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Teachers' Self-Efficacy and Work Ethics on Students' Academic Performance Under New Normal

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A B S T R A C T

This study determined the influence of teachers' self-efficacy and work ethics on students' academic performance of selected high schools in San Miguel, Bulacan for the school year 2020-2021. With mixed methods research design and using 103 public high school teachers and 349 students as respondents of the study, findings showed that the self-efficacy in modular learning in terms of student engagement, instructional strategies and distance learning modality of public secondary school teachers was described as "very efficacious". The public secondary school teachers strongly agreed that they had a strong work ethics in terms of dealing with students, parents, school officials and other personnel, and higher authorities in the profession. The academic performance of the junior high school students in terms of their average grades in the second rating period was described as "very satisfactory". Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between teachers' self-efficacy and students' academic performance. As the level of teachers' self-efficacy increases, the level of students' academic performance under the new normal also increases. There is a significant relationship between teachers' work ethics and students' academic performance. When the teachers showed strong work ethics, the academic performance of the students in the new normal improves.

Keywords: Teachers' efficacy , Students' Academic Performance, Work Ethics , Academic Performance

Introduction

The threat brought by COVID 19 is continuously challenging the country's education sector. Due to the epidemic corona virus, the world is now experiencing global learning crisis. The opening of classes has to move in the month of October to ensure the safety of teachers, learners and DepEd personnel. To address this difficulty in the field, the Department of Education implemented some changes that are far from the conventional school setting. Different alternative learning modalities are adopted now as face-to-face learning is not possible. Teachers are now expected to be more creative and innovative to help learners achieve essential competencies for life-long learning and for these reasons, the sector hosted and conducted webinars and workshops to assist and guide them.

As stated in DepEd Order No. 12, s.2020 on *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021*, various sectors are affected by the COVID pandemic and one of the heavily affected is the education sector as schools and community learning centers are closed for physical conduct of classes. However, the department managed to provide guidance to all offices, schools, community learning centers (CLCs) of the Department of Education (DepEd), learners, parents and stakeholders, through the development of the Basic Education Learning Continuity Plan (BE-LCP). It is a package of education interventions that will act in response to basic education challenges brought by COVID 19.

Furthermore, BE-LCP simplified the K to 12 curriculum into the most essential learning competencies (MELCs) to be delivered in different learning modalities and platforms.

UNESCO (2020) gives statement that current global health crisis poses a profound impact on the basic education system as approximately 87% of the world's student population, or about 1.5 billion learners, have been affected by school closures. Thus to continue the goal of an institution, distance and remote programs are implemented. Alternative learning modalities were put into place adopted by schools, this may be one or combination considering health protocols of COVID 19 pandemic and the situation of learners in the locality. Furthermore, modular distance learning is adapted by most of the schools in the Division of Bulacan, this modality requires individualized instruction that permits student to use self-learning modules (SLMs) in digital or print.

In accordance to DepEd Order No. 018, s. 2020 on *Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan, Self-Learning Materials (SLMs)* become the best learning resource this school year; COVID-19 has compelled the use of SLMs on a large scale. SLMs will be the backbone of distance learning mechanism to accompany textbooks, complemented by other distance learning modalities such as online and educational television and radio. However, there are sentiments from parents and students about the usage of these materials in modular distance learning modality. Parents are complaining for the reason that they are not capable of teaching their child because of work and educational attainment. Students insist also that they still prefer classroom setting for the teachers to guide and teach them the usual way.

Briones (2020) emphasized that whatever is happening in the country, whatever challenges it is facing, education must continue, the learners cannot wait. The department must continue with the process to give hope continuity and contribute to the normalization of activities of the country. Moreover, as part of the education sector's strategy, Briones introduced the BE-LCP as a guideline for the department to efficiently deliver basic education in this trying time while considering the safety, health and welfare of learners, personnel and teachers.

The K to 12 curriculum and its learning modalities are not the only aspect that need to be considered in this time of pandemic. Teachers who work with the institution's clienteles must be guided and supported too. Teachers' competence definitely has great contribution to the success of educational system in this trying time; these play a crucial role in assisting and guiding the learners with its preferred learning modality.

During this pandemic, schools bring anxiety to teachers; these apprehensions can be associated with the preparation of weekly home learning plans, learning activity sheets, online classes, making and printing of modules, webinars, enrolment, parents concern and assessing learners from the varied learning modality platforms. Teachers worry that they may not be sufficiently equipped to meet the needs of their students and organization. On the other hand, there are few studies claimed that these anxieties are not causative to poor performance; however if not overcome positively this will decrease their self-efficacy, affects their performance and work ethics as well.

Ahmed, Khan and Rehman (2015) comparative study found out that teacher's self-efficacy is important to manage student's learning and bring a positive change in their educational career. However, the result of the study revealed that gender affects self-efficacies of teachers and female teachers have better self-efficacy skills than male.

Social cognitive theory of Bandura explains the theoretical foundation for teacher efficacy. Bandura defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Thus, teacher with high sense of self-efficacy exhibits positive conduct and less of negative behavior while engaging with their students which motivate the latter to perform actively in learning and achieve better performance.

Currently, Philippine educational system implementing the K to 12 Basic Education Program aims to equip the students with basic skills and competencies which they can use for studies or for employment. Given that it is a century of modern technology and innovations, teachers should not rely on the conventional way of teaching alone. Teachers' quality matters, it is the influencing factor that contributes to student learning and achievement. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

As stated in Article 11 of RA No. 7836 known as the Philippines Professionalization Act of 1994 and Paragraph (a), section 6, P.D. No. 223, as amended, the Board for Professional Teachers hereby adopts the *Code of Ethics for Professional Teacher.* Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession. They strictly adhere to, observe, and practice his set of ethical and moral principles, standards and values. Furthermore, teachers help students with their academic skills, educate them essential life lessons by setting as a good example or a role model to them by observing and sincerely following their professional code of ethics. This ensures that students receive respect, fairness, patience, honest and uncompromising education.

