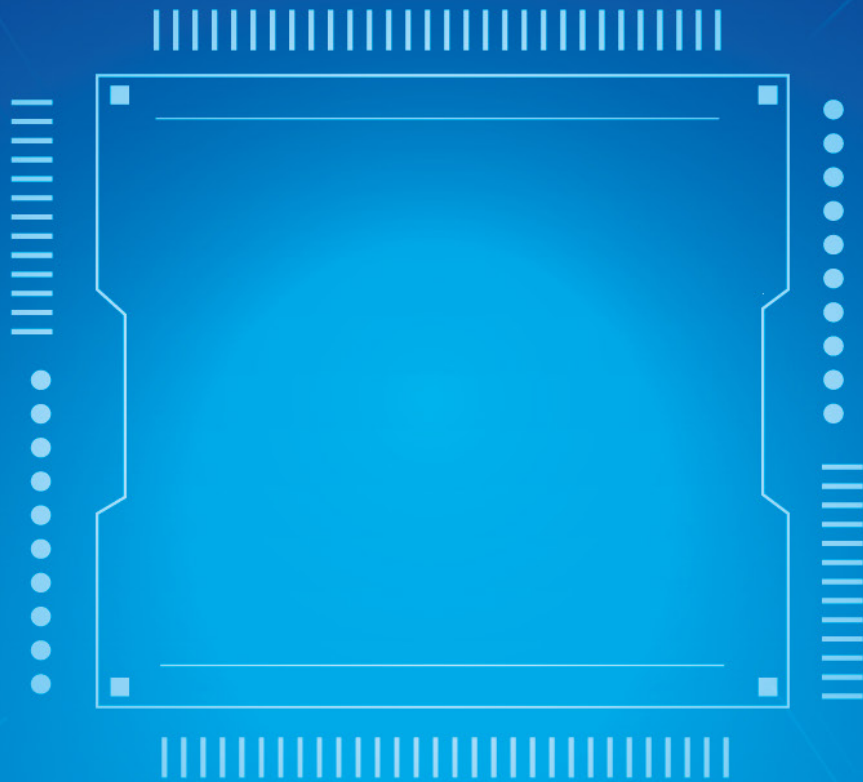




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Resilience and Sense of Self-Efficacy among Filipino Educators During the 2019 Corona Virus Pandemic

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ABSTRACT

Teachers' traits are fundamental factors that determine how teachers can withstand their motivation and commitment in times of change. Researchers consistently provide evidence on the strong correlation concerning a teacher's performance with two important traits, resilience, and sense of self-efficacy. The 2019 Corona virus pandemic brought a lot of changes and challenges to teachers. Many countries have turned to e-learning to continue education, where in face-to-face interaction with their learners is no longer an option. The purpose of this research is to examine the resilience and sense of self-efficacy among Filipino educators during 2019 Corona virus pandemic throughout the S.Y. 2020 – 2021. For the data gathering, the researcher used Scale Short Form and Connor-Davidson Resilience Scale, both are descriptive studies of correlation that utilize Teachers' Sense of Efficacy. The researcher randomly selected respondents that constitutes 126 faculty members from various secondary public schools from three island groups of the Philippines Luzon, Visayas, and Mindanao. Findings suggested that majority of the teacher-respondents has moderately high level of resilience and proximate to having high level of resilience. Close results also revealed high levels from three domains of teachers' sense of self-efficacy. The results suggested that teachers are capable to perform student engagement, intellectualize and execute instructional strategies and manage online classroom. The Pearson Chi-square statistics revealed that the level of resilience has significant relationship with level of sense of self-efficacy among secondary public-school teachers. Further research could deepen the relationship between resilience, efficacy, work satisfaction and performance.

INTRODUCTION

Teachers are architects of the future, the builders of our society. If so, the well-being of teachers is essential for the realization of their potential. According to Davis (2020), well-being is the experience of health, happiness, and prosperity, which includes having good mental health, high life satisfaction, and the ability to manage stress or simply just feeling well. Undeniably, the 2019 Corona virus pandemic has brought drastic change in the way of life of every individual, affecting his or her state of well-being. These changes are social, spiritual, financial, occupational, and many other aspects of their life endeavor. Teachers as normal individuals who have no exemption to these experiences.

