A Correlational Study on Teachers' Self- efficacy and Student Motivation amidst Pandemic

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ABSTRACT

The main aim of this study was to determine the relationship between teachers' self-efficacy and student motivation amidst pandemics. The study employed the Pearson correlation method and mean of the quantitative approach to quantify how closely one variable relates to another. The mean score of the students was analyzed according to the teacher's self-efficacy. The study's respondents were college students of the Teacher Education Department. The study revealed that Teachers' Self-efficacy significantly influences student motivation amidst the pandemic. In addition, teachers' learning is very much evident because of their high level of skills as manifested in the students' learning process. It is recommended that the school conduct seminars/activities for the teachers to help the student be motivated and keep fighting even in times of circumstances. Further, this research will serve as a foundation for future research and should expand the number of respondents.

Keywords: student motivation, teachers' self-efficacy, pandemic, correlatioal study, Philippines

INTRODUCTION

The educational systems across the world mostly migrated to remote learning modalities as a measure against the spread of the coronavirus disease 2019 (COVID-19) which resulted in lessening the motivation of the students during online classes. Today, students are a lot less likely to perform at 100% of their capacity and miss integral aspects of a subject. Students need academic motivation to study and to be engaged in their learning process. When teachers use effective practices, they maximize the probability that students will be actively engaged in instruction (Harbor et. al, 2015)

Self-efficacy also refers to people's judgments about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed" (Barling& Beattie, 2003).Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Self-efficacy influences people's ability to learn, their motivation, and their performance. This is because people will often attempt to learn and perform only those tasks for which they believe they will be successful (Lunenburg, 2011).

One study in Turkey showed that there is a statistically significant relationship between teacher self-efficacy and student academic achievement in science. The result of the first hypothesis, which proposed the impact of teacher self-efficacy on the academic achievement of secondary and high school students in science, was found to be significant. This is supported by (Gowrie &Ramdass, 2014) that teachers' self-efficacy impacted student achievement positively, enabling the teachers to perform better planning and organization facilities.

Some studies suggest that teachers' self-efficacy beliefs play a crucial role in their commitment to teaching and their motivation. In this regard, it is observed that intrinsic reasons such as a sense of duty or the enjoyment of students' learning may be significantly more important for teachers with a perception of high efficacy than for teachers with intermediate or low levels of self-efficacy. Similarly, a lack of motivation

and disappointment with the job could be more evident among teachers who do not consider themselves to be effective at motivating their students, improving their teaching activity, and controlling the classroom (Rodríguez et al., 2009).

In the Philippines, one study revealed that self-efficacy can significantly influence the academic performance in Science of Junior High School students (Diga et al., 2019). This is supported by Klomegah, 2007 that in the school context, self-efficacy is one of the strongest predictors of a student's academic performance. It is a belief that he or she can accomplish whatever that individual is doing. Self-efficacy is the process from person to behavior to outcome (Brown et al., 2013). Moreover, students' self-efficacy beliefs influence the choices they make and the effort they put into their performance (Boekaerts and Cascallar, 2006). Furthermore, one study showed that there is a statistically significant relationship between teacher self-efficacy and student academic achievement in science. The result of the first hypothesis, which proposed the impact of teacher self-efficacy on the academic achievement of secondary and high school students in science was found to be significant (Bal-Ta?tan et al 2018).

Due to the pandemic,many college students of Compostela Valley State College New Bataan Branch become less motivated to their studies because of not having the resources suited for online education and proper internet connectivity (Meeter, M. et al 2020). In the current pandemic scenario where teachers must deal with pandemic learning modes, student motivation is of paramount importance. Given these scenarios, the researcher finds it necessary to conduct the study to know the relationship between teachers' self-efficacy and student motivation amidst pandemic. The study says that teacher's self-efficacy can influence the students' motivation.

Theoretical Framework

The theory of self-efficacy is anchored by Bandura's 1999 theory he said that self-efficacy is an important aspect of human motivation and behavior as well as influencing the actions that can affect one's life. Regarding self-efficacy, he explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" . This is supported to the of Mojavezi, A., &Tamiz, M. P. (2012) that teacher self-efficacy can influence students' motivation and achievement in different settings, and thus it is not context-bound. It is also important that educational contexts, as well as schools' administrators, provide clear opportunities to enhance teacher self-efficacy and, consequently, improve students' motivation and achievement.

Social cognitive theory is a psychological theory that explains learning and behavior as it occurs within the social context. Though there are a large number of researchers operating within the social cognitive theory framework, Albert Bandura is its primary proponent (Schunk& Usher, 2012). Bandura formulated most of the ideas underlying social cognitive theory during the mid-twentieth century, after noticing some flaws in behaviorism, which was the prevailing psychological paradigm at the time (Bandura, 1986). Bandura noted behaviorism failed to provide a mechanism for learning through observation, rather than experience.

However, the study of Lunenburg 2011 believed that self-efficacy can also influence the behavior of the students as well as their motivation. It has been stated there that self-efficacy is an important aspect of human motivation and behavior as well as influencing the actions that can affect one's life. Self-efficacy influences people's ability to learn, their motivation, and their performance. This is because people will often attempt to learn and perform only those tasks for which they believe they will be successful.

Student motivation functions as a key to their academic performance and achievement (Zee et al. 2016). Past studies show that less motivated students were found to engage in more negative behaviors and emotions and less class participation resulting in poor academic performance (Urhahne 2015). Furthermore,

student motivation levels are also associated with the teachers' perception of interaction and involvement with students in such a way that teachers who perceived students as motivated helped those students to increase their academic performance.

The study of Schiefele and Schaffner 2015, and Santisi et al. 2014 suggest that teacher motivation is a strong antecedent of student motivation. Findings advocate that teacher motivation provides a strong foundation to teachers for motivation and helps them to meet emerging job demands and the expectations of students and society and also help them to influence their students' motivation level. As a result, highly motivated students are more likely to perform much better than those less motivated, thus where teacher motivation is high, students are also highly motivated and produce improved academic performance. Teachers may increase their motivation through increased level of subject, didactic, and/or educational interests. A more self-efficacious teacher is more confident regarding his/her belief in the subject matter he/she teaches than those with a low level of self-efficacy. The self-efficacy of teachers is an important factor that contributes to their motivation. Similarly, goal orientation (of particular Mastery-goal orientation) helps teachers set their goals, which in turn serve as a source of motivation. A mastery-goal-oriented teacher focuses on his/her professional improvement and tries to perform better than his/her prior performance. Students get inspiration from teachers who strive for their professional improvement rather than those who try to make their performance superior to others.

Self-determination theory is a motivational theory pioneered by Edward L. Deci and Richard M. Ryan. Like social cognitive theory, self-determination theory recognizes the role of the interplay between individual agency and environmental context in the formation and functioning of human psychology. The foundational assertion of the theory is that human motivation is driven by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (Ryan &Deci, 2000b). Proponents of self-determination theory posit these three needs are fundamental to human psychology and transcend other social and biological factors such as age, gender, and culture (Chirkov, Ryan, Kim & Kaplan, 2003).

Teachers' self-efficacy plays an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices in the motivation of the students, and their achievement (Klassen et al., 2009; Klassen and Tze, 2014). Instructional strategies used in the classroom can and do make a difference to students' self-efficacy or motivation (Fencl and Scheel, 2005), another indicator that improves student motivation is how the teacher manages the classroom because if there are positive teacher-student relationships, it increases student's achievement and motivation (Button, J. M. 2003). Student engagement also is an important indicator to help students improve their motivation because teachers play a vital role in the students' engagement and motivation (Hill & Rowe, 1996). Martin (2006) has found that a teacher's enjoyment and confidence in teaching, pedagogical efficacy, and affective orientations in the classroom have a positive impact on student engagement and motivation.

Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn to persist longer, produce the higher quality effort, learn more deeply, and perform better in classes and on standardized tests (Handle, K. 2017). Intrinsic goal orientation, extrinsic goal orientation, self-efficacy, task value, social engagement, and instructor support are factors to help students' motivation. The teacher should make sure that their students learn intrinsic goal orientation because research shows that students with an intrinsic goal orientation tend to value a deeper level of understanding of tasks than those with extrinsic goal orientation and that conversely, those with an extrinsic goal orientation tend to use more surface-level processing strategies such as memorization or guessing (Lyke&Kelaher Young, 2006). Self-efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. According to the expectancy-value theory of Wigfield and Eccles (2000), the subjective values students attribute to a task is a factor that shapes

motivation. Allowing students to work autonomously and with others, developing their sense of competence results in increased student motivation (Stephens, T.L. 2015).). Teachers can increase students' motivation to learn by the support of students' autonomy, relevance, relatedness, competence, teachers' interests in the subject, and self-efficacy (Ferlazzo, 2015; Schiefele&Schaffner, 2015; Schuitema et al., 2016; Zhang, Solmon, &Gu, 2012).