Honicke and Broadbent (2016) noted that effort regulation, deep processing strategies, and goal orientation have moderated the relationship of academic self-efficacy and academic performance. A recent meta-analysis has revealed that a higher academic self-efficacy (ASE) enhances academic performance longitudinally and vice versa (Talsma et al., 2018).

Belyh (2016) explains in her article that individuals with a good work ethic are usually very productive people who work at a faster pace. They regularly accomplish more work, more quickly than those who lack a work ethic, for they do not quit until the work which they are tasked is completed. With a positive work ethic, individuals can become more focused and responsible regarding their work. Hence, in this 21st century period teachers ought to possess positive and professional work ethics chiefly because of our diverse learners. In addition, teachers' attitude and competency toward the subject taught strongly influences the students' learning. Teachers' attitude is considered one of the critical factors for the success of teaching academic subjects. Attitudes help teachers to express control values or beliefs, and to build and maintain self-esteem.

Based on the above premises, there are indeed a lot of factors that influence students' academic performance. In this context, the study focused on teachers' personal attributes and its relation to students' performance with consideration on the new normal situation. Hence, this research study aimed to determine the teachers' self-efficacy and work ethics and its influence on students' academic performance under the new normal.

Statement of the Problem:

This study determined the influence of teachers' self-efficacy and work ethics on students' academic performance of selected high schools in San Miguel, Bulacan for the School Year 2020-2021.

Specifically, the study sought answer to the following questions.

1. How may the teachers' self-efficacy in modular learning be described as to:

1.1 student engagement;

1.2 instructional strategies; and

1.3 distance learning modality?

2. How may teachers' work ethics be described as to dealing with:

2.1   students;

2.2   parents;

2.3   school official, teachers and other personnel; and

2.4   higher authorities in the profession?

3. How may the students' academic performance in their second grading period general average be described?

4. Is there a significant relationship between teachers' self-efficacy and students' academic performance?

5. Is there a significant relationship between teachers' work ethics and students' academic performance?

6. How important are teachers' self-efficacy and work ethics in students' academic performance under new normal?

7. What program of activities could be crafted based on the results of the study?

Hypotheses

The study was guided with the following hypotheses.

1.   There is no significant relationship between teachers' self-efficacy and students' academic performance.

2.   There is no significant relationship between teachers' work ethics and students' academic performance.

Conceptual Framework

The Self-efficacy Theory of Bandura (2011) formed the theoretical framework of this study which uphold his *Social Learning Theory*. Self-efficacy theory was developed in 1970's by Albert Bandura as a subset of Bandura's larger theory of learning (*Social Learning Theory* and *Social Cognitive Theory*). Self-efficacy refers to a person's belief in his capacity to perform behaviour necessary to produce desirable performance.

Ahmad (2013) pointed out in his study that self-efficacy is also a much stronger predictor of how effectively people will perform a given task than either their self confidence or their self-esteem. A high degree of self-efficacy leads people to work hard and persist in the face of setbacks. In a dynamic work context, where ongoing learning and performance improvement is needed, high self-efficacy helps individuals to react less defensively when they receive negative feedback.

Bandura (2011) defined self efficacy as the perceived competency an individual feels when approaching a task. This implies that there is no objective evaluation of an individual attaining self efficacy. Rather, self efficacy was determined by an internal belief that the individual has completed or mastered a specific task or set of tasks. Bandura distinguished the several types of self efficacy and agreed that there is no single definition of self efficacy that fits all situations according to him "Perceived self efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave. Moreover, a strong sense of self efficacy helps people approach difficult tasks as challenges to be mastered rather than as threats to be avoided, fostering "intrinsic interest" and "deep engrossment in activities, self efficacy is achieved when the individual internally believes the task at hand can be completed. Perceptions of self efficacy influence whether people think erratically or strategically; whether they proceed optimistically or pessimistically. Therefore, self efficacy directly affects effort and persistence and is directly influenced by perceived challenges in the environment.

In relation to this study, as the theory clearly viewed that individual's self-efficacy may certainly affect ones efforts and determination at work the researcher wanted to find out its implication to teachers' manners in performing his duties at this time of health crisis and how teachers' personal attributes contribute to students' academic performance in modular learning modality under new normal.

Furthermore, the researcher also aligned the study to Bandura's *Social Learning Theory,* as self –efficacy pertains to personal perception of individuals social factors. In educational setting, students are surrounded by many influential models and teachers are obviously one of them. Students considered their teacher as model of desirable behavior and actions that at later time they imitate regardless whether this behavior is appropriate or not. Hence, teachers who possess high self-efficacy greatly influence their students to perform well in school.

Supporting the previous paragraph, Gomes (2014) mentioned in his study that self efficacy (people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 2011)) is related significantly to self-regulated and to student goals and performance. Therefore, the researcher use this concept as the subject of this study as Nabavi (2012) explained that the theory is based on the idea that students are influence by others in a social context by observing and imitating the behaviors and ingesting others' capabilities to their own situation which contributory to their performance in school.

Bandura's work integrating *social cognitive theory* with social network theory has encouraged research on the spread of self efficacy through social networks. "*Social cognitive theory"* [the foundation of self efficacy theory] addresses the growing primacy of the symbolic environment and the

expanded opportunities it affords people to exercise greater influence in how they communicate, educate themselves, carry out their work, relate to each other, and conduct their business and daily affairs. Many individuals cannot exercise direct control over their environments but have the capability to exercise control by working in interdependent networks as a way of controlling their environment and hence of exercising self efficacy through this control (Bandura, 2011).

Professional work ethics in education is interrelated to one's behavior, conduct and practices while providing quality service to the public. Teachers are expected to hold devotion to excellence, dignity and integrity while performing their duties. In that sense, teacher's work ethics is considered as one of the most important factors in school setting and whole teaching-learning process in education sector. Thus, teachers are anticipated to possess and promote the highest standards of work ethics and act as role model.

Dealing with the current study, the researcher gathered pieces of research in the field of teachers' work ethic conducted in local and international level.

