Growth Mindset and Self-Efficacy: A Reflective Study of Distance Learning During the COVID-19 Pandemic

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Abstract: *The main aim of this study was to determine the relationship between the level of self-efficacy and growth mindset (DV) in the distance learning amidst Covid-19 (IV) among Grade 12 HumSS students at Marcelo H. del Pilar National High School. The academic motivation and performance of the students were affected because of the paradigm shift of face-to-face classes to distance learning. To achieve this aim, the researchers utilized a descriptive correlational method and used questionnaires for the primary data gathering tool. The first questionnaire uses a 5-point Likert scale type and is highly reliable, as indicated by a Cronbach alpha of .218. Meanwhile, the researchers also used a 15-item self-made questionnaire to describe the effects of distance learning amidst Covid-19 respondents. This questionnaire has a 5-point Likert scale type and will be subjected to expert validation. The findings reveal that the relationship of Growth Mindset and Self-Efficacy on Distance Learning amidst Covid-19 affects the academic performance and achievements of the HumSS students despite their hard work and wise decision making, evident by the value of R which is -0.1027, a negative correlation, the relationship between the two variables is only weak. This means that the effects of distance learning amidst Covid-19 significantly influence the HumSS student's growth mindset and self-efficacy, where most of the learners found themselves to have major and extreme challenges and adjustments in performing and doing their schoolworks in the midst of new normal.*

Keywords—Growth Mindset, Self-Efficacy, Distance Learning, Descriptive-correlational Study

1. INTRODUCTION

In this epidemic, distance learning has become one of the most useful uses in education. Students may still learn a lot using this application thanks to distance learning. Even yet, some students are hesitant to attend this school year because they lack trust in their academic talents and performance, which they previously shown in face-to-face sessions. Therefore, the researchers aim to study the influence of self-efficacy and growth mindset on the senior high school students' academic motivation in Marcelo H. del Pilar National High School in the Philippines amidst the new normal of education.

The degree of self-efficacy among students appears to be substantially impacted by the approaching paradigm shift [1]. As students shift to full-time online study as a preventative strategy against the coronavirus pandemic, many feel lost because it is a completely new experience for them [2]. Adaptation is anticipated to occur in order to sustain successful academic performance, such as excellent grades and continuing learning, yet students are impeded from being confident owing to flaws in the new learning method [3]. Going back to school in a virtual environment during the epidemic, may be frustrating, lonely, and tough. Yet, with self-belief, work, and willingness, it is possible to overcome it. According to a research, those who have low overall self-efficacy have greater difficulties finishing tasks than people who have higher levels. Low self-efficacy individuals were more likely to compare themselves adversely to others, limiting their ability to improve their self-efficacy [4].

Concerns about how different the problems they confront now are compared to when conventional learning was still practiced may be voiced as the new generation of students who intend to continue their education strive to cope with the new learning techniques and surroundings [5]. Their drive to adapt appears to have a significant impact on their growth mindset, but their self-efficacy tends to vary as they respond to the new online learning demands [6]. As a result, the researchers are trying to figure out if there is some sort of link between the two.

This paper aimed to determine the relationships between the level of self-efficacy and growth mindset in distance learning among Grade 12 Senior High School students enrolled at the Marcelo H. del Pilar National High School (MHPNHS), City of Malolos, Bulacan, Philippines during the Academic Year 2021-2022. It made a big contribution to students by shedding light on how to deal with challenges in the new learning method. Teachers might use these problems to evaluate students' performance. This study may also assist parents, since it will provide a greater knowledge of their children's needs, allowing them to better support them. Finally, future researchers may use this study's findings and recommendations to further support the results.

2. RELATED WORKS

The impacts of distance learning revealed that students depicted their personal perceived self-efficacy based on the self-efficacy source development that had occurred in each student's life, particularly the amount of mastery source experiences that students had successfully completed [4]. Another finding indicated that the student participants based their personal perceived self-efficacy source development on how successful or unsuccessful they had been in school with

special emphasis on student's persuasion and physiological and affective source development [7][8].

A study showed that individuals with low self-efficacy found more difficulty in completing online tasks [2]. Zimmerman (2008) argued that SRL refers to the learners' processes to use mental abilities to acquire skills or improve academic achievement [20]. Results of a study show that students are exceedingly motivated to learn online, however, cannot utilize online tools and self-efficiency in online communication [9][10].