Conceptual Framework

The independent variable is the teachers' self-efficacy indicated by the instructional strategies, classroom management, and student engagement that might impact the student motivation. Teachers' self-efficacy is adopted from the indicators formulated by Addo, P.C., et al with the title of "Effects of Demographics and Environment on Teachers' Self-Efficacy for Improving Academic Performance"

Instructional strategies *are all the things the teachers use to aid the learners in their learning process; they are the means used to bring about effective teaching and learning. Obara and Okoh (2005) regard instructional strategies and materials as "all the things the teacher utilizes to interactively enhance, motivate and facilitate teaching and learning in an attempt to ensure the achievement of set objectives."*

Classroom management is *a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with students with disruptive behavior. Teachers should develop caring, supportive relationships with and among students; organize and implement instruction in ways that optimize students' access to learning; they may use group management methods that encourage student engagement with academic tasks; promote the development of student social skills and self-regulation, and use appropriate interventions to assist students who have behavior problems.* (Evertson and Weinstein 2006).

Student engagement*to be an outcome of a motivational process. Additionally, without engagement, no psychological course is effective concerning learning and development. (Skinner et al. 2009)*

The dependent variable in this study is students' motivation indicated by the intrinsic goal orientation, extrinsic goal orientation, control of learning beliefs, self-efficacy, task value, social engagement, and instructor support. It is adopted by Fowler S. 2007. With the title of "The Motivation to Learn Online Questionnaire".

Intrinsic goal orientation *is the motivationthat stems from primarily internal reasons. Research shows that students with an intrinsic goal orientation tend to value a deeper level of understanding of tasks than those with extrinsic goal orientation and that conversely, those with an extrinsic goal orientation tend to use more surface-level processing strategies such as memorization or guessing (Lyke&Kelaher Young, 2006).*

Extrinsic goal orientation*is the motivation to do something to attain some external goal or meet some externally imposed constraint. Feelings of self?determination, control, and satisfaction have long been linked to an intrinsically motivated state. Environmental constraints such as the imposition of time limits, and expected reward, or an impending evaluation can undermine feelings of self?determination engendering an extrinsic orientation. (Hennessey, B. et., al. (2015).*

Self-efficacy *is defined as the belief in one's capabilities to carry out, organize and perform a task successfully. Motivation consists of the internal and external factors that stimulate the desire to attain a goal.*

Both are the driving forces that make people pursue a goal and overcome obstacles because people with higher self-efficacy and motivation do their best and do not easily give up when confronted with difficulties. (Ersanl?, C. Y. 2015).

Task value*is a concept that indicates the importance, usefulness, or interest a student ascribes to a certain task (Wigfield and Eccles, 2000). Motivational effort depends on the importance the student ascribes to completing the task. Van der Veen and Peetsma (2009) show that students ascribing a high task value to a task were more motivated than students giving it a low task value.*

Social engagement- *the learning environment is an ongoing interplay of personalities. It is a collectively defined space in which instructors and students engage with one another, giving shape to the environment through their interactions. The collective nature of the classroom has a powerful impact on motivation. (Urdan&Schoenfelder, 2006).*

Instructor support – *the modern classroom is built around the relationship between instructors and students. The premise of the classroom structure is that the instructor is the arbiter of knowledge and the classroom is an environment designed for the instructor to impart that knowledge to the students. As such, it is not surprising that instructor support plays a pivotal role in student success. (Reeve, 2012).*

Figure 1: The Conceptual Map of Teachers' Self- efficacy in Student Motivation

Statement of the Problem

This study was conducted to know the relationship between teachers' self-efficacy and student motivation amidst pandemics. Specifically, the study aimed to answer the following question:

Q1. What is the level of teachers' self-efficacy in terms of its indicators:

1. 1. Instructional strategies;
2. 2. Classroom management; and
3. 3. Student engagement?

Q2. What is the level of student motivation in terms of its indicators:

2. 1. Intrinsic goal orientation;
3. 2. Extrinsic goal orientation;
4. 3. Self-efficacy;
5. 4. Task value;

2.5. Social engagement; and

2.6. Instructor support?

Q3 Is there a significant relationship between the teachers' self-efficacy and student motivation?

Null Hypothesis

The following null hypothesis will be tested in this study at a 0.05 level of significance:

H_O1: There is no significant relationship between teachers' self-efficacy and student motivation.

H_O2: There is significant relationship between teachers' self-efficacy and student motivation.

Review of Related Literature

These are the following related literature that was highlighted in our study.

Instructional Strategies

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. One study concluded that e-learning infrastructure and the cognitive competence of students, faculty, and administrative staff have a positive impact on distance learning. The results also show the university's level of readiness to adopt online learning based on their previous experience with the learning system. Finally, the study suggests that in order to improve the e-learning process, the government should provide adequate financial support, while universities should conduct workshops and training and provide teleconferencing applications. (Garad,et.al 2021)

However, instructional methods by themselves would not be sufficient to complete the mission. Teachers must be attuned to their students not only to know how to apply the strategies but also when to use effective strategies in the instructional process, even though they are valuable tools (Marzano, 2009). The findings from this study support the need for teachers to be situational in their application of instructional strategies. Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn. Teachers can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from person to person (Hornstra, et al., 2015).

One study revealed that e-learning infrastructure and the cognitive competence of students, faculty, and administrative staff positively impact distance learning. The results also show the university's level of readiness to adopt online education based on their previous experience with the learning system. Finally, the study suggests that to improve the e-learning process, the government should provide adequate financial support, while universities should conduct workshops and training and provide teleconferencing applications (Al-Ansi,2021)

Distance learning and ICT components are now essential components of education. It is critical to ensure that three distinct learning environments are crucial to the future of education, regardless of some changes that occurred during the pandemic. Education will continue as before, relying entirely on online and interactive learning. Traditional learning has improved significantly in all three environments. (Al Ansi et. al, 2020)

Classroom Management

The use of information technology, mainly social media applications, the Microsoft Teams platform, and the search of e-materials through Google and other search engines, has made the experience and journey of learning in STEM something easy and realistic to achieve within the time frame set by the student. The study also demonstrated that built-in modules used online and monitoring through specific applications and the internet were highly beneficial and became a catalyst to participants' success in e-learning, as expected. (Al Ansi,2022)

It is anticipated that developing a positive, welcoming atmosphere in a well-managed classroom environment would increase students' affective and social outcomes, such as the growth of self-confidence, cooperativeness, and openness. (Vouyoukas, 2007; Gottlieb, 2015; Koutrouba, 2013). Martin, Yin, and

Mayall (2007) argue that in learning environments where successful classroom management is achieved, learning outcomes can be outstandingly high even for low achievers and students with poor cognitive abilities. They also claim that good classroom management improves students' ability to participate effectively in all learning processes, resulting in the development of high-level cognitive and socio-emotional skills. Successful classroom management has a positive impact on teachers' professional identities, on the other hand, Akin-Little, Little, and Laniti (2007), and Reynolds-Keefer (2013) have shown that efficient and, as a result, respected practitioners who demonstrate planning, high-quality science and pedagogical achievement in the classroom, who consistently and flexibly enhance their skills, and who help their students grow their cognitive, affective, and social characteristics and skills are related to good classroom management.

In addition to this research, the positive, moderate, statistically significant relationship between classroom management and teacher self-efficacy demonstrates teachers' beliefs in their abilities to use strategies that create equitable learning opportunities for their students. When students are given opportunities to explore topics of interest to them, they engage more readily in classroom activities; the classroom then becomes a self-managing, culturally complex, dynamic learning community (Gay, 2010; Ladson-Billings, 2009; Paris & Ball, 2009).

Student Engagement

Social engagement also includes forming positive relationships with tutors and unit coordinators cited in (Vaughan, 2010) and involves being proactive in becoming part of a learning community (Stanford-Bowers, 2008). Social engagement also happens through formal groups and societies organized and run by students, which help connect to others and which provide opportunities for networking and professional learning. In this way, social engagement is also connected to all other elements of engagement.

As stated by Trowler (2010, 3) the findings revealed that the more teachers felt that students should be taught specific techniques for learning from texts with instructional images, the higher their students' levels of engagement. The relationship between teachers' beliefs and students' self-reported involvement was mediated by teachers' beliefs, according to a multilevel mediation model. Student engagement is concerned with the relationship between the time, effort, and other related resources expended by both students and their institutions to maximize the student experience and improve student learning outcomes and growth, as well as the institution's success and reputation.