In the Philippines, like other countries across the globe, teachers face challenges in the absence of face-to-face interactions with their learners. The identified common challenges of teachers as result of the paradigm shift in the new normal education such as preparation of lessons, the complexity of planning, challenging conduct of classes, poor internet connections, and shift in procedures on evaluating students' learning (Manila Bulletin, 2020). Consequently, teachers' traits are the fundamental factors that recognize their ability to withstand their motivation and commitment in times of change. Self-efficacy and resilience are two important traits that teachers must possess to enable them to respond positively on the challenges over the course of their career. In many studies, a strong sense of self-efficacy and resilience

of teachers consistently related to positive teaching behaviors and learners' outcome. For the purpose of this study, self-efficacy refers to an individual's certainty in his or her ability to perform activities needed to produce specific performance attainments (Bandura, 1977, 1986, 1997). On the other hand, psychologists define resilience as the process of adopting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress such as family and relationship problems, serious health problems, or workplace and financial stressors (American Psychological Association, 2012). This study was directed towards achieving the following objectives: 1) to describe the teachers' level of resilience and sense of self-efficacy during the implementation of distance education program carried on the 2019 Corona virus pandemic; and 2) to determine the relationship exist between the teachers' level of resiliency and sense of self-efficacy. Furthermore, this study was guided by the following hypotheses: (Ho) There is no significant relationship between teachers' level of resiliency and level of sense of self-efficacy (Ha) there is significant relationship between teachers' level of resiliency and level of sense of self-efficacy.

LITERATURE REVIEW

The goodness of a teacher is associated to; enjoying success, being resistant to stressful school environment, having other people who they can communicate both inside and outside the school, being able to solve the problems, they face at school, making suggestions to

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students and parents for difficult conditions, being responsible and consistent, having their own ideas about the profession, and continuous self-development, and wanting to be a good teacher (Bayrak, 2004). Negative situations teachers come up with both in the education system and in the school setting may prevent them from having these qualities. Job satisfaction, in general, means the pleasure and happiness that an individual receives from his/her working life. Environmental factors (work, working environment, etc.), demographic factors (age, gender, etc.) and psychological factors can affect teachers' job satisfaction (Crossman & Harris, 2006). In addition, people may experience burnout at any level; no matter what their job is, and which position they work in (Mestcioğlu, 2007, as cited in Demir & Kara, 2014).

Teachers have an important place among employees who experience burnout. According to various scholars, teachers have more stress than any other professions. Stress factors such as student discipline problems, student insensitivity, crowded classes, involuntary appointments, role conflicts, and criticisms may lead them to burnout (Farber, 1984). Considering all these, it is conceivable that the resilience qualities of teachers can protect them from burnout and increase their satisfaction with their job. It is widely accepted that all the staff working in the school together constitute an organization. In Turkey, the most crowded group of this organization comprise of teachers. The organizational commitment is a term in which combines attributes such as protecting organizational values, adopting the goals of the organization, willingness to work for the organization and to continue to work in the organization (Allen & Meyer, 1990; O'Reilly & Chatman, 1986). Tsui and Cheng (1999) defined teachers' organizational commitment as being involved in their school and identifying themselves strongly with the school. Measuring the productivity of teachers is quite difficult; therefore, the source of good education is considered teachers' knowledge and their organizational commitment (Firestone & Pennell 1993). Existence of teachers who are committed to their organization despite the difficulties in the educational environment creates curiosity about the psychological characteristics underlying this commitment.

Understanding what enables teachers to develop and sustain their resilience and what lessons there are for the school organization, can improve the support for teachers in day-to-day work. This understanding can assist those in leadership to challenge the culture in school, bringing about effective change to the teaching and learning experience in the school. In addition, it will support leaders in sustaining and retaining effective teachers while they build a force for school improvement. This study will discuss how teachers manage the interactions between work and life over the course of their careers and seek to identify what strategies and experiences enable or inhibit their resilience including their 'hope, optimism and sense of effectiveness in the profession' (Day and Gu, 2010)

Changing expectations about the work of schools and the increasing challenge in meeting not just students' educational needs but their emotional and care needs are creating a crisis of morale (Ingersoll, 2003, Mackenzie, 2004) and increasing teacher stress. These are environmental factors that challenge teachers' sense of identity, effectiveness and well-being (Day and Kington, 2008, Henderson and Milstein, 2003). Kelchtermans (1996) points out that added to these factors is the emotional uncertainty and a sense of 'vulnerability'. Day and Gu (2010) noted that Leithwood & Beatty (2008), drawing on a range of research, show us that 'teachers' sense of emotional wellbeing can affect their classroom performance'. They highlight the importance to success of schools which are managed by principals who lead with emotions in mind, emphasizing the need to minimize stress, anxiety and burnout, and maximize teachers' job satisfaction, wellbeing, commitment and engagement' (Day and Gu, 2010).

