growth and that there is a substantial link between a school's collective efficacy level and teachers' instructional practices.

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

Moderation Effect of Profile Variables on Teachers' and School Heads' Self-efficacy and Assessed School Performance

The summary of hierarchical linear regression analysis of the moderation of age, gender, highest educational attainment, and length of service on teachers' and school heads' self-efficacy and assessed school performance is shown in Table 3 and Table 4.

The findings in Table 3 demonstrated that there was no significant relationship between teachers' self-efficacy and school performance and age, gender, highest educational attainment, and length of service as moderator. The study of Salvan V, J. and Hambre, M. (2020) and Radjuni, Abubakar (2021) supports the results where their study showed that there is no significant correlation in terms of profile variables with students' performance and the self-efficacy of the teacher respondents. On the contrary, the study of Perera, H., Claskins C., and Part, R. (2019) on Social Cognitive" perspectives along varied profiles such as teachers' membership, mentoring experience, gender, job satisfaction, classroom's climate, and teacher collaboration revealed that the teaching level moderates the job satisfaction, classroom climate, and teacher collaboration of secondary teachers. They found that all profile variables are moderated by teachers' self-efficacy.

Table 3. Summary of Hierarchical Linear Regression Analysis of the Moderation of Age, Gender, Highest Educational Attainment and Length of Service on the Self-efficacy and School Performance of Teachers

Variable	R	R ²	ΔR ²	Parameter	B	SE	T
Age	0.669	0.448	0.448**	Intercept	0.716	0.203	3.524**
				s-eff	0.765	0.056	13.639**
				Age	-0.013	0.023	-0.586
Gender	0.671	0.450	0.450**	intercept	0.766	0.210	3.643**
				s-eff	0.765	0.056	13.667**
				Gender	-0.049	0.045	-1.069
HEA	0.687	0.472	0.472**	intercept	0.784	0.196	3.999**
				s-eff	0.779	0.055	14.162**
				Hea	-0.065	0.020	-3.268**
LOS	0.675	0.456	0.456**	intercept	0.741	0.199	3.731**
				s-eff	0.770	0.056	13.809**
				los	-0.032	0.017	-1.906

Dependent Variable: school performance

** Significant at the 0.01 level

* Significant at the 0.05 level

In Table 4, the findings show that there was no significant relationship between school heads' self-efficacy and school performance and age, gender, highest educational attainment, and length of service as moderator. These results are negated based on the study of Grissom, Jason A et al. (2021), where they showed that though the demand for principals' level of experience decreased, they are still needed, especially for high-need schools which require to have an experienced school heads. In addition, the Mondol investigation backs up the above findings (2009), where other variables such as age, instructors from different types of schools, and years of teaching experience had no significant impact on the respondents' perceptions of leadership effectiveness.

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvinida, EdD

Table 4. Summary of Hierarchical Linear Regression Analysis of the Moderation of Age, Gender, Highest Educational Attainment and Length of Service on School Heads' Application of Social Media Learning Tools and School Performance

Variable	R	R ²	ΔR ²	Parameter	B	SE	t
Age	0.578	0.334	0.334**	intercept	2.360	0.633	3.728**
				s-eff	0.425	0.164	2.594*
				Age	-0.261	0.127	-2.055
Gender	0.484	0.234	0.234*	intercept	2.206	0.745	2.962**
				s-eff	0.400	0.183	2.185*
				gender	-0.114	0.140	-0.815
HEA	0.473	0.224	0.224	intercept	1.660	0.740	2.244*
				s-eff	0.479	0.187	2.566*
				hea	0.036	0.061	0.596
LOS	0.506	0.256	0.256*	intercept	2.099	0.650	3.231**
				s-eff	0.440	0.173	2.543*
				los	-0.094	0.081	-1.163

Dependent Variable: school performance

***.* Significant at the 0.01 level

B. Results of the Qualitative Phenomenological Study

The qualitative phenomenological design was used to reinforce the results of the descriptive-correlational research. The themes gathered from the interviews reflected the participants lived experiences in terms of the challenges of their self-efficacy in various constructs and their application of social media learning in the new normal, and how they adapted or coped with the challenges.

Table 5 presents the summary of the emerging themes as to the essence of the lived experiences of the participants in relation to their self-efficacy's impact on school/teaching management, control of the operation, maintaining collective commitment, decision making, and application of social media tools in the teaching and learning process.