Maxwell and Schwimmer (2016) presented a synopsis of the explanation for the insertion of professional ethics as part of teacher pre-service training. Initial teacher education should include the intentional and explicit imparting of professional ethics as an inherent component of teacher professionalism and teaching practice. They reported two studies that explored codes of ethics as indicators of professional ethics for teachers. Maxwell and Schwimmer (2016) found that there were specific limitations in using codes of ethics as the content of education of professional ethics. In addition, teachers must not only possess professional competence in their practice, they must also exhibit moral values; making them as examples to their students (Turk, & Vignjevic, 2016).

Turk, & Vignjevic (2016) showed that in educational institutions teachers have the biggest influence in disseminating work ethics among staff and students by focusing on the concept of manner first before education. Values, norms, customs and beliefs are the base foundation of work ethics. Work ethics is the basis of individual's behavior towards work, and is the premise to which his or her effectiveness and efficiency are discerned (Salleh, 2018).

Kretz (2014) advocated that ethical educators have a moral responsibility to facilitate not only critical moral thinking but critical moral agency. Due to that, a high level of work ethic becomes condition sine qua non of the teacher's work as well as the work of all the employees in the education system. Moreover, schools should be involved in the development of a work ethic system of their students with the goal of nurturing future (independent) citizens (Turk, 2016).

Ghahremani and Ghourchian (2012) identify effective factors that influence teachers' work ethic. As the main factors, authors distinguish: gender, level of education, scope of education, age, previous jobs, marital status and job satisfaction. The conducted research distinguished the social status of teachers and union membership as two important social factors that have an impact on the level of teachers' work ethic, as well as organizational-managerial factors of informal organizational structures, and organizational justice and involvement in decision-making processes. Finally, of all the research factors that affect the teachers' work ethics the authors cite social factors, personal beliefs and values, organizational-managerial factors and individual factors as the most influential.

Turk (2016) explained in his study that Teachers' work ethic represents caring for the students, creating positive environment, protecting professional information and a commitment to parents and social environment. By adhering to the basic determinants and rules of work ethic, the teacher is the one able to set the rules and norms of behavior in educational practice and is also the one who by positive and exemplary behavior becomes a role model to the students. In order to realize the mentioned determinants of work ethic, the emphasis is on the importance of education and preparation of the teachers with the purpose of stimulating their efforts to create high standards of work ethic in daily educational practice. The importance of education and awareness of teachers for moral education and the acquisition of competencies of moral reasoning is a challenge in the national framework which surpasses the existence of documents such as ethical codes or codes of conduct of particular schools.

The principles of theories and related studies are combined together because of its significance and interrelation to the current study. The researcher employed the idea in the study to strengthen and validate its point.

Independent Variable		Dependent Variable

Teachers' Self-Efficacy
- Student engagement
- Instructional Strategies
- Distance learning modality

Work Ethics
- Student
- Parents
- School officials teachers and other personnel
- Higher authorities in the profession
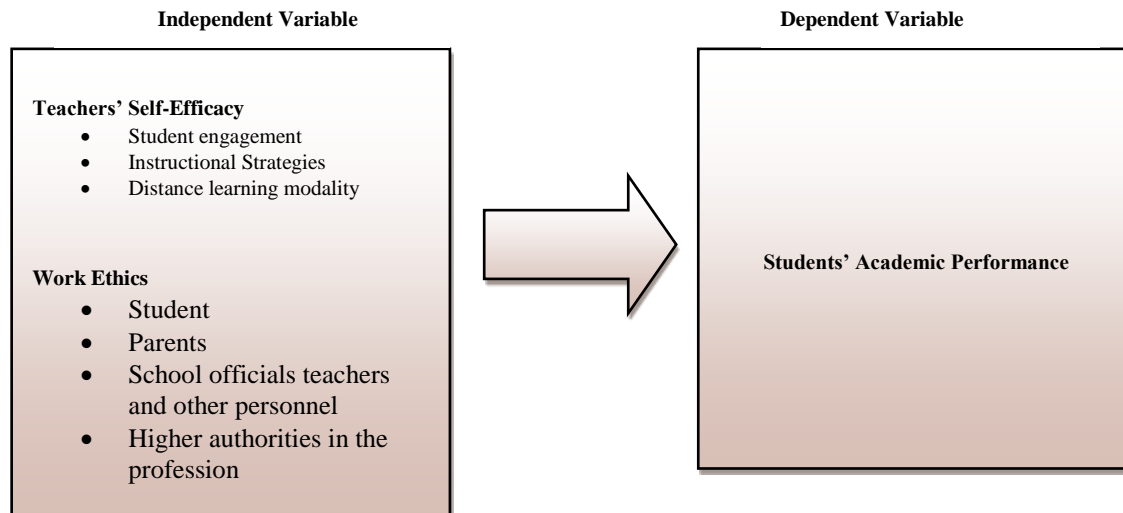
Students' Academic Performance

Figure 1. Paradigm of the Study

The above research paradigm in a form of IV-DV diagram shows the relationship between the dependent and independent variables. The independent variables are teachers' self-efficacy and work ethics. The teachers' self-efficacy includes: student engagement, instructional strategies and distance learning modality. Whereas, teachers' work ethics includes: dealing with student, parents, school officials' teachers, other personnel and higher authorities in the profession. The dependent variable is the student's academic performance that includes their average grade in the second grading period.

METHODOLOGY

Research Design

This study utilized mixed method research design that requires gathering, analysis and integration of both quantitative and qualitative type of research. The researcher believed that in integrating both quantitative and qualitative research data, the study will gain comprehensive analysis in conducting research.

A mixed method research design is a process for collecting, analyzing and combining both quantitative and qualitative data in a particular study for an in-depth analysis of information.

Zhang and Creswell (2013) "mixing" refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem. This integration can occur at any stages of the research process, yet is vital to the rigor of the mixed methods research (Glogowska, 2011).

On the other hand, to determine the effect of teachers' self-efficacy and work ethics on students' academic performance, the average grades of students in second grading period were collected.

Data Gathering Techniques

The researcher followed the usual procedures in conducting the study. Initially, the permission from the Schools Division Superintendent of Bulacan was requested through proper communication to administer questionnaires for teacher respondents and gather academic data of students in selected secondary schools in the municipality of San Miguel, Bulacan.