The findings indicated that participants perceived online education to be advantageous for fostering online research, linking practitioners to the global community, and accessing a vast and authentic source of information, while they identified time management skills, increased independence for teachers and learners, and stable internet access at work as severe challenges. Additionally, the research revealed that time management abilities, technical preparedness, and computer literacy are required of practitioners seeking online education [9][22].

The study also provided invaluable insights as to how the organizations and particularly the teachers can motivate the students, and can work upon developing a healthy attitude towards self and improved performance [21].

However, based on the findings, it revealed that regardless of the students' situation during this COVID-19 pandemic, the respondents still have high self-efficacy and academically motivated [9][10]. Therefore, researchers suggested that the teachers and policymakers consider the factors affecting self-efficacy and academic motivation during this pandemic by planning, creating exciting activities, and policymaking [11][12][19].

Another finding indicated that student participants academic motivation was based on the students personal perceived academic self-efficacy relating to all four mastery sources (mastery, vicarious, persuasion, physiological and affective) [14][15][16][17][18]. Educators, in particular, must migrate to a distance-learning curriculum rather than passive procedures, should concentrate on active-learning strategies [23]. When synchronous tactics are utilized, they should encourage as much engagement as feasible [25][26]. It's worth noting that distance learning approaches used in the midst of COVID-19 may prove useful after the epidemic has gone [24].

3. STATEMENT OF THE PROBLEM

The main problem of this study is to determine the relationship between the Self-Efficacy and Growth Mindset in the distance learning amidst Covid-19 among the Grade 12 HumSS students enrolled at Marcelo H. Del Pilar National High School. Specifically, this study will seek answer to the following questions:

1. How may the level of distance learning amidst Covid-19 of the respondents be described?

2. What is the level of the Self-Efficacy and Growth Mindset of the Grade 12 HumSS students?

3. Does the impact of distance learning amidst Covid-19 significantly influence the Self-Efficacy and Growth Mindset of the students' learning?

4. What implications may be derived from the findings of the study?

4. METHODOLOGY

The researchers used the descriptive correlational research method. A correlational method is a type of research technique that includes the observation of two variables in order to establish a statistically corresponding relationship between them. Particularly, the main aim of this study is to determine the relationships between the level of self-efficacy and growth mindset in distance learning among Grade 12 HumSS Senior High School students enrolled at the Marcelo H. del Pilar National High School (MHPNHS), City of Malolos, Bulacan, Philippines during the Academic Year 2021-2022.

Guided by raosoft software, a calculator for sample size, the respondents of the study will be composed of 174 out of 316 Grade 12 senior high school HUMSS students during the school year of 2021-2022. The researchers will use random sampling technique or the fishbowl technique in determining the sample from the population.

To gather the necessary data for this study, the researchers will adopt a standardized questionnaire entitled "Self-efficacy assessment suite: Technical report," which was developed and validated by Gaumer Erickson, A. S. & Noonan, P. M. (2021) to characterize the self-efficacy and growth mindset improvements. This questionnaire uses a 5-point Likert scale type and is highly reliable, as indicated by a Cronbach alpha of .218. Meanwhile, the researchers also used a 15-item self-made questionnaire to describe the effects of distance learning amidst Covid-19 respondents. This questionnaire has a 5-point Likert scale type and will be subjected to expert validation.

In gathering the data, the researchers followed the following procedures: With a careful approval of the Research Coordinator of the Marcelo H. del Pilar National High School after implementing all the comments, suggestions and recommendations during the proposal defense, a letter was sent to the school principal to ask permission to conduct the study. With their approval, the researchers prepared the google forms link indicating the consent form on the first part of the survey and then distribute them to the respondents with the assistance of the researcher's contact person per strand/section.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used: mean procedures, frequency counts, and Pearson correlation coefficient/regression analysis.

In accordance with the Data privacy Act of 2012, this study made sure that ethical standards set by the generic research ethics was followed. In so doing, the participants were

informed about all the steps that will be taken in this research. The respondents are more important than the study and therefore always respected. They were informed that the study is completely voluntary and would not affect their lives as students and as persons, even their family, in any way. Hence, confidentiality will be provided, as the respondent's personal information was not sought by anyone. Lastly, the data collection material was kept and destroyed upon completion of the study.