Table 5: Summary of the Participants Lived experiences and the Impact of their self-efficacy in school and teaching management, control of the operation, maintaining collective commitment, decision-making, and application of social media tools

Indicators	Teachers	School Heads	Summary
School/teaching management and control of the operation	-connectivity problem -lack or absence of internet connection and technology gadgets -unstable economic conditions -effects on teachers and students of the pandemic	-health risks of opening classes -communication problems, -absenteeism, and dropping out of students -poor economic condition -lack of manpower and resources	Connectivity and communication problem The poor and unstable economic conditions of learners Lack of resources
Decision making	-problems with resources -increased workload, - difficulty In teaching	-health is being an issue -lack of knowledge and skills in technology for social media learning	Increased workload affects the personnel's health. Challenges of the

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

Indicators	Teachers	School Heads	Summary
	some subjects -lack of educational resources	-modular approach has problems with efficient and effective Implementation - student non-compliance	modular learning modality
Application of social media tools in the teaching and learning process	-problems with internet connectivity in the modular approach -lack of physical interactions -lack of gadgets -online learning is helpful through internet applications	-data privacy -lack of skills in technology and academic integrity, -school head's decision-making and the effectiveness of modular learning.	Lack of gadgets Problems with modular learning involve students, teachers, and school heads
Maintaining collective commitment	-the commitment of stakeholders is hard to get due to lack of physical contact, -LGU support is still present during the pandemic -challenges in getting access to financial support for poor online connection and lack of gadgets -preference for modular modality due to lack of gadgets	-forming a formal collective agreement -sustaining parents' support - sustaining community members' support and the role of LGU and NGOs during the pandemic	Recognizing the support of stakeholders, particularly the Local Government Unit, Non-Government Organizations, and parents to challenges of learning in the new normal

Table 5 shows that the teacher's and school heads' self-efficacy in terms of school and teaching management and control of the operation, decision making, application of social media tools in the teaching and learning process, and maintaining collective commitment is influenced by problems on connectivity, lack of gadgets, the difficulty of teachers and students on the new learning modalities and the contributions of the school's stakeholders. A participant indicated that "Most of the challenges are connected with social media, no data, most data we have data once a week only, no money, and due to this my workload increases so much, because of this problem, my students and I just send personal messages through our cellphones". This statement encompasses their challenges during the new normal. A school head also shared that "*I reached out to all 16 barangay and connected our school program with them; this committee also helps in mapping students.". These are the actions of the school to help address their needs and tap the help of the stakeholders.

Drago-Severson and Blum-DeStefano (2018) and Kegan & Lahey (2016) posited that scholars and practitioners should learn how to manage adaptive challenges and that personal and interpersonal qualities, which may include collaboration with parents, colleagues, and stakeholders are increasingly important to the learning set-up. De Luna (2015), Mhunpiew & Purayidathil (2015), and Araral (2015) further postulated that there is a need for continuous innovation in the field of education; when the right

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

strategies and abilities are used to make technology a useful teaching tool, enhanced teaching effectiveness can be achieved, leading to increased student engagement.

Table 6 presents the summary of the emerged themes as to how did the participants face the challenges of their self-efficacy as contributed by the use and application of social media learning tools during the pandemic in terms of school/teaching management, control of the operation, maintaining collective commitment, decision making, and application of social media tools in the teaching and learning process.

Table 6. Summary of the Participants' Actions on how they faced the challenges of their self-efficacy in school and teaching management, control of the operation, maintaining collective commitment, decision making, and application of social media tools

Indicators	Teachers	School Heads
School/teaching management and control of the operation	<ul style="list-style-type: none"> -continued support by the local government and other stakeholders - enhancement of teachers' capability in technological advancements -modules enhancement, --active implementation of Brigada Eskwela -the practice of discipline by both teachers and students 	<ul style="list-style-type: none"> -identifying and strengthening the teacher's roles - building relationship with students, teachers, and stakeholders is important - need consistent need for modules review and update.
Decision making	<ul style="list-style-type: none"> -handling student's overall learning -balancing personal and professional role performance -accepting students' limitations -building good interpersonal relationships - thinking critically 	<ul style="list-style-type: none"> -building strong Interpersonal, professional and personal relationship -advocating professional development along technological advancement -building a supportive school environment.
Application of social media tools in the teaching and learning process	<ul style="list-style-type: none"> -having parental involvement -reorientation of students on self-reliance and overcoming stress -building stronger support from the government and stakeholders 	<ul style="list-style-type: none"> -gaining knowledge skills on technology - ensuring efficient delivery and retrieval of modules -building an official school webpage for communication purposes - ensuring data privacy -organizing support teams for the application of technology -maintaining a good working relationship
Maintaining collective commitment	<ul style="list-style-type: none"> -giving importance to communication -using a blended approach in some subjects -encouraging students' cooperation, competence, and creativity 	<ul style="list-style-type: none"> -building relationships through Memorandum of Agreements -through communication, collaboration, and coordination with stakeholders - having feedback and action mechanisms.