In contrast, the importance of student engagement with school is recognized by educators, as is the observation that far too many students are bored, unmotivated, and uninvolved, that is, disengaged from the academic and social aspects of school life. Student engagement refers to a meaningful engagement throughout the learning environment. It is best understood as a relationship between the student and the school, teachers, peers, instruction, and curriculum (Martin and Torres). Student engagement is not only beneficial to the academic status of the school but its financial life too. Student engagement is used frequently but is not always well understood. Harris (2008) stated that "while there is general agreement that student engagement produces positive outcomes, defining the concept is problematic as there is disagreement about what counts as student engagement" (p. 58). Student engagement gives benefits to teachers and the students as well.

The system of student engagement developed by Skinner and Pitzer is useful for determining the intent and nature of different measures of engagement, ranging from factors relevant to a particular learning activity to wider institutional concerns. Many scholars consider student engagement to be a meta-construct that encompasses various forms of engagement as well as other theoretical constructs including motivation and self-regulation (Fredricks, Blumenfeld, & Paris, 2004; Reschly& Christenson, 2012).

Intrinsic Goal Orientation

Curiosity is often correlated with intrinsic motivation, which leads to happiness by learning. Intrinsic motivation is a form of motivation that is fueled by a desire, impulse, or drive that comes from inside. Some research indicates that children with high curiosity either learn more in a given period or else retain more of what they experience. Curiosity is sparked by difficult circumstances in which responses and explanations are not readily accessible. Additionally, one of the main purposes of problem-based learning is to raise questions or problems, the answer of which is unknown, but which, it is hoped, will be discovered as they proceed with the activity (Siddiqui, 2004).

Intrinsic motivation, on the other hand, is described by Horga (1993, according to Bogdan&Babai, 2015) as a collection of internal factors that act on a person to provide internal support for achieving a goal. Curiosity, the need for competence, and the need for self-actualization are examples of internal motivations (Jaki, 2003). This form of motivation develops a person's own willingness to act, rather than requiring them to achieve external rewards. The individual is content with performing the task because he or she enjoys or is involved in it. Internal motivation is very strong and long-lasting so it can influence an individual for a lifetime. Such contents are perceived as cognitively important and technically useful by the student, who adopts and maintains them more quickly and finds them simple and enjoyable. Additionally, Vuji (2013) warns that the value of intrinsic motivation can be overstated at times. He also believes that intrinsic motivation isn't necessarily difficult to achieve in the absence of extrinsic motivation.

Furthermore, Ryan and Deci (2017) pointed out that intrinsic goal orientation can improve their skills and expertise, even though there are no operationally separable incentives. People who are intrinsically motivated participate in activities because they find them fascinating and rewarding. As supported by, Vuji (2013) that intrinsic goal orientation is cognitively important and technically useful by the student, who adopts and maintains them more quickly and finds them simple and enjoyable. As stated by D.L. McCollum, and L.T. Kajs, (2007 CA.) & Wolters et., al (1996) some studies have attested the importance of intrinsic goal orientation on the mastery learning approach; it is associated with high-quality learning outcomes. Students who are intrinsically oriented, and who focus on learning and mastery of the materials tend to place high intrinsic value on learning; are inclined to use deep information processing strategies, are self-efficacious and self-regulated; and attribute their success or failure to effort and strategy use. In addition, McCollum and Kajs (2007) continue to report that intrinsically oriented students tend to pursue challenging tasks, spend a great deal of time on the tasks given. have a positive attitude toward class, and enjoy lectures. These are the most desirable attributes students need to demonstrate for learning to be meaningful to them. Consequently, intrinsic goal orientation has extensively been regarded as a vital predictor of academic performance. Experimental and field research led by self-determination theory (SDT; Ryan and Deci, 2017) has shown that intrinsic motivation predicts improved learning, success, innovation, optimum growth, and psychological wellbeing over the last four decades.

Extrinsic Goal Orientation

Extrinsic motivation differs from intrinsic motivation in that it motivates people to do something for observable benefits or to satisfy external demands. People engage for reasons other than the intrinsic pleasurable nature of the activity, such as money, prestige, medals, approval, and attractiveness, to defeat any adversary and gain victory. Extrinsically motivated students, for example, complete their homework to pursue a career or because their parents compel them to do so because of external regulators. When autonomy, relatedness, and competence aren't satisfied, "external measures of value" fail to promote integration or wellness (Deci et.al, 2008).

Additionally, extrinsic motivation has a lot of strength, and when used correctly, it can lead to excellent

performance. External incentives can pique someone's curiosity and encourage them to participate in something they were previously uninterested in. Praise has the power to motivate people to learn new skills or gain new knowledge. When people have studied for a longer period, they become intrinsically inspired. External incentives can be a positive indication that a worker is doing a good job and can help them realize that their efforts are being rewarded. (Cherry, 2016).

According to Psychestudy.com (2018) stated that extrinsic motivation refers to action or behavior performed in the hopes of receiving an external reward or outcome. From the definition and examples of extrinsic motivation provided by Meadows-Also, in the view of Meadows-Fernandez (2017), extrinsic motivation is reward-driven behavior. According to Meadows-Fernandez, extrinsic motivation, rewards, or other incentives like praise, fame, or money are used as motivation for specific activities. Fernandez, it is understandable that extrinsic motivation is either material or psychological in form. Meadows-Fernandez went further to stress the need to motivate students.

Furthermore, in a bid to uncover the meaning of extrinsic motivation, Cherry (2017) refers to it (extrinsic motivation} as behavior that is driven by external rewards such as money, fame, grades, and praise. Cherry explained that extrinsic motivation occurs when we are motivated to perform a behavior or an activity to earn a reward. Cherry gave examples of extrinsic motivation which include studying because, one wants to get a good grade, cleaning the room to avoid being reprimanded by one's parents, participating in sports to win awards, and competing in a contest to win a scholarship. In another effort to unfold the advantage of extrinsic motivation, Kuehn (2012) stated that, in generating enthusiasm or avidity for learning, a teacher must be a good motivator.

Self-efficacy

Self-efficacy values, according to a Lunenburg 2011 report, are a significant aspect of human motivation and behavior, as well as influencing acts that can impact one's life. People's ability to learn, motivation, and success are all influenced by self-efficacy. This is because people often want to learn and perform only those tasks for which they feel they will be good. Kathy Kolbe (2009) agrees, believing that self-efficacy often entails persistence and perseverance because it aids in overcoming challenges that would prevent one from using one's natural abilities to accomplish goals.

.Self-efficacy is a protective factor that regulates human functioning and emotional health through cognitive, motivational, affective, and selective processes. It is thought to be the basis of human agency (Hamill, 2003). While Bandura explains how self-efficacy contributes to academic growth by stating that students' beliefs in their ability to control their learning and master academic activities decide their goals, motivation, and academic achievement—There is a scarcity of evidence-based detail accounting for what high self-efficacious individuals do to improve academic results.; Despite an abundance of self-efficacy-focused studies, as Hamill (2003) points out, relatively little study has explored how self-efficacy relates to resilient behaviors shown in the face of adversity.

Task Value

The task's importance is linked to a person's attentional level positively. The role that is perceived to be critical, useful, interesting, or beneficial arouses and focuses attention in this way. For example, the more valuable math activities are considered to be in passing a test, the more attention they will get. (Sánchez Rosas and Bedis 2015), (Pekrun et al. 2010), (Jones et al. 2015), and (Pekrun et al. 2010). Task value is determined by four variables, according to Eccles: attainment value, intrinsic value, utility value, and expense (Eccles&Wigfield, 2002). The importance of performing well on a given task is characterized as attainment value (Wigfield&Eccles, 2000).

However, intrinsic value is characterized as the pleasure derived from the task itself. The perceived benefit of the assignment is referred to as utility value. And the perceived opportunity cost of participating in the task, as well as the perceived resources expended and emotional cost of participating in the task, is referred to as cost. Relationships between certain variables, as well as relationships with other motivational constructs, have been discovered by researchers. Many studies in the literature revealed a positive association between students' task-value and academic achievement (Eccles&Wigfield, 2002; Pintrich& De Groot, 1990; Pintrich&Schunk, 2002) and specifically, science achievement (Sungur, 2007; Yumusak, Sungur, &Çak?ro?lu, 2007). Because, students' task value may change across different tasks, in the current study, students' perceptions regarding the usefulness, interestingness, and importance of tasks used in the science classes will be measured and their relation with science achievement will be examined.

Social Engagement

Due to a lack of face-to-face interaction and the opportunity to communicate with other students, the institution uses social networking sites (SNS) as a means to promote student collaboration, which can encourage engagement while also posing privacy and security concerns (Waycott et., al 2017). According to Banna et al. (2015), if content played a central focus in the past, engagement plays an important role in stimulating online learning today. To boost student engagement, three basic engagement techniques of online learning have been identified: student-content, student-instructor, and student-student (Bernard et al., 2009). In addition, Lear, Ansorge, and Steckelberg (2010) say that interactions with content, peers, and instructors help online learners become active and more engaged in their courses. Interactivity and a sense of community result in high-quality instruction and more effective learning outcomes. Furthermore, Banna, Lin, Stewart, and Fialkowski(2015) also stress that engagement is the key solution to the issue of learner isolation, dropout, retention, and graduation rate in online learning.