Razmjoo & Ayoobiyan (2019) studied the connection of Iranian EFL teachers' resilience and self-efficacy (n-92). The findings showed the positive impact of different dimensions of self-efficacy on resilience. The results of the correlational analysis indicated that all three self-efficacy subscales had a significant positive relationship with teachers' resilience. The results of multiple regression also suggested that, save for classroom management, two other subscales of efficacy as efficacy for student engagement and efficacy for instructional strategies were the good predictors of teacher resilience. With regards to the use of technology among teachers, Fadli, Astuti & Rukiyaki (2020) explored the techno-resilience, concept, and action among selected teachers in Indonesia. Their study focused on the phenomenon of teachers who are slow to respond new technological developments. Findings were teachers experienced stress, anxiety, and give up on using technology-based learning media. Therefore, they concluded that teacher resilience in responding to contemporary media is very much needed. Locally, Fabelico and Afalla (2020) conducted research to examine the interrelationships between and between variables such as teacher characteristics, motivation, self-efficacy, burnout, and performance to create a model that explains teacher success. The descriptive correlation study utilized and to gather data, the researchers employed the Short Grit Scale, Norwegian Teacher Self-Efficacy Scale, Maslach Burnout Inventory for Teachers, and the NBC 461.

MATERIALS AND METHODS

This study utilized the descriptive correlational research design. Descriptive research is a suitable choice when the researcher aims to identify characteristics, trends, and categories (McCombes, 2019). The respondents are the permanent faculty members of selected secondary schools in the three island groups on the Philippines, the Luzon, Visayas, and Mindanao. Simple random sampling was used to establish the sample size of teacher-

respondents (n = 126) from the various campuses. The instruments used include two standardized questionnaires such as Teachers' Sense of Self-efficacy Scale Short Form and Connor-Davidson Resilience Scale. The Teachers' Sense of Efficacy Scale Short Form consist of twelve-item-questions to measure self-efficacy among teachers. On the other hand, Cannon-Davidson Resilience Scale comprising of twenty-five-item-questions intends to measure their level of resilience. To conform to the research protocol, each of the respondents received an informed consent along with the approval of their respective school heads. The researchers personally did the administration and retrieval of instruments. For the treatment of data, weighted mean, percentage, were used to treat the number of occurrences of the variables being assessed and Pearson's Chi-square of correlation were the statistical tools to determine the relationship between teacher's self-efficacy and their resilience.

RESULTS AND DISCUSSION

In this section, statistics reveals the teachers' level of resilience presented in table 1, teachers' level of sense of self-efficacy in table 2, and the relationship between teachers' level of resiliency and sense of self-efficacy is in table 3.

Table 1: Key Statistics on Teachers' Level of Resiliency

	Frequency	Percentage of Total
Very high	0	0%
High	57	43%
Moderately high	67	53%
Moderately low	5	4%
Low	0	0%
Very low	0	0%
Total	126	100%

Results of the questionnaire analysis from 126 teacher-respondents revealed that majority are having moderately high level of resilience (53%) and proximate to having high level of resilience (43%). There are also minimal ratio of teachers having moderately low of resilience (4%). These findings suggest that in spite of the adversities brought by the pandemic and the new modalities of teaching, the teachers remain positive and are able to withstand the challenges affected by this unnecessary situation. Factors attributed into this result is their maturity in service. Considering the teacher-respondents' profile with regards to years in service in teaching, majority of them have been teaching for five years or even more than a decade. This level of maturity allows them to manage their responsibilities in different aspects of their life such as personal, social, occupational and other areas. These

findings support the study conducted by Gu and Day (2006) of the three resilient teachers in their early, mid and late careers, it was found out that teachers' capacity to manage such interactions is a sophisticated process which contributes strongly to the relative strength of their resilience.

Understandings of the role of resilience in teachers' management of the interactions between work and life over the course of a career and in different contexts add to existing knowledge of variations in teachers' work, lives, and effectiveness and contributes to the debate on standards, quality and retention. Brooks (2019) conducted another study among secondary teacher serving at-risk. The researcher has observed that teacher-participants remain resilient are able to separate home life from work, being flexible and creative and taking breaks. Added to factors to consider on the result of the study is the teacher-respondents are completely from public schools. Teachers in public schools are serving less fortunate learners to which they recognized their job not merely profession but service in nation as they want to give back to the community. Cooper and Durkin (2013) studied teachers in high poverty schools to explore how they become resilient. They utilized a qualitative research design that consists of two stages. In Stage 1, 72 former TFA corps members participated in an Internet-based survey. In Stage 2, the researchers interviewed 14 teachers and 9 former teachers who carefully chosen based on survey responses. The interview procedure allowed them to know how teachers' life experiences have contributed to their resilience.

Consistent with the research on teacher resilience, data shows that the teachers' main source of resilience is the positive impact they have on their students. The teachers felt that the main challenges facing public education in high-needs areas have little to do with the students, rather, the system, and the adults within the system, make effective teaching difficult. Two unexpected findings resulted from this study. First, the teachers' ability to change roles and advance their career stood out as a significant factor that contributed to their resilience. Second, the teachers acknowledged that they had to come to terms with the idea that society views them as "just a teacher."