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

Table 6 shows the teachers' and school heads' actions in coping with challenges of their self-efficacy in terms of school and teaching management and control of the operation, decision making, application of social media tools in the teaching and learning process, and maintaining collective commitment. They cope by identifying their strengths and weaknesses, encouraging one another, building relationships with the stakeholders through Memorandum of Agreements, giving importance to collaboration, competence, creativity, and communication, and establishing a strong feedback mechanism for the efficient delivery of educational goals. A school head shared that to cope with the new normal challenges "it's best to discuss everything with teachers, then assign in a specific area, distribute responsibility according to the field of expertise, and in each year level; then sustained monitoring on how coordinators do their jobs". A teacher participant also provided insights on how they face the challenges, she said that "Technology is important and my realization is that I need really to adapt to the technological changes connected with teaching and many other things."

According to Berebitsky and Salloum (2017) and Hattie and Zierer (2018), the success of school operations is dependent on good peer connections, which are influenced by teachers' efficacy, and a shared sense of collective efficacy creates a culture that reflects high expectations for student achievement. Effective school leaders, according to Elliott (2019), are focused on improvement and impact. Their teachers share this shared objective with them. They also provide them the freedom to choose their own successful teaching strategies to achieve the school's objectives. Most significantly, proven feedback mechanisms exist to help students achieve higher-impact outcomes.

CONCLUSION

This mixed-method research proved helpful in coming up with comprehensive data-based information regarding teachers' and school heads' self-efficacy and school performance. As discussed in the literature review, self-efficacy is the individual's ability to get things done based on their capabilities.

Results of the study showed a highly significant relationship between self-efficacy and school performance in all constructs in both teachers and school heads. This demonstrated a current situation where a positive and healthy attitude of the school personnel affects school performance. This only shows that the impact of self-efficacy on school performance suggests that the teachers and school heads should maintain a favorable school environment to achieve a notable school overall performance.

On the other hand, the no significant relationship between the profile of the participants and school performance constructs indicated that personal characteristics such as age, gender, highest educational attainment, and length of service do not affect the performance of the school. These results can be further explored since there are studies that were able to establish a significant correlation between some profile indicators to school performance. Currently, profile characteristics at face value affect the teacher and school heads performance significantly, particularly in terms of highest educational attainment and length of service, as mentioned in the study by Perera, H., Claskins C., and Part, R. (2019).

Furthermore, this research showed that the teachers and school heads' self-efficacy is complex and could be difficult, which needs to be addressed the soonest as possible times. The study was also able to determine some specific causes of these difficulties. Because of this, policymakers in an educational setting should consider in their upgrading educational policy the capability and capacity building of teachers and school heads along with professional development, particularly the application of modern teaching methods (technology). The empowerment of school personnel should also include stress

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

management and prevention of stress and burnout, support in implementing measures to build collaboration and coordination with stakeholders, economic support, or provision of other incentives, particularly for good performance. Likewise, the school administration should come up with a more conclusive teaching-learning modality and create clear-cut plans on how blended learning is best applied to avoid confusion in the application of the approaches to teaching and learning.

It is further concluded that, apart from recognizing the significance and impacts of self-efficacy in today's technologically advanced world. There is an urgent need for continual innovation in the field of education, as well as proper ways to use social media for learning.

LIMITATION & FURTHER RESEARCH

This study applied the concurrent triangulation research design. Under the quantitative survey method, 229 schoolteachers and 26 school heads respondents were chosen through a stratified random sampling technique. On the other hand, under the qualitative research method, there were five (5) schoolteachers and five (5) school heads for a total of ten (10) participants purposely selected.