Upon approval, the researcher coordinated with the principals of targeted secondary schools in the municipality and distributes the questionnaires to the respondents using online platforms.

To gather quantitative data, the researcher administered survey questionnaires for teacher respondents, while for collecting qualitative data open-ended question was used.

The data for quantitative part of the study were gathered through Google Forms where the link was sent via Facebook Messenger. For the conduct of interview the researcher used internet generated platforms (e.g., Facebook Messenger, Zoom, Gmail, etc.).

Part I of the questionnaire was adapted from "*Teachers' Sense of efficacy Scale*," developed by Tschannen-Moran and Hoy (2001) and study entitled "*Teacher self-efficacy in online education: a review of the literature research,*" by Corry and Stella (2018). This part is referred to teacher respondents, which consisted of 3 sections represented by teachers' self-efficacy that involves: student engagement, instructional strategies and distance learning modality.

Part II was adapted from the "*Code of Ethics for Professional Teachers,*" stated in Article 11 of RA No. 7836 known as the Philippines Professionalization Act of 1994 and Paragraph (a), section 6, P.D. No. 223. The researcher made some revisions and modification to align the questions to present situation with the guidance of her research adviser. This consisted of four sections represented by teachers' work ethics that involves: dealing with students, parents, school officials, teachers, other school personnel and higher authorities in the profession.

Each section contains sub-sections that composed of Likert scaled statements adapted from different studies modified by the researcher to fit-in with the subject of this study. Purposely, the Likert scale questions are composed of 5-point scale wherein 5 is represented by *Strongly agree*, 4 for the value of *Agree*, 3 is for *Neutral*, 2 is designated for *Disagree* and 1 is allotted to *Strongly disagree*.

For the students' academic performance, the researcher coordinated with all advisers and requested a copy of student numerical ratings for second grading period of School Year 2020-2021.

For the qualitative data collection, self-made open-ended questionnaires were utilized to gather the respondents' views and insights on self-efficacy and work ethics.

Sampling Procedures

A total enumeration of teacher respondents was employed while 10 percent of the student population was used as respondents. The student respondents from every secondary school were randomly selected; to obtain the 10 percent of the number population the researcher asked the total number of students from each school and randomly selected through draw lots. Following the strategy implemented by Mugenda & Mugenda (2003), in conducting descriptive type of research the sample should be 20% of the target population. However, if the target population is large (more than 500), then only 10% may be required.

To gather data the qualitative part of the study, only one percent from the total number of teacher respondents was requested to participate in a random interview. Pursuant to purposeful sample inclined for mixed method research which intentionally selects the number of participants who answered the questions for an interview (McMillan & Schumacher, 1994 cited by Watkins & Gioia, 2015).

Table I presents the distribution of respondents of the study from the three secondary schools in the municipality of San Miguel, Bulacan.

Table I. Distribution of Respondents of the Study

Data Analysis Scheme

The data gathered were analyzed critically using various descriptive and inferential statistics.

To describe the teachers' self-efficacy and work ethics, weighted mean was computed.

To describe the students' academic performance, range, mean and standard deviation were utilized.

To determine if significant relationship existed between the independent (teachers' self-efficacy and work ethics) and dependent (students' academic performance) variables, correlation analysis was done.

RESULTS AND DISCUSSIONS

The Teachers' Self-Efficacy in Modular Learning

The teacher's perception of their teaching self-efficacy includes a whole set of beliefs about their own ability to teach and to exert a positive effect on student learning. These beliefs are linked to behavior patterns that teachers show in this new normal, and that establish marked differences in the type of teaching and in the strategies and methodologies used by teachers in their daily practice.

The perceptions of the public secondary school teachers with regard to their self-efficacy in modular learning in terms of student engagement, instructional strategies and distance learning modality are presented in Tables 2 to 4.

Student Engagement

Student engagement refers to the level of attention, interest, awareness, confidence, and passion that students demonstrate when they are learning or being taught, which extends to the level of motivation they have to learn and improvement in their education. It is the result of quality instruction and learning. In this time of pandemic where new normal set up is implemented, the engagement can be associated as strong relationships among students, parents, teachers and school during the learning process.

Table 2 displays the perceptions of the public secondary school teachers as regards their self-efficacy in modular learning in terms of student engagement.

Table 2. Teachers' Self-Efficacy in Modular Learning in terms of Student Engagement

Item Statement	Responses (N=103)					Mean	VD
As a teacher, I...	5	4	3	2	1		
1. take the responsibility to get through the most difficult student that shows slow interest in modular distance learning.	29	64	9	1	0	4.17	E
2. help students gain, understand and analyze information in their modules critically.	33	64	5	1	0	4.25	VE
3. motivate and empowers student to learn and study independently by giving positive reinforcements.	48	43	9	3	0	4.32	VE
4. lead student to value learning they got from modular approach that they may personally need for their chosen future career.	44	51	6	2	0	4.33	VE
5. assist students' concern and let them know that I am always there if they need support on modular distance learning.	54	42	5	2	0	4.44	VE
Overall Mean						4.30	VE

Legend:

Scale	Verbal Description
4.21 – 5.00	Very Efficacious (VE)
3.41 – 4.20	Efficacious (E)
2.61 – 3.40	Moderately Efficacious (ME)
1.81 – 2.60	Slightly Efficacious (SE)
1.00 – 1.80	Not Efficacious (NE)

As reflected in the table, item "As a teacher, I assist students concern and let them know that I am always there if they need support on modular distance learning" garnered the highest computed weighted mean of 4.44 which is verbally described as "very efficacious". Meanwhile, item "As a teacher, I take the responsibility to get through the most difficult student that shows slow interest in modular distance learning" received the lowest computed weighted mean of 4.17 which is verbally interpreted as "efficacious". The overall mean was recorded at 4.30 with a verbal description of "very efficacious".

These results imply that learner support is a critical component of an effective modular learning environment. It focuses on what the teacher can or should do to help learners beyond the formal delivery of content, or skills development.