Furthermore, since online learners seem to have fewer opportunities to connect with the institution, student interest in online learning is critical. As a result, numerous opportunities for student participation in the online environment are critical. Because of the need for interaction, guidelines for designing successful online courses have been created. (Roblyer&Ekhaml, 2000). Successful learning opportunities, such as engaging in interactive group work, making students lead workshops and conversations, actively exchanging resources, designing course assignments with hands-on elements, and incorporating case studies and reflections, are all part of engagement strategies. Engagement, according to Banna, Lin, Stewart, and Fialkowski (2015), is the key to addressing learner alienation, dropout, retention, and graduation rates in online learning. Meyer (2014), Banna et al. (2015), and Britt (2015) claim the significance of student commitment to online learning because they believe it can be demonstrated as a proof of students' significant effort needed for cognitive development and their provided ability to build their information, resulting in high levels of student performance.

Even though both online and conventional classrooms are organized and operated in a variety of ways, many discrepancies between the two could have a significant effect on motivation. These distinctions are due to the restricted interactions that an online environment allows. The attitudes of the social groups to which the person belongs affect individual attitudes toward academic achievement (Urdan&Schoenfelder, 2006).

Instructor Support

Teachers play a critical role in fostering a learning atmosphere for students. They also do this by promoting student autonomy (Schuitema et al., 2016). Teachers help students connect with themselves, their interests, and their beliefs by allowing them to make choices (Ferlazzo, 2015). Teachers assist students in developing personal interest, commitment, and control of their work by endorsing their choices and desires,

which aids in motivation (Schuitema et al.; Stearns, 2013). Teachers may also assist students in learning by allowing them to set their own goals and objectives, which increases their responsibility and involvement in their learning (Theobald, 2006). A study of the essence of the relationship between students' perceptions of social support and autonomy support from their teachers, as well as self-regulated learning and achievement, found a strong association between students' perceptions of autonomy support from their teachers and self-regulated learning and achievement (Schuitema et al., 2016). Teachers who encourage students to become writers in their own lives, take control of their work, and grow a personal interest in it boost students' motivation and drive to learn.

Instructors encourage or thwart motivation by developing an atmosphere that impacts all three of the essential psychological needs, according to the self-determination theory. Instructors may foster autonomy satisfaction by engaging in activities that promote autonomy, such as giving students options in assignments and tailoring instruction or assignments to their interests. Instructors may build classroom environments that enable students to participate in agentic behaviors like asking questions and expressing their opinions by engaging with them in autonomy-supportive ways (Reeve, 2012). Teachers encourage students to learn by giving them constructive feedback. This helps them gain competence. Students gain influence on their learning and a sense of confidence in their abilities when they receive input (Bain, 2004; Ferlazzo, 2015). Teachers who give students positive feedback on their actions instill in them the belief that if they work hard enough, they will achieve their goals and succeed (Theobald, 2006; Ferlazzo, 2015). Students' expertise can be developed in a variety of ways. Providing written or verbal praise, finding fewer mistakes, acknowledging students' strengths, and concentrating on what is good about their work are some of the most popular techniques (Bain, 2004; Theobald, 2006). Students' expectancy-related beliefs about their abilities to perform tasks proficiently were positively predicted by perceived teacher competence support, such as positive feedback, according to research findings on the role of teachers' support in predicting students' motivation and achievement outcomes in physical education (Zhang et al., 2012). Students will be motivated to learn when teachers recognize their efforts for accomplishing the tasks.

In a classroom setting, relatedness encompasses not just the teacher's interactions with the students, but also the community that the teacher creates. Furrer& Skinner (2003) discovered that teacher relatedness was a strong predictor of classroom engagement (both self-reported and teacher-reported), particularly in boys, in a study involving children in grades 3-6.Furrer& Skinner discovered that relatedness was a stronger predictor of engagement than self-control and that students with high classroom relatedness (teacher and peer relatedness) and low parent relatedness had no substantial difference in teacher reports of the engagement, implying that classroom relatedness may act as a buffer to parent relatedness. Engagement plays a significant role in the instructor/student dynamic. Reeve (2012) presents a model explaining the relationship between motivation and engagement in the classroom. In this model, teachers engage in behaviors that facilitate student motivation. Motivation then leads to engagement. When the instructor and students recognize signs of commitment, it boosts enthusiasm and, as a result, engagement. When students' commitment is not socially accepted by teachers or peers, it detracts from their motivation by their sense of connectedness. "…engagement thoroughly mediates and describes the motivation-to-achievement gap," Reeve discovered in his study. (Reeve, 2012, p.163).

Definition of Terms

Correlational Study- As used in this study, this refers to a sort of non-exploratory examination strategy where we gauge two factors that comprehend and evaluates the factual relationship with no impact from any incidental variable.

Self-efficacy- As used in this study, it refers to a teacher's confidence in their ability to motivatetheir students amid pandemics in which they execute practices that are very important to deliver theirlessons effectively.

Students' Motivation – As used in this study, this concerns the students' reasons and goals as they continue their studies despite this pandemic we face nowadays.

Pandemic- As used in this study, it refers to a kind of the biggest barrier that affects today's educational system, especially the students and teachers to perform an actual class in disseminating and assimilating the clearer information.

METHODOLOGY

Research Design

In this undertaking, a quantitative-correlational research design was used. Correlational design is a quantitative research procedure in which the researcher used correlational statistical techniques to describe and measure the degree of association or relationship between or among variables. The researcher determined if teachers' self-efficacy can influence student motivation amidst pandemics. These variable groups served as the study's parameters. These groups of variables were the parameters of the study. In order to address the questions posed in this study, the researcher used a questionnaire to collect vital information from the respondents.

Research Locale

This study was conducted at Compostela Valley State College New Bataan Branch. The school has a total of 737 students who are enrolled in the school year 2021-2021 consist of three departments, the Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Science and Entrepreneurship. Compostela Valley State College New Bataan Branch was located at Purok 10, Cabinuangan, New Bataan, Davao de Oro, in region XI one of the major islands of the Philippines called Mindanao. The school was being selected as the only college in that municipalit

Respondents

The respondents of this study are the students who are enrolled in Compostela Valley State College – New Bataan Branch, the school year 2020-2021, the said school is composed of 737 students. Due to many challenges like a health risk, delivery and withdrawal of materials needed in the study, and internet access is intermittent, the researchers chose random sampling in drawing 116 respondents from the Second Year Education Department.

The inclusion criteria of our study were the following: respondents are enrolled in Compostela Valley State College New Bataan Branch; respondents were selected from education department second-year students, and respondents can be male or female of any age. Respondents in any status (single, widow, married). Furthermore, here are the exclusion criteria of our study: students who are in the First Year, Third- Year, Fourth Year Students Education Department; Students who are enrolled in Science Entrepreneurship.

The researchers used random sampling using the Pearson Correlation formula to determine the number of samples required.

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Table 1: Sample Distribution

Class Categories (2nd Year Students)	Gender		N Sample size	Percentage	
	F	M		F	M
BEED	48	9	57	41.37%	7.75%
BSED					
English	16	3	19	13.79%	3%
Mathematics	6	8	14	5.17%	6.89%
Social Studies	16	10	26	13.79%	8.62%
TOTAL	86	30	116	74.13%	25.86%

Among the students of our school, Compostela Valley State College New Bataan Branch, the researcher randomly picked the respondents that will help accomplish the questionnaires for the research. With this, the researcher comes up with 116 respondents all in all. These respondents came from two departments namely Bachelor of Elementary Education and Bachelor of Secondary Education. Moreover, for the BSED, the researcher asked students who are major in English, Mathematics, and Social Studies. In particular, considering the gender of the respondents there are 48 females and 9 males for the BEED, 16 females and 3 males for the BSED English, 6 females and 8 males for the BSED Mathematics, and 16 females and 10 males for the BSED Social Studies.

These numbers of respondents have been converted into percentages according to the group where they belong by dividing their total number by 116 multiply by 100. These respondents had given us their thoughts and insight about the questions that were asked. Thus, these help us to determine and come up with our final findings and answer our queries.

Research Instruments

To determine the result of the study, the researcher used two sets of the adapted survey questionnaires. The study adopted "The motivation to learn online questionnaire" proposed by Fowler S. (2007) and Addo, P.C., et al "Effects of demographics and environment on teachers' self-efficacy for improving academic performance" with some items being revised to suit the context of the study. The respondents were asked to respond to answer the survey questionnaires. A questionnaire is a research instrument consisting of a series of questions to gather information from respondents. Questionnaires provide a relatively cheap, quick, and efficient way of obtaining a large amount of information from a large sample of people and it is one of the primary sources of obtaining data in any field of research (Zohrabi, 2013).