Several limitations of the study need to be addressed. First, the limited number of schoolteachers and school heads in comparison to the total number of senior high school teachers and school heads in the Division of Laguna. Due to the limited sample size, only a small number of respondents and participants was used. A more comprehensive test of relationships may be drawn if there are more respondents and participants in the study. Second, the study covers the Division of Laguna only; there are other existing divisions like Calamba, Cabuyao, and San Pablo, which are also municipalities under the Laguna province. Lastly, it is also suggested that future researchers may conduct an in-depth study of the profile variables in a scope that may take into consideration the entire population of the Division of Laguna and the other divisions and may include the private schools.

REFERENCES

- Abun, Damianus & Asuncion, Sonny & Lazaro, Janette & Magallanes, Theogenia & Nimfa, C.. (2021). The effect of educational attainment, length of work experience on the self-efficacy of teachers and employees. *International Journal of Business Ecosystem & Strategy* (2687-2293). 3. 16-28. 10.36096/ijbes.v3i2.258.
- Amnah Jameel Abo Mokh, Shaheen Jameel Shayeb, Amjad Badah, Islam Asim Ismail, Yaffajumah Ahmed, Laila K. A. Dawoud, Hanan Essam Ayoub. Levels of Technostress Resulting from Online Learning among Language Teachers in Palestine during Covid-19 Pandemic. *American Journal of Educational Research*. 2021; 9(5):243-254. DOI: 10.12691/education-9-5-1.
- Aureada, J. U. (2021). The Instructional Leadership Practices of School Heads. *International Journal of Educational Management and Development Studies*, Volume 2, Issue 2, pp. 75 - 89.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1), 9-44. <https://doi.org/10.1177/0149206311410606>
- Bandura, A., & Wood, R. (1989). Effect of perceived controllability and performance standards on self-regulation of complex decision making. *Journal of Personality and Social Psychology*, 56(5), 805. Retrieved from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0158-x> April 30, 2022.. Google Scholar.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annu. Rev. Psychol.* 52, 1–26. doi:10.1146/annurev.psych.52.1.1PubMed Abstract | CrossRef Full Text | Google Scholar (as cited by WeiBenfels, M., Klopp, E. and Perils, F., 2021).

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

- Bedi, I. K. ., & Kukemelk, H. . (2021). Influence of Age and School Type on Reform Practices Performed by School Heads. *Mediterranean Journal of Social Sciences*, 12(5), 82. <https://doi.org/10.36941/mjss-2021-0046>
- Berebitsky, D., & Salloum, S. J. (2017). The relationship between collective efficacy and teachers' social networks in urban middle schools. *AERA Open*, 3(4). <http://doi.org/10.1177/2332858417743927>
- Bergman, MM (2012) the Good, the Bad and the Ugly in Mixed Methods Research and Design. Retrieved on December 1, 2021 from <https://journals.sagepub.com/doi/full/10.1177/1558689811433236>. Google Scholar
- Castroverde, F., Acala, M. (2021) Modular distance learning modality: challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education* 2021 Volume 10 Number 8, 7-15 . Retrieved on May 25, 2022 from https://www.researchgate.net/publication/352746170_Modular_distance_learning_modality_Challenges_of_teachers_in_teaching_amid_the_Covid-19_pandemic
- Cherry, Joy & Aquino, & Fabelico, Fitzgerald & Afalla, Bonimar. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education (IJERE)*. 10. 1325-1333. 10.11591/ijere.v10i4.21518.
- Childhope Inc (2021) The Current Education Issues in the Philippines and how Childhope Rises to the Challenge. Retrieved on May 3, 2022 from <https://childhope.org.ph/education-issues-in-the-philippines/>
- Child-Hope (2021) Getting to Know the Philippine New Normal in Education. Retrieved on May 24, 2022 from <https://childhope.org.ph/new-normal-in-education/#:~:text=New%20Normal%20Learning%20Challenges,cost%20of%20school%2Dbased%20learning.>
- Cho, Yoonyoung; Avalos, Jorge; Kawasoe, Yasuhiro; Johnson, Douglas; Rodriguez, Ruth. 2021. The Impact of the COVID-19 Pandemic on Low Income Households in the Philippines : Impending Human Capital Crisis. COVID-19 Low Income HOPE Survey;. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/35260> License: CC BY 3.0 IGO
- Corry, M. and Stella, J. (2018) Teacher self-efficacy in online education: a review of the literature. Retrieved on May 4, 2022 from <https://journal.alt.ac.uk/index.php/rlt/article/view/2047>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Los Angeles: SAGE.
- Creswell, J. and Poth, C. (2018). *Qualitative Inquiry and Research Design*. Thousand Oaks, CA: Sage
- Deaton, S. (2016). i-manager's *Journal of Educational Technology*, Vol. 12 | No. 1 | April - June 2015
- De Luna, T.P.S. (2015) Innovation in Education: Utilization and Employment of e-Books in Philippine Educational Institutions. *International Journal of Information and Education Technology*, Vol. 5, No. 4, April 2015
- Dilighan, T. and Owen, M. (2021). Teacher Efficacy for Online Teaching during COVID-19 Pandemic. *A Journal of Educational Research and Practice* 2021, vol. 30(1). Retrieved on May 3, 2022 from <https://files.eric.ed.gov/fulltext/EJ1289256.pdf>
- Domenech, F., Abellan-Rosello, L. and Gomez-Artiga, A. (2017). Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5513915/> on March 27, 2022. Google Scholar
- Drago-Severson, E., & Blum-DeStefano, J. (2018). *Leading change together. Developing educator capacity within schools and systems*. ASCD.
- Dutta, S. and Smita, M. (2020) The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives. *Open Journal of Social Sciences*, 8, 53-68. doi: 10.4236/jss.2020.89004.
- Eastwood A.(2021) Strategies to Overcome Special Special Education Teacher Burnout-Minnesota State University Moorhead Journa Voll.2.4 <https://red.mnstate.edu/cgi/viewcontent.cgi?article=1606&context=thesi>
-