Accordingly, Qin, Zhang and Jia (2020) reported that although many online platforms will support teacher-student interaction and student-student interaction to varying degrees, when students cannot get face-to-face emotional communication with teachers for a long time, it will produce negative emotions such as boredom and burnout, thus affecting the learning effect. Students as the "center" of the educational concept will go into misunderstanding. Teachers are like helmsman, with rich experience to lead students to sail in the sea of knowledge; the key to the implementation of education is teacher. In the online learning environment, teachers should pay more attention to the role and influence of teachers' emotional support on students.

In the conducted interview with the teachers, they were asked "How student engagement efficacy helps you enhance students' academic performance in this time of pandemic?" These respondents answered that "Student engagement efficacy enables us teachers to monitor the academic performance of our students in a way that students' involvement in this new normal set up is much in need because they have to learn with their modules or attend online class at home. Teachers think ways on how students could cope up with the activities or lesson and help them improve their performances and ensure that no one is left behind.". Additionally, they said that "Student engagement efficacy has great contribution to student's academic performance especially in this time of pandemic where involvement among students in learning is a challenge. As a teacher I tried to utilize strategies that make my student interested with the lesson even though there are challenges in connecting with them because of the availability of technology, still I managed to get in touch with them."

Instructional Strategies

Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. This refers to teachers approach in guiding students to become more independent and critical thinkers.

They allow teachers to make the learning experience more fun and practical that also encourage students to take more of an active role in their education. Through instructional strategies students become enthusiastically involved in the learning process as a result learning objectives are successfully achieved.

Table 3 summarizes the perceptions of the public secondary school teachers regarding their self-efficacy in modular learning in terms of instructional strategies.

Table 3.Teachers' Self-Efficacy in Modular Learning in terms of Instructional Strategies

Item Statement *As a teacher, I...*	Responses (N=103)					Mean	VD
	5	4	3	2	1		
1. help student develop their ability to formulate right questions by encouraging them to make inquiries if something confused them particularly if the concern pertains to modular distance learning under new normal.	39	54	8	2	0	4.26	VE
2. keep students' portfolio where learning outputs are recorded and compiled, this can provide evidence of how well the student achieve skills and the Most Essential Learning Competencies (MELCs).	35	58	7	3	0	4.21	VE
3. incorporate real-life examples to maximize learning experiences especially when students are confused and challenged by their current situation.	33	63	5	2	0	4.23	VE
4. allow students to reflect on what they have learned from their modules and try to apply this in real-life situation	37	54	10	2	0	4.22	VE
5. modify instruction to accommodate students' need.	41	55	5	2	0	4.31	VE
Overall Mean						4.25	VE

Legend:

Scale	Verbal Description
4.21 – 5.00	Very Efficacious (VE)
3.41 – 4.20	Efficacious (E)
2.61 – 3.40	Moderately Efficacious (ME)
1.81 – 2.60	Slightly Efficacious (SE)
1.00 – 1.80	Not Efficacious (NE)

Interestingly, all items indicated in the table including the computed overall mean of 4.25 registered the highest verbal interpretation of "very efficacious". A closer look at the table reveals that item "As a teacher, I modify instruction to accommodate students' need" obtained the highest computed weighted mean of 4.31. On the other hand, item "As a teacher, I keep students' portfolio where learning outputs are recorded and compiled, this can provide evidence of how well the student achieve skills and the Most Essential Learning Competencies (MELCs)" got the lowest computed weighted mean of 4.21.

These results imply that teachers are fully aware that the objective of using instructional strategies beyond subject comprehension is to create students who are independent strategic learners. The hope is, with time and practice, students will be able to select the right strategies on their own and use them effectively to complete tasks.

In the same vein, Aboagye, Yawson and Appiah (2020) asserted that when using E-learning platforms there are also some elements that might be considered obstacles in students' process of learning, such as decreased motivation in students, delayed feedback or help due to the fact that teachers are not always available at the time students may need help while learning, or feelings of isolation due to lack of physical presence of classmates. Nonetheless, these obstacles can be overcome with the help of teachers who should adapt their teaching strategies to the needs of students. In order to do so, experience and knowledge about teaching in the online environment are necessary.

In the conducted interview with the teachers, they were asked "How instructional strategies facilitate you on directing and improving your students' academic performance under new normal?" These respondents replied that "I give the instructional strategies that suit to my student's needs so they can effectively accomplish tasks and meet goals. Using various instructional strategies aligned with the learning modality adapted in our school is of great help, through that I am able to direct and lead my students on the do's and don'ts that they may apply in the learning process that eventually will affect their academic performances." Further, they stated that "To facilitate instructional strategies must be of varieties. The teacher has to use different instructional strategies to reach out student's various needs. Like what I've said not all students are capable to use modern technology in this case the teacher has to be considerate with their student's condition. Instructional strategies may include video materials, printed lessons, TV, photos and etc. Doing so, teacher alleviates the problem with regards to the teaching performance and students learning in this time of pandemic."

Distance Learning Modality

Distance learning modality refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically distant from each other during instruction. Coping the challenges brought by pandemic, DepEd used blended and distance learning programs to continue basic education. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

The MDL, is intended for students and schools who do not have internet connectivity and the mode of learning is through the use of self-learning materials. While ODL modality is applicable to students as well as teachers with technology devices, access to DepEd learning management systems like DepEd Commons is advised.

Table 4 exhibits the perceptions of the public secondary school teachers with regard to their self-efficacy in modular learning in terms of distance learning modality.