As shown above, in view of teachers' level of sense of self-efficacy, the result revealed very close scores to the three domains. Specifically, efficacy of instructional strategies, high (90%) and low (10%). Next, efficacy of students' engagement, high (89%), moderate (13%), and low (1%). Finally, efficacy of classroom management, high (88%) and low (12%). The close results from three domains, which are entirely high, suggests that teachers are capable

Table 2: Key Statistics on Teachers' Level of Sense of Self-efficacy

Domain	Low		Moderate		High	
	f	%	f	%	f	%
Efficacy of Student Engagement	1	1%	13	13%	112	89%
Efficacy of Instructional Strategies	0	0%	13	10%	113	90%
Efficacy of Classroom Management	0	0%	15	12%	111	85%

to preform student engagement, intellectualize and execute instructional strategies and manage classroom. Bear in mind that in this study, classroom management refers to the online modality of teachers in teaching their learners since face-to-face or the traditional classroom set-up of teaching and learning engagement is strictly prohibited. To explicate these results, it is very important to consider the values of teachers as human individual. The theory of human values developed by Schwartz *et al.* (2012) utilizes to explain that there are ten distinct universal values, which categorized into four higher-level groups such as openness to change, self-enhancement, conservatism, and self-transcendence. In particular, openness to change refers to “self-direction” wherein the individual value choice, creativity and exploration. Moreover, it also refers to “stimulation” wherein the individual’s motivation is directed towards innovation, excitement, and overcoming challenges. This theory of human values applied in the study conducted by Barni, Danioni, and Bernabe (2019) on teachers’ self-efficacy: the role of personal values and motivations for teaching. Based on Schwartz’s well-known theory of human values, this study sought to examine the relations between teachers’ values (i.e., conservation, openness to change, self-transcendence, and self-enhancement) and their self-efficacy. In particular, it aimed at analyzing the extent to which of these relations moderated by teachers controlled and autonomous motivations for teaching. Two hundred and twenty-seven Italian high school teachers (73.6% females; M = 44.77 years, SD = 10.56) were involved in the study and asked to complete a self-report questionnaire. Results showed that teachers’ conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation for teaching. More interestingly, the relationships between openness to change and self-efficacy on the one hand, and self-transcendence and self-efficacy on the other, varied depending on teachers’ motivations. These relations were stronger when teachers perceived less external pressure and felt to be self-determined toward teaching.

Table 3: Correlation on Teachers’ Level of Resilience and Sense of Self-efficacy

(2 sided)	Value	df	Asymptotic significance
Pearson Chi-Square	16.532 ^a	7	.033
Likelihood Ratio	11.232	7	.106
Linear-by-Linear Association	1.334	1	.248
N of Valid Cases	126		4%

As shown above, a Pearson Chi-square test for association examined the relationship between level of resilience and level of sense of self-efficacy among secondary public-school teachers. The relation between these variables was significant, $X^2(7, N = 126) = 16.532a, p < .033$. This result suggests rejecting the null-hypothesis in favor to accepting the alternative hypothesis: Level of resilience has significant relationship with level of sense of self-

efficacy among secondary public-school teachers. This result corroborates with the findings of Svence and Greaves (2013) on their study of factors of resilience, wisdom and self-efficacy as positive resources of leaders in sample of Latvian business managers. There were 83 respondents (957 women, 26 men) from different level business leaders participated in the study. Research results suggest that higher level of general self-efficacy related to higher levels of resources – resilience and wisdom. Moreover, Sagone and De Caroli (2016) on their study to verify correlation between three types of self-efficacy and factors of resilience in a sample of 155 Italian adolescence. Results demonstrated that early adolescents highly self-efficient in problem solving and in scholastic performances and those who reported a higher empathic self-efficacy tended to express a greater resilience than lowly self-efficient ones.

CONCLUSION AND RECOMMENDATIONS

With the forgoing findings, the researchers concluded that secondary public-school teachers amidst the 2019 Corona virus pandemic manifest moderately high proximate to high-level resilience. Likewise, the teachers manifest high level of sense of self-efficacy from the three domains such as efficacy of student engagement, instructional strategies and online classroom management. Finally, level of resilience found to have significant relationship to level of sense of self-efficacy among teacher respondents. Having these inferences at hand, the researchers recommend the following actions: 1. Continuous monitoring and supervision among secondary public-school teachers to help them maintain as well as increase their level of resilience and sense of self-efficacy. These qualities among teachers are contributing factors on their success in teaching; 2. Constant learning can foster resilience in multitude ways. In times of uncertainty, teachers should be given opportunity to learn and develop their abilities that promotes strengthening their resilience as well as sense of self-efficacy; 3. Mental health support through series of symposia and counseling are essentials as teachers can acquire life skills and strategies which in turn can promote a resilience mindset and self-efficacy during adversity; and 4. Further research could deepen the relationship between resilience, efficacy, work satisfaction and performance.

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