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

- Eddy C., Hermon K., Reinke W. (2019) Single-item teacher stress and coping measures: Concurrent and predictive validity and sensitivity to change-*Journal of School Psychology* Vol.79 ,Issue 17-32 p.19 <https://www.sciencedirect.com/science/article/pii/S0022440519300263>
- Elliott K., & Hollingsworth, H. (2020). A case for reimagining school leadership development to enhance collective efficacy. Camberwell, Australia: Australian Council for Educational Research. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=educational_leadership
- Elliott, K. (2019). Teachers' perceptions and experiences of a performance and development process as a mechanism to support teacher development. (PhD thesis, The University of Melbourne). Retrieved on March 1, 2022 from <https://minerva-access.unimelb.edu.au/handle/11343/228901>
- Epel L. (2018) Psychosocial Factors and Academic Performances. A Systematic Review of the Psychosocial Correlates of Academic Performance- Research Gate https://www.researchgate.net/publication/288310836_A_theoretical_review_of_psychosocial_stress_and_health
- Epel E. (2018) Academic Stress amongst Students: A Review of Literature- Prestige e-Journal of Management And Research <https://www.pimrindore.ac.in/vol4-issue2-vol5-ssue1/5.ACADEMIC%20STRESS%20AMONGST%20STUDENTS%20A%20REVIEW%20OF%20LITERATURE.pdf>
- Francisco, A. (2020). Teachers' Personal and Professional Demographic Characteristics as Predictors of Students Academic Performance in English. *International Journal of Management, Technology, and Social Sciences*. Vol. 5, No. 2, pp. 80-91
- Gallo, A. (2015) Refresher on Regression Analysis. Retrieved on May 3, 2022 from <https://hbr.org/2015/11/a-refresher-on-regression-analysis> <https://hbr.org/2015/11/a-refresher-on-regression-analysis>
- Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay (2021). "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>
- Guiab, Marissa R. and Ganal, Nicette N. (2014). "Demographic profile of public school heads and school-related problems". *Express, an International Journal of Multi-Disciplinary Research*. ISSN: 2348 – 2052, Vol. 1, Issue 4, April 2014
- Han, I., & Shin, W. S. (2016). The use of a mobile learning management system and academic achievement of online students. *Computers & Education*, 102, 79 – 89. <http://dx.doi.org/10.1016/j.compedu.2016.07.003>
- Herzberg, F. (1993). *The Motivation to work*. New Brunswick, New Jersey, NJ (1993). Google Scholar.
- Johari F. (2021). Work-Related Stress and Coping Strategies: A Systematic Literature Review- *International of Academic Research*. Vol. 10, No. 6, 2020, Pg. 1016 – 1032 <http://dx.doi.org/10.6007/IJARBS/v10-i6/7>
- Johnson, B. and Christensen, L. (2005). *Educational Research: Qualitative and Quantitative Approaches*. Allyn & Bacon, Pearson Education Company: USA.
- Kitchakarn, O. (2016). How Students Perceived Social Media as a Learning Tool in Enhancing their Language Learning Performance. *The Turkish Online Journal of Educational Technology* – October 2016, volume 15 issue 4. 53-60.
- Knoll, T. and Neri, M. (2009) Design for mixed research methods. Retrieve on June 16, 2022 from https://www.bwgriffin.com/gsu/courses/edur7130/qualitative/16_Mixed_Methods_Kroll_Neri_2009b.pdf
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 40(1), 5 – 22. <https://doi.org/10.1080/13632434.2019.1596077>
-