Table 4. The Teachers' Self-Efficacy in Modular Learning in terms of Distance Learning Modality

Item Statement *As a teacher, I...*	Responses (N=103)					Mean	VD
	5	4	3	2	1		
1. target the most essential learning competencies (MELCs) necessary to develop students skills for learning.	41	57	3	2	0	4.33	VE
2. encourage student to follow their schedule stated in Weekly Home Learning Plan/School Program attached to their modules per subject area.	39	57	7	0	0	4.31	VE
3. monitor the progress of students thru phone or social media, if possible conduct home visitation to check students performance in accomplishing their modules.	42	54	6	1	0	4.33	VE
4. communicate with the parents, students regularly to update them on the schedule and guidelines of retrieval and distribution of modules.	41	48	13	1	0	4.25	VE
5. respond to parent, learners concerns immediately, help them address their difficulties in accomplishing modules' activities.	45	51	7	0	0	4.37	VE
Overall Mean						4.32	VE

Legend:

Scale	Verbal Description
4.21 – 5.00	Very Efficacious (VE)
3.41 – 4.20	Efficacious (E)
2.61 – 3.40	Moderately Efficacious (ME)
1.81 – 2.60	Slightly Efficacious (SE)
1.00 – 1.80	Not Efficacious (NE)

Apparently, it can be seen from the table that all items indicated therein including the computed overall mean of 4.32 garnered the highest verbal interpretation of "very efficacious". Further perusal of the table reveals that item "As a teacher, I respond to parent, learners concern immediately, help them address their difficulties in accomplishing modules' activities" received the highest computed weighted mean of 4.37. Meanwhile, item "As a teacher, I communicate with the parents, students regularly to update them on the schedule and guidelines of retrieval and distribution of modules" obtained the lowest computed weighted mean of 4.25.

These results imply that public secondary school teachers are attentive and sensitive to the students; needs in the modular learning modality. Further, they know that assisting students is very essential in the success of education in these pandemic days.

In conjunction to the findings of the present study, Oproiu (2015) affirmed that in order to be successful in online or distance learning, collaboration between teachers and students must be effectively integrated into the teaching and learning process. The effectiveness of E-learning is determined, by these elements: institution—which refers to teachers knowing how to use the tools in order to enhance learning, how to interact with students and create a comfortable learning environment and how to creatively bring students closer and capture their attention; and students—that may feel isolated because of the absence of physical colleagues, a case in which teachers should know how to establish connections and relationships with them, and technology.

In the conducted interview with the teachers, they were asked "How DepEd modular distance learning guidelines aid you on guiding your student modular learning process and academic performance?" These teachers replied that "DepEd modular distance learning help us in a way that even we couldn't teach our students face to face , students could still learn at home with the aid of modules given to them, thus learning continues and academic performance still observe." Further, they said that "DepEd plays vital role in this new normal set-up, the guidelines implemented by the department provides us smart road map on the teaching-learning process. This aids us teachers how and what should be done during the implementation of modular distance learning modality. As a teacher, we need to follow the guidelines provided by DepEd to make sure that our students maintain the good quality of education. As of now, the DepEd provided the 50% printed materials to be delivered to District. I rely this to my students by keeping them informed about the delayed delivery of modules and the schedule where they can get the complete set of SLMs."

The Teachers' Work Ethics

Teachers must model strong character traits, including perseverance, honesty, respect, lawfulness, fairness, patience, and unity. As an educator, teachers must treat every student with kindness and respect without showing any favoritism, prejudice or partiality.

The perceptions of the public secondary school teachers with regard to their work ethics in terms of dealing with students, parents, school official teachers and other personnel, and higher authorities in the profession are summarized in Tables 5 to 8.

Dealing with Students

Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education.

Table 5 presents the perceptions of the public secondary school teachers about their work ethics in terms of dealing with students.

Table 5. Teachers' Work Ethics in terms of Dealing with Students

Item Statement *As a teacher, I...*	Responses (N=103)					Mean	VD
	5	4	3	2	1		
1. determine the academic marks of student in the subject he handles in accordance to the procedures of evaluation issued by DepEd appropriate to this new normal set-up in education.	42	54	5	2	0	4.32	SA
2. recognize the interest , safety and welfare of students as first and foremost concern at this time of COVID 19 pandemic.	59	37	5	2	0	4.49	SA
3. base the evaluation of students' work compelled by modular distance learning in their merit and quality of academic performance.	36	60	5	2	0	4.26	SA
4. ensurethat the current condition brought by COVID 19 pandemic contributes to the maximum development of student as a responsible citizen of the country.	48	48	5	2	0	4.38	SA
5. extend needed assistance to students challenged by the new normal set up in education.	42	57	3	1	0	4.36	SA
Overall Mean						4.36	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Neutral (N)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Apparently, it is revealed in the table that all items indicated therein, including the computed overall mean of 4.36 registered the highest verbal interpretation of "strongly agree." Further examination of the table shows that item "as a teacher, I recognize the interest, safety and welfare of students as first and foremost concern at this time of COVID 19 pandemic" received the highest computed weighted mean of 4.49. On the other hand, item "as a teacher, I base the evaluation of students' work compelled by modular distance learning in their merit and quality of academic performance" obtained the lowest computed weighted mean of 4.26.

These results imply that teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students' happiness, well-being and life beyond these pandemic days.

In accordance with the findings of the present study, Allo (2020) reiterated that students feel better about themselves if they feel that a teacher has taken a genuine interest in them; they are motivated, and stronger self-assurance can make it easier for the student to challenge themselves academically. Especially with younger students, away from their peers and overwhelmed by so many activities in the modules, a caring teacher is comforting and helps make the transition easier.

In the conducted interview with the teachers, they were asked "How do you monitor your student's progress?" These teachers replied that "On a weekly basis, especially after retrieving the answer sheets of students. Concerned students are informed and were given ample time to make-up with their lacking requirements and to those who performed well are given positive feedbacks for more encouragement." Moreover, they added that "I monitor them through chats, SMS because In my case I'm living 45 kilometers away from our school sometimes I just seek assistance from my colleagues if they conducted home visitation, I make them visit my students also who need help."

Dealing with Parents

Parents are a crucial link between children and schools. The importance of a healthy and strong partnership between parents and other caregivers with teachers is a well-recognized and researched topic in education. It has been proven that collaboration between parents and teachers improves children's academic achievement, work habits, social skills and emotional well-being.

Evidently, it is disclosed in the table that all items indicated therein, including the computed overall mean of 4.41 garnered the highest verbal interpretation of "strongly agree." Further observation of the table reveals that items "as a teacher, I establish and maintains cordial relations with parents and assist them if have concerns on modular distance learning required by DepEd" and "as a teacher, I respond to parents concern on new normal set-up with sympathy and understanding" obtained the highest computed weighted mean of 4.45. Meanwhile, item "as a teacher, I inform parent about the progress and deficiencies of students' academic performance in modular distance learning under new normal" got the lowest computed weighted mean of 4.35.