The data was taken from 116 students of Compostela Valley State College New Bataan Branch who were selected through random sampling. The instrument's validity and reliability were assessed using Pearson Correlation that showed that all the items are valid.

Validity means "measure what is intended to be measured" and it explains how the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). It is defined as the extent to which a concept is accurately measured in a quantitative study (Heale&Twycross, 2015). To ensure the validity of the researcher-made survey questionnaire, the researcher asked some experts to validate the questionnaire.

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To measure the extent of teachers' self-efficacy and student motivation amidst pandemic following parameter limits were observed:

Range of Means	Level	Description
4.20-5.00	Strongly	This means that the teachers' self-efficacy is very much extensive.
3.40-4.19	Agree	This means that the teachers' self-efficacy is much extensive.
2.60-3.39	Neutral	This means that the teachers' self-efficacy is fairly extensive.
1.80 -2.59	Disagree	This means that the teachers' self-efficacy is less extensive.
1.00-1.79	Strongly Disagree	This means that the teachers' self-efficacy is not extensive.

The second set of questionnaires deals with the student motivation such as intrinsic goal orientation, extrinsic goal orientation, self-efficacy, task value social engagement, and instruct support. Using the Likert Scale, 5 is the highest and 1 is the lowest. The respondent's level of observation was rated using the scale below:

Range of Means	Level	Description
4.20-5.00	Strongly	This means that the student motivation is very much extensive.
3.40-4.19	Agree	This means that the student motivation is much extensive.
2.60-3.39	Neutral	This means that the student motivation is fairly extensive.
1.80-2.59	Disagree	This means that the student motivation is less extensive.
1.00-1.79	Strongly Disagree	This means that the student motivation is not extensive.

Data Gathering Procedures

In this study, data were collected over five days in April. Above all, the data will be collected through the following procedures:

Permission to conduct the study by asking for a letter of approval from the Compostela Valley State

College Research Ethics Committee (CVSC REC).

Asked permission from the branch director where the study would be conducted by sending a letter of approval.

Administration of the survey questionnaire among the selected respondents of the study through Google form. If the respondents were not able to answer the survey questionnaire because of not having gadgets to use and lack of internet connection. The researcher will provide a print-out survey questionnaire and conduct it face-to-face following the health protocol; (social distancing should be observed, wearing of facemask, face shield, and bring hand sanitizer).

Analysis and interpretation of the data gathered.

Data Analysis

To determine the relationship between the teachers' self-efficacy and student motivation amidst pandemics, the data gathered on the research result drawn from the participant's survey scores will be analyzed and interpreted quantitatively using the appropriate statistical tool. The researcher used Pearson's Correlation Coefficient in studying the strength and the relationship between two variables (IV and DV). Pearson's Correlation Coefficient also quantifies how closely one variable is related to another variable.

Mean. This was used to determine the extent of teachers' self-efficacy and student motivation amidst pandemic, the researcher will use mean.

m= sum of the terms/ number of terms

m= mean

Pearson Product Moment Correlation. This was used to determine the relationship between teacher's self-efficacy and student motivation.

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,][\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

Ethical Consideration

Before the conduct of the study, the researchers ensured research ethical compliance from Compostela Valley State College Research Ethics Committee (CVSC REC). Hence, the study involved individuals who possessed moral and ethical characteristics, the researcher guarantees the safety and confidentiality of those involved in the study by providing a letter of consent. As part of the consent, we included the respondents' right to withdraw and record their points of view. Apart from it, the respondents are given the authority to assess the benefits and risks of the study. The focus of the study and methods to be employed, statements surrounding confidentiality, and a signature of both the researcher and participants.

***Voluntary participation*.** Selected participants are not coerced and are given the free will to participate in the study.

***Privacy and confidentiality*.** The researcher secures the confidentiality of respondents' personal

information that may be essential in the study.

Informed consent process. The researcher warrants that the research respondents must be fully informed about the study procedures.

Recruitment.The respondents are encouraged to participate in accessing from the manual form of distribution and collection of materials needed for the study (aligned with the protocols implemented by the school and government) by the researcher but not coerced to participate.

Risks. The researcher assures us to not put the participants in a maleficence situation and any health risk factors.

Benefits.The findings of this study are:

CHED officials. It gives information regarding teachers' self-efficacy and students' motivation amidst pandemics.

School. It will provide information regarding teachers' self-efficacy in teaching his/her learners amidst pandemics.

Teachers. It will develop their way of teaching and give certain awareness in improving their learning discussion amidst pandemic.

Students. It will give awareness about the experiences of their teachers in conducting online learning amidst pandemics.

Future Researchers. Replicate the study in different schools concerning teacher's self-efficacy and student motivation amidst pandemic.

Plagiarism. The researcher confirms presenting other's work with appropriate and proper citation of its source or author.

Fabrication. The study provides precise data and results.

Falsification.The study has no dash of controlling research data to support hypotheses and other data.

Conflict of Interest (COI). The study has no touch of financial or other personal considerations.

Deceit. The study has no trace of perversion of data and information to the respondents.

Authorship. The researcher of the study will undergo a series of revisions from recommendations to be made by her adviser and panelists.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents analyzes and interprets data gathered from the study. The main concern of the researcher in this chapter is to answer the questions raised in the study.

Level of Teachers' Self- efficacy

The objective of this research is to know the relationship between teachers' self-efficacy and student motivation amidst pandemics. Teachers' self-efficacy is evaluated in terms of instructional strategies,

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classroom management, and student management.

Presented in Table 1 are the data perceptions of teachers' self-efficacy in terms of instructional strategies.

Table 1 Level of Teachers' Self- efficacy in terms of Instructional Strategies

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. Adjust his/her lessons appropriately to the level of individual learners.	3.46	Agree	Much extensive
2. Implement alternative strategies during an online class.	3.59	Agree	Much extensive
3. Provide appropriate learning materials to catch the attention of the learners.	3.64	Agree	Much extensive
4. Provide ample examples for the students to easily understand the topic.	3.70	Agree	Much extensive
5. Respond to any queries efficiently whenever we are confused about the topic that has been discussed.	3.62	Agree	Much extensive
6. Use different strategies to assess his/her learner	3.67	Agree	Much extensive
7. Let his/her learners share their opinion or ideas with regards to the topic.	3.43	Agree	Much extensive
Overall Mean	**3.59**	**Agree**	**Much extensive**

Described in Table 1 is the level of teachers' self-efficacy in terms of instructional strategies. Data revealed that all items appeared to agree with the overall mean of 3.59. the instructor provides ample examples for the students to easily understand the topic got the highest mean score of 3.70. It is followed by, the instructor uses different strategies to assess his/her learner with a mean score of 3.67, then followed by instructor provide appropriate learning materials to catch the attention of the learners with a mean score of 3.64, followed by instructor response to any queries efficiently whenever we are confused about the topic that has been discussed with a mean score of 3.62. The instructor implements alternative strategies during online class with a mean score of 3.59. Adjust his/her lessons appropriately to the level of individual learners with a mean score of 3.54. Lastly, the instructor let his/her learners share their opinion or ideas with regards to the topic with a mean score of 3.43. The remarks indicate that the level of teachers' self-efficacy in terms of instructional strategies is much extensive.

The result involves that the instructor uses ample instructional strategies to aid the needs of his/her learners. Providing instructional strategies helped the student to understand and perform better during an online class. This is supported by Northouse (2010) that instructional strategies are techniques that teachers use to help students become independent and strategic learners. These strategies become learning strategies when

students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. In addition, Marzano (2009) pointed out that teachers must be attuned to their students not only to know how to apply the strategies but also understand when to use effective strategies in the instructional process, even though they are valuable tools.

Table 2

Level of Teachers' Self- efficacy in terms of Classroom Management

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. Give rules and regulations before the online class starts.	4.03	Agree	Much extensive
2. Calm his/her learner who is disturbing or noisy during discussion.	3.76	Agree	Much extensive
3. Make ways to make the discussion enjoyable.	3.80	Agree	Much extensive
4. Ask questions if there are noisy learners during class discussion.	3.52	Agree	Much extensive
5. Handle effectively peculiar learners.	3.69	Agree	Much extensive
6. Create activities to keep the attention of the learners during discussion.	3.72	Agree	Much extensive
Overall Mean	**3.75**	**Agree**	**Much extensive**

In addition, the data gathered in table 2 is the level of teachers' self-efficacy in terms of classroom management. Data revealed that all items are appeared to agree with the overall mean of 3.75. Data revealed that the highest score obtained has a mean of 4.03 in which the instructor gives rules and regulations before the online class starts, followed by the instructor make ways to make discussion enjoyable and fun with a mean score of 3.80. Then, the instructor creates activities to keep the attention of the learners during a discussion with a mean score of 3.72. Next, the instructor handles effectively peculiar learners with a mean score of 3.69. Lastly, the instructor asks questions if there are noisy learners during class discussions with a mean score of 3.52. The remarks state the level of teachers' self-efficacy in terms of classroom management is much extensive. Classroom management resulted from much extensive rating which the students are motivated and interested to listen to their instructors. Thus, rules and regulations were given by the instructor before the online class started.