A Mixed Study on the School Head's and Teacher's Self-Efficacy and School Performance: An Input for Policy Enhancement for Social Media Learning in the Philippines during the New Normal

Marivi R. Escobin, Alberto D. Yazon, PhD, Consorcia S. Tan, EdD, Marcial M. Bando, EdD, Lerma P. Buenvenida, EdD

- Lestari, P. A. S., and Gunawan, G. (2020). The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels. *Indonesian J. Elem. Child. Educ.* 1 (2), 58–63 (as cited by Wu, S., 2021)
- Lorico, DS., Tinagco, C., Sumalignog, DA., Sabarillo, N. and Diaz, M. (2021) an effective blended online teaching and learning strategy during the COVID-19 pandemic. Retrieved on May 25, 2022 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7847201/>
- Magallanes, T. (2021). The effect of educational attainment, length of work experience on the self-efficacy of teachers and employees. *International Journal of Business Ecosystem & Strategy* (2687-2293).
- Matira, M. D (2014). *Statistics for Thesis Writers*. Tracers Risk Management Training consultant. Quezon Hill: Baguio City.
- McBrayer, Juliann Sergi 4785659; Akins, Carter; Gutierrez de Blume, Antonio; Cleveland, Richard; and Pannell, Summer (2019) "Instructional Leadership Practices and School Leaders' Self-Efficacy," *School Leadership Review*: Vol. 15: Iss. 1, Article 13.
- Moll, R., & Nielsen, W. (2017). Development and validation of a social media and science learning survey. *International Journal of Science Education, Part B*, 7(1), 14-30. DOI: 10.1080/21548455.2016.1161255
- Mohadjan, H. (2017) Two Criteria for Good Measurements in Research: Validity and Reliability. Retrieved on December 8, 2021 from: https://mpraub.uni-muenchen.de/83458/1/MPRA_paper_83458.pdf
- Mnkandla, E., & Minnaar, A. (2017). The use of social media in E-learning: A metasynthesis. *The International Review of Research in Open and Distance Learning*, 18(5), 227– 248. As cited by Toquero, CM and Talidong, KJ (2020)
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage
- NapoleonCat. (2020). *Facebook users in the Philippines*. Retrieved from <https://napoleoncat.com/stats/facebook-users-in-philippines/2020/01>. As cited by Toquero, CM and Talidong, KJ (2020)
- Orlanda-Ventayanen, C. and Ventayanen, R (2021) stress and Depression in the Workplace of Educators in the Philippines. Retrieved on April 6, 2022 from <https://www.medrxiv.org/content/10.1101/2021.04.22.21254017v1.full>
- Owusu-Fordjour, C., Koomson, C. K., and Hanson, D. (2020). The Impact of Covid-19 on Learning-The Perspective of the Ghanaian Student. *Eur. J. Educ. Stud.* 7 (3), 88–101. doi:10.5281/zenodo.3753 (as cited by Wu, S., 2021)
- Paschal, S. (2021). SELF-EFFICACY AND TEACHER-EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS. *International Research Journal of Engineering and Technology (IRJET)*. <https://doi.org/10.1080/00220671.1993.9941836>.
- Perera, H., Claskins C. and Part, R. (2019) Teacher self-efficacy profiles: Determinants, outcomes and generalizability across teaching level. Retrieved on May 4, 2022 from <https://www.sciencedirect.com/science/article/abs/pii/S0361476X18300195>
- Radjuni, Abubakar. (2021). Teachers' Profile and Classroom Instruction Delivery: The Case of a Certain University in the Southern Philippines: Teacher's profile. *Open Access Indonesia Journal of Social Sciences*. 4. 219-227. 10.37275/oaijss.v4i2.52
- Salvan, Vebhie Joy C, LPT. and, Hambre Milagros M., Ph.D. (2020). Teachers' Demographic Profile on the Learners' Performance Using K-12 Earth and Space module. *Journal of Education & Social Policy* Vol. 7, No. 4, December 2020 doi:10.30845/jesp.v7n4p14
- Seyedi-Andi, SJ, Bakouei, F., Adib Rad. H., Khafri, S. and Salavati, A. (2019) The relationship between self-efficacy and some demographic and socioeconomic variables among Iranian Medical Sciences students. Retrieved on May 3, 2022 from <https://www.dovepress.com/the-relationship-between-self-efficacy-and-some-demographic-and-socioe-peer-reviewed-fulltext-article-AMEP>
-