These results indicate that teachers are fully aware that one of their primary functions in these pandemic times is to assist parents in their new role through keeping an open line of communication. Offering means of contact such as email, phone, or any messenger service or portal will help prepare parents to take on the teacher persona without feeling stranded.

Along these lines, Doucet et al., (2020) asserted that as the pandemic unfolds and schools are not physically accessible, there is a pressing need for a multilateral stakeholder initiative to solve social inequities that have impacted the downslide of education as the outbreak of COVID-19. Teachers, school authorities and parents are urged to engage in institutionalized dialogues to address the learning needs of each individual child.

In the conducted interview with the teachers, they were asked "How do you inform the parents about the progress of their child?" These respondents answered that "On a weekly basis as well, once their children were reported to have lacking requirements, their parents were informed thru messenger, phone calls or texts to inform them. The ones who are better performing were acknowledged and at the end of every quarter were given certificates." Further, they stated that "We have virtual consultation with the parents thru our group chat (GC) I also find time to talk with them during the scheduled distribution and retrieval of modules."

Dealing with School Official and other Personnel

In this time of learning crisis harmonious relationship of teachers, school official and personnel is necessary to achieve the academic objectives in the midst of challenges. Everyone is expected to perform their tasks and extend their helping hands to support each other for the success of education under new normal.

Interpersonally, teachers, school administrator and other personnel as partners have to recognize that they all have roles to play in helping students succeed in school—and that, together with students, they are the school's learning community. Thus, trust, collaboration, empowerment, and shared responsibilities are the vital ingredients that can be used to refine and sustain relationships existing among educators and teachers.

Obviously, the table reveals that all items indicated therein, including the computed overall mean of 4.43 registered the highest verbal interpretation of "strongly agree." Further examination of the table shows that item "as a teacher, I show professional courtesy, helpfulness and sympathy towards teachers and other personnel" obtained the highest computed weighted mean of 4.51. On the other hand, item "as a teacher, I attend online symposium, educational forum for own professional growth to efficiently deliver quality education in present modular distance learning modality" received the lowest computed weighted mean of 4.33.

These results imply that public secondary school teachers have the ability to maintain proper moral values in dealing with their school leader as well as with other school personnel.

According to Barth (2016), "the nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else". Relationships are everywhere; they form an important part of students' learning experiences and shape their behavior (Kleptsova & Balabanov, 2016), thus the universal nature of relationships establishes an assumption that they directly or indirectly affect the learning experiences everywhere.

In the conducted interview with the teachers, they were asked "How do you seek help from your colleagues on some challenges of modular distance learning?" They replied that "I always seek assistance from my head teacher, fellow teachers through video conferencing with the use of online platforms such as Google meet and messenger. We teachers have various GCs wherein we shared our strategies that may help each other and may also seek help whenever we encounter problems in modular distance learning." Additionally, they said that "I ask for opinions and possible ways on how to address student's difficulty and needs. With the help of other teachers we find ways on how to reach and understand the student's situation."

Dealing with Higher Authorities in the Profession

The role of teacher is no longer the "sage on the stage," the teacher now learns alongside students, helping them actively construct their learning experiences and knowledge, therefore it is essential that teachers have support and collaborate with the higher authorities in education in order to achieve the highest levels of student engagement.

Summarizes the perceptions of the public secondary school teachers as regards their work ethics in terms of dealing with higher authorities in the profession.

It can be examined from the table that all items indicated therein, including the computed overall mean of 4.43 registered the highest verbal description of "strongly agree". Further examination of the table reveals that items "as a teacher, I do not make false accusations or charges against superior pertains to the new policies designed for new normal such as modular distance learning and health protocols issued to fight COVID 19" and "as a teacher, I accept the responsibility and obligation of teaching position dutifully even threatened by the pandemic and challenged by the new normal policy in education" received the highest computed weighted mean of 4.45. Meanwhile, item "as a teacher, I make an honest effort to understand and support the legitimate policies of the school implemented to address challenges brought by the pandemic" obtained the lowest computed weighted mean of 4.39.

These results disclose despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning. Furthermore, teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning.

In the same vein, Doucet et al., (2020) reported that in these pandemic days, teachers are actively collaborating with one another at a local level and even to their superiors to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences.

The Students' Academic Performance

Due to the postponement of physical interaction in classroom setting, the education sector switch to various learning modalities such as modular and blended learning, in which student's academic performance was assessed differently. In this new normal set-up teacher and students were challenged by the situation. Therefore, teachers must create engaging and innovative tasks to assess performance while students have to participate in every learning activity in various online platforms with the guidance of their parents at home.

It can be noted from the table that more than two-fifths or 40.69 percent of the students obtained average grades that lie within the bracket of 85 to 89 (very satisfactory). Meanwhile, only 0.57 received average grades that lie within the bracket of 75 to 79 (fairly satisfactory); 29.23 percent got grades from 80 to 84 (satisfactory); and the remaining 29.51 percent registered average grades that lie within the highest bracket of 90 and above (outstanding).

A closer look at the table shows that the average grade of the students ranged from 79 to 96. Meanwhile, the mean was computed at 87.10 (very satisfactory) while the standard deviation which measures the spread of the student' average grade from the mean was recorded at 3.86. These results imply that approximately, 237 students obtained average grades that ranged from 83 to 91.

These results indicate that students obtain higher grades even though there is no face-to-face interaction between the teachers and students. Further, this means that students are doing their best to succeed in these pandemic days with the help and assistance of their parents.

Relationship between Teachers' Self-Efficacy and Students' Academic Performance

Teachers efficacy contributes to their performance level, high efficacy teachers confront educational challenges and willing to adapt new and varied strategies. In this new normal set-up, teachers have great input to student's academic performance the society demands more from them, their self-efficacy is important to manage student's learning and bring a positive change in their educational career. Thus, this situation challenged their capacity and profession.