This is supported by Emmer &Sabornie, 2015; Everston& Weinstein (2006). Classroom management also refers to the process by which teachers and schools cultivate and maintain positive student behavior in the classroom. The aim of using classroom management methods is to increase student pro-social behavior and academic participation. It is related to Martin, Yin, and Mayall (2007) good classroom management improves students' ability to participate effectively in all learning processes, resulting in the development of high-level cognitive and socio-emotional skills.

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Table 3

Level of Teachers' Self- efficacy in terms of Student Engagement

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. keep his/her learners to believe that they can do well in online schoolwork	3.78	Agree	Much extensive
2. was able to help his/her learners to value learning	3.77	Agree	Much extensive
3. was able to motivate his/her learners who show less interest in schoolwork	3.76	Agree	Much extensive
4. was able to help learners to be motivated in attending online classes amidst pandemics.	3.79	Agree	Much extensive
5. motivate his/her students to participate and do more in the class who is failing	3.79	Agree	Much extensive
6. provide an activity where the learners were able to drive their critical thinking	3.83	Agree	Much extensive
7. makes his/her best to foster learners creativity during online classes	3.74	Agree	Much extensive
8. provide an activity that helps those learners who have lower abilities to understand the lessons	3.78	Agree	Much extensive
Overall Mean	**3.78**	**Agree**	**Much extensive**

Moreover, depicted in table 3 is the level of teachers' self-efficacy in terms of student engagement. It can be gleaned that the overall mean of 3.76 agrees with the extent. This means that the teachers' self-efficacy is much extensive.

Data revealed that the highest score obtained has the mean of 3.83 in which the instructor provides an activity where the learners were able to drive their critical thinking. This is being proved in items 4 and 5 which has a mean of 3.79 where the students think critically when the instructor gives an activity that suits their learning.

This finding conforms to Trowler (2019, 3) the more teachers felt that students should be taught specific techniques for learning from texts with instructional images, the higher their students' levels of engagement. However, according to Skinner and Pitzer (2012) that student interaction has also been analyzed at various levels, ranging from learning within a particular task, concentrating on what is happening right now, to a student's entire school experience.

Table 4

Summary Table on the Teachers' Self-efficacy

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
Instructional Strategies	3.59	Agree	Much extensive
Classroom Management	3.75	Agree	Much extensive
Student Engagement	3.78	Agree	Much extensive
Overall Mean	**3.71**	**Agree**	**Much extensive**

Table 4 presents the level of teachers' self-efficacy with an overall mean of 3.71. This means that the influences of teachers' self-efficacy as to instructional strategies, classroom management, and student engagement are much extensive.

Based on the results, student engagement is the indicator that got the highest mean score of 3.78 described as agreeing. It is followed by classroom management with a mean score of 3.75 described as agree and instructional strategies with a mean score of 3.59 also described as agree.

As a whole, the result implies that the teachers' self-efficacy is much extensive. This means that the teacher is motivated for their work that creates a positive impact on the students' motivation. The result shows that with the help of the teachers' self-efficacy the students are more motivated to attend and actively participate during online class even though they are facing a crisis today. The results are parallel to the statement of Mojavezi, A., &Tamiz, M. P. (2012) that teacher self-efficacy can influence students' motivation and achievement in different settings.

Level of Student Motivation

The level of student motivation is evaluated in terms of intrinsic goal orientation, extrinsic goal orientation, self-efficacy, task value, social engagement, and instructor support.

Table 5 present the level of student motivation in terms of intrinsic goal orientation.

Table 5

Level of Student Motivation in terms of Intrinsic Goal Orientation

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. I can learn new things if the activities given by the teacher challenge my ability.	**3.71**	**Agree**	**Much extensive**
2. I prefer activities that help me drive my curiosity, even if it's difficult to learn.	**3.66**	**Agree**	**Much extensive**
3. The most satisfying thing for meis trying to understand the content as thoroughly as possible.	3.77	Agree	Much extensive
4. I choose assignments that I can learn from even if they don't guarantee a good grade.	3.60	Agree	Much extensive
Overall Mean	**3.69**	**Agree**	**Much extensive**

In the appended table 5, data shows that student motivation in terms of intrinsic goal orientation remarks as much extensive. It is reflected that the overall mean is 3.69 which correlates to its descriptive equivalent of agree. This means that the student motivation is much extensive.

It is shown from the data of intrinsic goal orientation that the highest mean obtain is 3.77 from the category "the most satisfying thing for me is trying to understand the content as thoroughly as possible". Also, this is being proven in item 1 with the mean of 3.71, in which the students can learn new things if the activities given by the teacher challenge their ability. In connection with this, students prefer activities that help them to drive their curiosity, even if it's difficult to learn which has a mean of 3.66 and the student chooses assignments that they can learn from even if they don't guarantee a good grade which has mean of 3.60.

The result implies that intrinsic goal orientation can motivate the student to actively participate in the activities because it gives an interesting and rewarding feeling from their instructor as they step forward for the online class.

This finding conforms to Ryan and Deci (2017) who pointed out that intrinsic goal orientation can improve their skills and expertise, even though there are no operationally separable incentives. People who are intrinsically motivated participate in activities because they find them fascinating and rewarding. Moreover, Vuji (2013) said that intrinsic goal orientation is cognitively important and technically useful by the student, who adopts and maintains them more quickly and finds them simple and enjoyable.

Table 6

Level of Student Motivation in terms of Extrinsic Goal Orientation

INDICATORS	**MEAN**	**DESCRIPTIVE EQUIVALENT**	**REMARKS**
1. I feel gratified when earning goodgrades.	3.90	Agree	Much extensive
2. To upgrade my academic standard issomething that looks forward to, so getting good grades is my utmost concern.	3.75	Agree	Much extensive
3. I wanted to become the best amongother students.	3.03	Neutral	Fairly extensive
4. Being able to notify my friends andfamily as someone excellent is very pleasurable to be.	3.47	Agree	Much extensive
Overall Mean	**3.54**	**Agree**	**Much extensive**

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In addition, data presented in table 6 of student motivation in terms of extrinsic goal orientation remarks as much extensive. Data revealed that three items were rated on the agree on level and one as neutral level. It can be gleaned that the overall mean is 3.54. It is observed that the highest score obtained has a mean of 3.90 in which the student feels gratified when earning good grades, concerning this, students upgrading their academic standard is something that they look forward to, so getting good grades is their utmost concern which has a mean of 3.75. Moreover, students will be able to notify their friends and family as someone excellent is very pleasurable to be which obtained a mean of 3.47. Hence, they wanted to become the best among other students that had a mean of 3.03.

The result implies that extrinsic goal orientation is very helpful to the students where they can do their responsibility for/her success in the learning process and are actively involved to learn new knowledge that they acquired.

The above finding is in line with the statement of Cherry (2016) which emphasized that extrinsic goal orientation has a lot of strength, and when used correctly, it can lead to excellent performance. Praise has the power to motivate people to learn new skills or gain new knowledge.External incentives can be a positive indication that a worker is doing a good job and can help them realize that their efforts are being rewarded. Furthermore, (Horga 1993; Bogdan&Babai, 2015) said that individuals will work harder and harder to reach their goals as a result of these material incentives.

Table 7

Level of Student Motivation in terms of Self- efficacy

INDICATORS	**MEAN**	**DESCRIPTIVE EQUIVALENT**	**REMARKS**
1. With the abilities that I've shown, I will get good grades.	3.61	Agree	Much extensive
2. I will be able to understand and even comprehend even complex reading materials.	3.43	Agree	Much extensive
3. I am doubtless with myself when learning a new schema.	3.41	Agree	Much extensive
4. I am very certain that I will be able to learn difficult topics.	3.36	Neutral	Fairly extensive
5. I'm confident that I will excel on my assignments and assessment given by my instructor.	3.35	Neutral	Fairly extensive
6. My performance in an online class is beyond satisfactory.	3.28	Neutral	Fairly extensive
7. I am confident that I can obtain mastery of the skills taught.	3.28	Neutral	Fairly extensive
8. I can even perform well even in a tough class.	3.21	Neutral	Fairly extensive
Overall Mean	**3.36**	**Neutral**	**Fairly extensive**

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Moreover, data indicate that student motivation in terms of self-efficacy, presented in table 7 is fairly extensive. Data have shown that five items are rated fairly extensive and three as much extensive. It can be gleaned that the overall mean is 3.36 with the descriptive equivalent of neutral. This means that the student motivation in extrinsic goal orientation is fairly extensive.