- Siciliano, M. D. (2016). It's the quality not the quantity of ties that matters: Social networks and self-efficacy beliefs. *American Educational Research Journal*, 53(2), 227-262. <https://doi.org/10.3102/0002831216629207>
- Talidong, K. J., & Toquero, C. M. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*, 1- 7. <https://doi.org/10.1080/15325024.2020.1759225> as cited by Toquero, CM and Talidong, KJ (2020)
- Teddie C. & Tashakkori (2009). *Foundation of mixed methods research. Integrating quantitative and qualitative approaches in social and behavioral sciences.* London, Sage. Researchgate.net/publication. Retrieved on September 11, 2021.
- Timans, R., Wouters, P. & Heilbron, J. (2019) *Mixed method Research; what it is and what it could be.* Theory and Society volume 48. Retrieved on December 2, 2021 from <https://link.springer.com/article/10.1007/s11186-019-09345-5>.
- Tolman, E. (2016) *Intervening Variables.* Available at: <https://www.statisticshowto.com/intervening-variable>. Retrieved on November 18, 2021.
- Toquero, C. M. (2020). Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Res.* 5 (4), em0063. doi:10.29333/pr/7947 (as cited by Wu, S., 2021
- Toquero, CM and Talidong, KJ (2020) *Socio-educational implications of technology use during COVID19: A case study in General Santos City, Philippines.* Retrieved on February 20, 2022 from <https://onlinelibrary.wiley.com/doi/full/10.1002/hbe2.214>. Google Scholar.
- Van Mannen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing.* *Qualitative health Research*, 16, 713-722.
- Vebhie, J. and Salvan, LPT (2020) *Teachers' Demographic Profile on the Learners' performance.* Retrieved on May 3, 2022 from [esnet.com/journals/Vol_7_No_4_December_2020/14.p](https://www.esnet.com/journals/Vol_7_No_4_December_2020/14.p)
- WeiBenfels, M., Klopp, E. and Perels, F. (2021). Changes in Teacher Burnout and Self-Efficacy during the COVID-19 Pandemic: Interrelations and e-Learning Variables Related to Change. Retrieved on May 4, 2022 from <https://www.frontiersin.org/articles/10.3389/feduc.2021.736992/full>
- Wilde, N. and Hsu, A. (2019) *The Influence of general self-efficacy on the interpretation of vicarious experience information within online learning.* *International Journal of Educational Technology in Higher Education* Volume 16 (26). <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0158-x>. Retrieved on November 27, 2021.
- Winter, E. (2021) *Teachers' use of technology and the impact of Covid-19.* Retrieved on May 25, 2022 from <https://www.tandfonline.com/doi/full/10.1080/03323315.2021.1916559>
- Wu, S. (2021) *How teachers conduct online teaching during the COVID-10 Pandemic: A Case Study of Taiwan.* Retrieved on May 3, 2022 from <https://www.frontiersin.org/articles/10.3389/feduc.2021.675434/full>
- Yoon, I. and Kim, M. (2021) *Dynamic pattern of teachers' professional development participation and their relations with socio-demographic characteristics, teacher self-efficacy and job satisfaction.* Retrieved on May 4, 2022 from <https://www.sciencedirect.com/science/article/abs/pii/S0742051X21002900>
- Zaib, Nouman (2020). *The impact of school heads' demographic characteristics on their leadership styles.* *Competitive Social Science Research Journal (CSSRJ)*, 1 (2), 19-30 ISSN(Print): 2708-9029, ISSN(Online): 2708-9037