Table 10 exhibits the results of the Pearson product-moment correlation coefficient analysis which was done to determine if significant relationship existed between teachers' self-efficacy and students' academic performance.

Table 10. Results of Correlation Analysis for Teachers' Self-Efficacy and Students' Academic Performance

Self-Efficacy	Correlation Value (r-value)	Probability Value (p-value)
student engagement	0.849 **	0.000
instructional strategies	0.801 **	0.000
distance learning modality	0.804 **	0.000

Legend: ** = highly significant (p≤0.01)

It can be examined from the table that highly significant relationship was found between teachers' self-efficacy in terms of student engagement, instructional strategies and distance learning modality and students' academic performance. This highly significant correlation was brought about by the fact that the computed probability value of 0.000 for these variables is smaller than the 0.01 level of significance.

Further examination of the same table reveals that direct relationship was found between the aforementioned variables as indicted by the positive sign of the computed correlation values that ranged from 0.801 to 0.849. Moreover, these values disclose that the relationship between teachers' self-efficacy in terms of student engagement, instructional strategies and distance learning modality and students' academic performance is high.

Consequently, these results imply that as the level of teachers' self-efficacy in terms of student engagement, instructional strategies and distance learning modality increases, the level of students' academic performance under the new normal also increases.

Additionally, results of the present study imply that teachers' beliefs that they can accomplish teaching tasks at a desired level of competence in a specific context really matters in order for the students to study hard in this new normal. Basically, teachers are vital for success or failure of an educational system; they implement the policies of an education system on the ground. Thus, the more competent the teachers are, the more effective is the educational system. If the teachers are competent, they will impact students' performance.

In accordance to the findings of the present study, Ahmed, Khan and Rehman (2015) conducted a comparative study to investigate the sense of teacher efficacy between male and female school teachers of District Attock. The study also found that teacher self-efficacy is important to manage students' learning and bring a positive change in their educational career. However, the study found that gender affects self-efficacy of teachers and female teachers have better self-efficacy skills than male teachers. Female teachers were found better and had higher sense of self-efficacy beliefs to influence the subscales of teacher self-efficacy like: instructional strategies, student engagement and classroom management. A significant mean difference was found in the male and female teacher self-efficacy. The overall discussion suggests that teacher self-efficacy is a better predictor to enhance students' learning.

Relationship between Teachers' Work Ethics and Students' Academic Performance

Teachers with good work ethic are usually very productive and can work at a faster pace with a positive work ethic; they can become more focused and responsible. Ethical educators have a moral responsibility to facilitate not only critical moral thinking but critical moral agency. Teachers have the biggest influence in disseminating work ethics among staff and students by focusing on the concept of manner first before education.

In addition, teachers' attitude and competency toward the subject taught strongly influences students' learning and performances. Thus teacher's work ethic is necessary for the success of teaching-learning process under new normal.

Table 11 displays the results of the Pearson product-moment correlation coefficient analysis which was done solely to determine if significant relationship existed between teachers' work ethics and students' academic performance.

Table 11. Results of Correlation Analysis for Teachers' Work Ethicsand Students' Academic Performance

Work Ethics	Correlation Value (r-value)	Probability Value (p-value)
Dealing with students	0.900 **	0.000
Dealing with parents	0.831 **	0.000
Dealing with school official and other personnel	0.761 **	0.000
Dealing with higher authorities in the profession	0.784 **	0.000

Legend: ** = highly significant (p≤0.01)

It can be observed from the table that highly significant relationship was found between teachers' work ethics in terms of dealing with students, dealing with parents, dealing with school official and other personnel and dealing with higher authorities in the profession and students' academic performance. This highly significant correlation was manifested by the computed probability value of 0.000 for these variables which is smaller than the 0.01 level of significance.

Further observation of the same table reveals that direct relationship was found between the aforementioned variables as implied by the positive sign of the computed correlation values that ranged from 0.761 to 0.900. Additionally, these values disclose that the relationship between teachers' work ethics in terms of dealing with students, dealing with parents, dealing with school official and other personnel and dealing with higher authorities in the profession and students' academic performance is high.

Moreover, these results imply that as the level of teachers' work ethics in terms of dealing with students, dealing with parents, dealing with school official and other personnel and dealing with higher authorities in the profession increases, the level of students' academic performance in the new normal also increases.

In conjunction to the findings of the presents study, Bosso (2017) reiterated that positioning teachers' work ethics, views, values, norms, attitudes, and sources of morale and motivation in the broader inter-relational context of schools, communities, and wider elements of educational discourse is advantageous when considering how to best go about school change. Further, Bosso found that teachers in schools who displayed positive work ethics became more effective at raising student achievement on standardized tests over time.

Additionally, Turk (2016) explained in his study that teachers' work ethic represents caring for the students, creating positive environment, protecting professional information and a commitment to parents and social environment. By adhering to the basic determinants and rules of work ethic, the teacher is the one able to set the rules and norms of behavior in educational practice and is also the one who by positive and exemplary behavior becomes a role model to the students.

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a *significant relationship* between teachers' self-efficacy and students' academic performance. As the level of teachers' self-efficacy in terms of student engagement, instructional strategies and distance learning modality increases, the level of students' academic performance under the new normal also increases.

There is a *significant relationship* between teachers' work ethics and students' academic performance. When the teachers showed strong work ethics in terms of dealing with students, dealing with parents, dealing with school official and other personnel and dealing with higher authorities in the profession, the academic performance of the students in the new normal improves.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were offered:

1. Regular talk with students who showed less interest in modular learning may be done by the teachers to motivate and encourage them to focus on their studies in this new normal.

2. The Department may conduct mental health training for teachers in this time of pandemic, to equip and aid them with methods on reaching out learners who may be abused or have mental health problem in this trying time.

3. The teacher may conduct an online consultation for students who need assistance in accomplishing the activities in the modules.

4. The Department may seek the assistance from (Department of Information and Communications Technology) DICT to improve the signal or internet connectivity of those schools located in a remote area.

5. For future researchers, further research along this line may be conducted. Inclusion of some other variables such as reading comprehension and teacher's commitment may be considered to further study the factors that may affect teacher and students in the new normal.

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