It is observed that the highest score obtained has a mean of 3.61 in which the abilities of the student show that they will get good grades. Concerning this, students will be able to understand and even comprehend even complex reading materials which have a mean of 3.43. However, they are doubtless to themselves when learning a new schema which obtained a mean of 3.41. Also, in item 4 which has a mean of 3.36, the students were certain they would be able to learn difficult topics. Hence, the students were confident that they would excel on their assignments and assessment given by their instructor which obtained a mean of 3.35. In item 6 which has a mean of 3.28, the performance of the student in an online class is beyond their satisfaction while in item 7 it has a mean of 3.28 where the student is confident that they can obtain mastery of the skills taught. The lowest score obtained has a mean of 3.21 in which they can even perform well even in a tough class.

The result signifies that self-efficacy is fairly evident by students on how they learn and perform only certain tasks with which they feel they will succeed for the online class.

The above finding is in line with the statement of Lunenburg's (2011) report which emphasized that self-efficacy is the significant aspect of human motivation and behavior, as well as influencing acts that can impact one's life. People's ability to learn, motivation, and success are all influenced by self-efficacy. This is because people often want to learn and perform only those tasks for which they feel they will be good. Moreover, Hamill (2003) said that self-efficacy is a protective factor that regulates human functioning and emotional health through cognitive, motivational, affective, and selective processes.

Table 8

Level of Student Motivation in terms of Task Value

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. I will be able to integrate my learnings in this course with others.	3.51	Agree	Much extensive
2. It is essential to learn learning materials.	3.72	Agree	Much extensive
3. The content area of this course gives me the interest to learn.	3.72	Agree	Much extensive
4. The learning course of this class is very useful for me to learn.	3.83	Agree	Much extensive
5. I like the subject matter of this course.	3.74	Agree	Much extensive
6. I need to understand the subject matter of this course.	3.97	Agree	Much extensive
Overall Mean	**3.75**	**Agree**	**Much extensive**

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Data presented in table 8 of student motivation in terms of task value were much extensive than the student motivation. Data shows that six items were at an agreed level. The highest score obtained by the students has a mean of 3.97 in which is very important to the students to understand the subject matter of this course. As the learning of this course is very useful for the student to learn, which obtained a mean of 3.83. Hence, the students like the matter of this course which has a mean of 3.74.

The result implies that student motivation in task value is an important arena for developing the self-concept and self-esteem of the students which leads positively. It is supported by (Sánchez Rosas and Bedis 2015), (Pekrun et al. 2010), (Jones et al. 2015), and (Pekrun et al. 2010) stated that the task importance is linked to a person's attentional level positively. The role that is perceived to be critical, useful, interesting, or beneficial arouses and focuses attention in this way.

Table 9

Level of Student Motivation in terms of Social Engagement

INDICATORS	**MEAN**	**DESCRIPTIVE EQUIVALENT**	**REMARKS**
1. I have a poor connection with my teacher and fellow students in classes.	3.22	Neutral	Fairly extensive
2. I always give my all during an online class.	3.39	Neutral	Fairly extensive
3. I am very comfortable with online class discussions.	3.80	Agree1	Much extensive
4. I feel connected with my classmates using online as a platform.	3.91	Agree	Much extensive
5. I have a good relationship with fellow students in this course	3.54	Agree	Much extensive
Overall Mean	**3.57**	**Agree**	**Much extensive**

Further more, appended table 9 shows that student motivation in terms of social engagement is much extensive. Two items showed a neutral level and three on agree level. The data revealed that the student feels connected with their classmates using online as a platform obtained the highest mean of 3.91. The students are comfortable with online class discussions which obtained a mean of 3.80, letting the students have a good relationship with their fellow students in this course, with a mean of 3.54. Moreover, the students give their best during an online class which obtained a mean of 3.39. As part of it, the students have a poor connection to their teacher and their classmates during classes with a mean of 3.22.

It implies that social engagement has a significant role for the student during online class as they need an effort for their online class for them to communicate with their classmates, even though they don't see each other they feel that they are still connected and can perform well during an online class.

The finding confirms to Banna, Lin, Stewart, and Fialkowski (2015) engagement is the key to addressing

learner alienation, dropout, retention, and graduation rates in online learning. Besides, according to Meyer (2014), Banna et al. (2015), and Britt (2015) claim the significance of student commitment to online learning because they believe it can be demonstrated as a proof of students' significant effort needed for cognitive development and their provided ability to build their information, resulting in high levels of student performance.

Table 10

Level of Student Motivation in terms of Instructor Support

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. My instructor is very approachable and I feel like asking him whenever I have difficulties.	3.46	Agree	Much extensive
2. The instructor is very equipped in answering questions.	3.59	Agree	Much extensive
3. The instructor has a clear direction towards the subject.	3.64	Agree	Much extensive
4. The instructor assists in my learning.	3.70	Agree	Much extensive
5. The instructor is very relevant in presenting materials.	3.63	Agree	Much extensive
6. In this course, I have free will on how I will be able to learn the topic.	3.67	Agree	Much extensive
7. I consistently received constructive criticism from my instructor that helped me grow as a student.	3.43	Agree	Much extensive
Overall Mean	**3.59**	**Agree**	**Much extensive**

Lastly, revealed in the appended table 10 the data of student motivation in terms of instructor support is much extensive. Data shows that seven items were at an agreed level with the overall mean is 3.59. Items instructor assists in my learning got the highest mean of 3.70 or on the agree with level. It is followed by in this course, I have free will on how I will be able to learn the topic with a mean score of 3.67 or on the agreement on the level. It is followed by; the instructor has a clear direction towards the subject with a mean score of 3.64 or on the agree with level. Followed by, the instructor is very relevant in presenting materials with a mean score of 3.63 or on the agree with level. Next, the instructor is very equipped in answering questions with a mean score of 3.59 or on the agreed level. In addition, my instructor is very approachable and I feel like asking him whenever I have difficulties with a mean score of 3.46 or an agreed level. Lastly, I consistently received constructive criticism from my instructor that helped me grow as a student with a mean score of 3.43 or an agreed level.

The result implies that their instructors are always there to support and facilitate their learning during an online class. The more that the teacher will give positive feedback the students will work hard to get good grades.

Theobald (2006) pointed out that teachers may also assist students in learning by allowing them to set their own goals and objectives, which increases their responsibility and involvement in their learning. In addition, according to Bain (2004) &Ferlazzo (2015) said that teachers encourage students to learn by

giving them constructive feedback. This helps them gain competence. Students gain influence from their learning and a sense of confidence in their abilities when they receive input. Moreover, teachers who give students positive feedback on their actions instill in them the belief that if they work hard enough, they will achieve their goals and succeed (Theobald, 2006; Ferlazzo, 2015).

Table 11

Summary Table on the Student Motivation

INDICATORS	MEAN	DESCRIPTIVE EQUIVALENT	REMARKS
1. Intrinsic Goal Orientation	3.69	Agree	Much extensive
1. Extrinsic Goal Orientation	3.54	Agree	Much extensive
1. Self-Efficacy	3.36	Neutral	Fairly extensive
1. Task Value	3.75	Agree	Much extensive
1. Social Engagement	3.57	Agree	Much extensive
1. Instructor Support	3.59	Agree	Much extensive
Overall Mean	**3.58**	**Agree**	**Much extensive**

Table 11 presents the level of student motivation with an overall mean score of 3.58 or on agree with level. This means that the student motivation is much extensive.

Based on the results, task value is the indicator that got the highest mean score of 3.75 described as agree level. It is followed by intrinsic goal orientation with a mean score of 3.69 described as agree level, instructor support with a mean score of 3.59 described as agree level, social engagement with a mean score of 3.57, extrinsic goal orientation with a mean score of 3.54 described as agree level. Lastly, self-efficacy with a mean score of 3.36 is described as a neutral level.

The result implies that the teacher's self-efficacy enhanced the students' motivation because the majority of the respondents gave positive feedback. There was no bias in this survey as it was based on the experiences of the respondents.

According to the study of Johnson, D. (2017) The teachers' role in facilitating students' motivation is perceived through their support for developing students' autonomy, relevance, relatedness, competence, teachers' interests, and teachers' self-efficacy about teaching their subject. Though students' motivation to learn can be intrinsic or extrinsic, the role of the teacher in supporting their learning and creating the right environment will further enhance their motivation to learn.

Correlational Between Measures

Table 12 presents the significance of the relationship of two variables; teachers' self-efficacy and student motivation. This research aims to determine the significant relationship between the two variables. The hypothesis was tested at a 0.05 level of significance using Pearson Product Moment Correlation.

Table 12

Significance on the Relationship of Teachers' Self- efficacy and Student Motivation

Correlations				
		Teachers' Self-efficacy	Student Motivation	Remarks
Teachers' Self-efficacy	Pearson Correlation	1	.823**	Significant
	Sig. (2-tailed)		0.000	
	N	116	116	
Student Motivation	Pearson Correlation	.823**	1	
	Sig. (2-tailed)	0.000		
	N	116	116	
**. Correlation is significant at the 0.01 level (2-tailed).				

As displayed in the table, teachers' self-efficacy and student motivation are significant at the 0.01 level. The Pearson Correlation resulted in .823 which indicates a strong correlation. In addition, the two variables resulted in an overall probability value of 0.000 which is greater than the average score.05 alpha level of significance. This means that there is a significant relationship between teachers' self-efficacy and student motivation amidst pandemics. Thus, the null hypothesis is rejected. This implies that the two variables which are the teachers' self-efficacy and student motivation have been associated with each other. In addition, the influence of teachers' self-efficacy is meaningfully impacting student motivation where amidst pandemic students are still pursuing their studies even if they are facing difficulties. The result shows that teacher self-efficacy highly motivates the students as they encounter online classes. This is connected to the claim of Wlodkowski (2008) that motivation is an important condition in learning when it is low, the learning potential diminishes. What teachers do and how students perform intersect, making teachers a critical factor for determining student success. When teachers use effective practices, they maximize the probability that students will be actively engaged in instruction (Harbor et. al, 2015)

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter are the summary of findings, conclusions, and recommendations drawn by the researcher from the results obtained.

Level of Teachers' Self- efficacy

The level of teachers' self-efficacy as perceived by students is much extensive. The indicators that showed much extensive rating are instructional strategies, classroom management, and student engagement. This means that the influence of teachers' self-efficacy is much extensive.

Instructional strategies reveal much extensive rating which means that the instructor uses ample instructional strategies to aid the needs of his/her learners. Providing instructional strategies helped the

student to understand and perform better during an online class. This is supported by Northouse (2010) that instructional strategies are techniques that teachers use to help students become independent and strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Classroom management reveals much extensive rating which means that students are motivated and interested to listen to their instructors. Thus, rules and regulations were given by the instructor before the online class started. This is parallel statement of Emmer &Sabornie, 2015; Everston& Weinstein (2006). Classroom management also refers to the process by which teachers and schools cultivate and maintain positive student behavior in the classroom. The aim of using classroom management methods is to increase student pro-social behavior and academic participation. It is related to Martin, Yin, and Mayall (2007) good classroom management improves students' ability to participate effectively in all learning processes, resulting in the development of high-level cognitive and socio-emotional skills.

Student engagement displayed much extensive which means that the students think critically when the instructor gives an activity that suits their learning and they will be able to apply lesson lessons in life that could help to be a more knowledgeable person. This reflects the statement of Trowler (2019, 3) the more teachers felt that students should be taught specific techniques for learning from texts with instructional images, the higher their students' levels of engagement. However, according to Skinner and Pitzer (2012) that student interaction has also been analyzed at various levels, ranging from learning within a particular task, concentrating on what is happening right now, to a student's entire school experience.

Level of Student Motivation

Student motivation is the other variable considered in this study that shows agreement with level. Intrinsic goal orientation, extrinsic goal orientation, self-efficacy, task value, social engagement, and instructor support showed agree with levels. This means that the student motivation is much extensive.

Much extensive rating of intrinsic goal orientation indicates that students are motivated to actively participate in the activities because it gives a fascinating and rewarding feeling from their instructor as they step forward for the online class. This is because of the claims of Ryan and Deci (2017) who pointed out that intrinsic goal orientation can improve their skills and expertise, even though there are no operationally separable incentives. People who are intrinsically motivated participate in activities because they find them fascinating and rewarding. Moreover, Vuji (2013) said that intrinsic goal orientation is cognitively important and technically useful by the student, who adopts and maintains them more quickly and finds them simple and enjoyable.

Extrinsic goal orientation recorded a much extensive rating which signifies that it is very helpful to the students where they can do their responsibility for his/her success in the learning process and are actively involved to learn new knowledge that they acquired. The above finding is in line with the statement of Cherry (2016) which emphasized that extrinsic goal orientation has a lot of strength, and when used correctly, it can lead to excellent performance. Praise has the power to motivate people to learn new skills or gain new knowledge.External incentives can be a positive indication that a worker is doing a good job and can help them realize that their efforts are being rewarded. Furthermore, (Horga 1993; Bogdan&Babai, 2015) said that individuals will work harder and harder to reach their goals as a result of these material incentives.

The indicator self-efficacy displayed fairly extensive means that learn and perform only certain tasks with which they feel they will succeed for the online class. This is in line with the statement of Lunenburg's (2011) report which emphasized that self-efficacy is the significant aspect of human motivation and behavior, as well as influencing acts that can impact one's life. People's ability to learn, motivation, and

success are all influenced by self-efficacy. This is because people often want to learn and perform only those tasks for which they feel they will be good. Moreover, Hamill (2003) said that self-efficacy is a protective factor that regulates human functioning and emotional health through cognitive, motivational, affective, and selective processes.

The much extensive result in task value signifies that it is an important arena for developing the self-concept and self-esteem of the students which leads positively. It is supported by (Sánchez Rosas and Bedis 2015), (Pekrun et al. 2010), (Jones et al. 2015), and (Pekrun et al. 2010) stated that the task importance is linked to a person's attentional level positively. The role that is perceived to be critical, useful, interesting, or beneficial arouses and focuses attention in this way.

The social engagement resulted in a much extensive rating which it has a significant role for the student during online class as they need an effort for their online class for them to communicate with their classmates, even though they don't see each other they feel that they are still connected and can perform well during an online class. The finding confirms to Banna, Lin, Stewart, and Fialkowski (2015) engagement is the key to addressing learner alienation, dropout, retention, and graduation rates in online learning. Besides, according to Meyer (2014), Banna et al. (2015), and Britt (2015) claim the significance of student commitment to online learning because they believe it can be demonstrated as a proof of students' significant effort needed for cognitive development and their provided ability to build their information, resulting in high levels of student performance.

Instructor support reflected a much extensive rating which indicates that their instructors are always there to support and facilitate their learning during an online class. The more that the teacher will give positive feedback the students will work hard to get good grades. Theobald (2006) pointed out that teachers may also assist students in learning by allowing them to set their own goals and objectives, which increases their responsibility and involvement in their learning. In addition, according to Bain (2004) &Ferlazzo (2015) said that teachers encourage students to learn by giving them constructive feedback. This helps them gain competence. Students gain influence from their learning and a sense of confidence in their abilities when they receive input. Moreover, teachers who give students positive feedback on their actions instill in them the belief that if they work hard enough, they will achieve their goals and succeed (Theobald, 2006; Ferlazzo, 2015).

Correlation Between Measure

The study reveals that there is a significant relationship between teachers' self-efficacy and student motivation amidst pandemics. This implies that teachers' self-efficacy influences student motivation.

This finding is in line with the statement of (Ersanli C. Y. 2015) Motivation consists of the internal and external factors that stimulate the desire to attain a goalboth are the driving forces that make people pursue a goal and overcome obstacles because people with higher self-efficacy and motivation do their best and do not easily give up when confronted with difficulties.

Conclusion

With the findings of the study, the following conclusions are drawn;the level of teachers' self-efficacy as perceived by a student is much extensive indicating the three indicators such as instructional strategies, classroom management, and student engagement showed many extensive results.The level of student motivation is much extensive which indicates the indicators such as intrinsic goal orientation, extrinsic goal orientation, self-efficacy, task value, social engagement, and instructor support revealed many extensive results. There is a significant relationship between the level of teachers' self-efficacy and the level

of student motivation amidst pandemic.

Recommendations

Based on the findings and conclusion of the study, the following recommendation is presented by the researchers;teachers must improve his/her teaching strategies.The standard of the activities must be set upon by the teacher following the limitations of the learners.A student must not be afraid or shy towards the teachers in asking queries and important topics that are difficult to understand.The teacher should use a teaching strategy suited to the learning style of the students which helps them become motivated to participate in the discussion.It is the responsibility of the teacher to give the task and other activities ahead of time for the students to become prepared and be able to submit for not all have abundant access to the internet..The teacher should put some effort into encouraging students to be motivated and to work harder on their studies.The school must conduct a seminar for the teachers in helping the student to be motivated and to keep fighting even in times of circumstances.This research will serve as a foundation for future research and the researcher should expand the number of respondents.

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