5. RESULTS AND DISCUSSION

Level of Distance Learning during Pandemic

Table 1. *Personal subjective in Distance Learning amidst Covid-19*

Indicators	Mean	Interpretation
1. I am able to easily access internet as needed for my studies.	4.00	To a very great extent
2. I am comfortable communicating electronically.	3.50	To a great extent
3. I am willing to actively communicate with my classmates and instructors virtually.	4.50	To a very great extent
4. I feel that my background and experience will be beneficial to my studies.	4.50	To a very great extent
5. I am comfortable with written communication.	3.50	To a great extent
6. I believe looking back on what I have learned a course will help me to remember it better.	4.50	To a very great extent
7. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.	3.50	To a great extent
8. I am able to manage my study time effectively and easily complete assignments on time.	2.50	To some extent
9. As a student, I enjoy working with other students in groups.	3.50	To a great extent
10. As a student, I enjoy working independently.	3.50	To a great extent
11. I like a lot of interaction with my instructors and/or teaching assistants.	4.50	To a very great extent
12. I possess sufficient computer keyboarding skills for doing online work.	2.50	To some extent
13. I can ask my teacher questions and receive a quick response during internet activities outside of class.	3.00	To some extent
14. I feel that face-to-face contact with my instructor is necessary to learn.	4.50	To a very great extent
15. Learning is the same in class and at home on the Internet.	1.50	To a little extent
Average	**3.56**	**To a great extent**

Personal Subjective in Distance Learning amidst Covid-19. It may be gleaned in Table 1 that the students represented their personal subjective self-efficacy based on the self-efficacy source development that had occurred in each student's life, according to the effects of distance learning. Covid-19 also affects the student's adaptation on managing their time and improving their skills on the new normal to a great extent as shown by the average score of 3.56. This was specified through the following: internet access (4.00), communicating electronically (3.50), actively communicating virtually (4.50), benefits of experience and background on studying (4.50), comfortable with written communication (3.50), looking back on what they have learned to become better (4.50), self-disciplinary action (3.50), time management (2.50), enjoy working with other students (3.50), enjoy working independently (3.50), having interaction to teachers (4.50), possesses sufficient computer keyboarding skills (2.50), asking teachers during online classes (3.00), face to face contact with teachers is necessary (4.50), learning in class and at home are the same (1.50).

From the Table 1, the highest score was noted on the indicator nos. 3, 4, 6, 11, and 14 which are the willingness of students to communicate with their classmates and teachers virtually, having personal experiences that will be beneficial on studying, remembering all of the things you have learned to become better, and importance of interaction and face to face contact of the students with the teachers. As a result, it shows how students use their mental capacities to master new skills or improve their academic performance [20]. According to the findings of a study, students are extremely driven to learn online but lack the ability to use online tools and communicate effectively. However, teachers, in particular, must transition to a distance-learning curriculum, focusing on active-learning tactics rather than passive procedures. When using synchronous approaches, you want to get as much participation as possible. It's worth noting that distance learning tactics utilized during the COVID-19 outbreak could be effective after the outbreak is over. It is also noted that the indicator no. 15 has the lowest average mean because HumSS students have strongly disagreed that learning in the class and at home are the same thing.

Growth Mindset and Self-Efficacy

Table 2. Growth Mindset & Self-Efficacy Assessment

Indicators	Mean	Interpretation
1. I feel discouraged when I'm told I did something incorrectly.	4.50	To a very great extent
2. Once I've decided to accomplish something, I keep trying, even if it is harder than I thought.	3.50	To a great extent
3. I can always get better, even if I am really good at something.	4.50	To a very great extent
4. I think people should realize when they aren't good at something and quit.	3.50	To a great extent
5. I'm willing to work on something challenging, even if I know it will take a lot of effort and I may not succeed at first.	4.50	To a very great extent
6. I see making mistakes as a normal part of learning.	3.50	To a great extent
7. When I receive feedback that I didn't do well on something, I try even harder to learn it.	3.50	To a great extent
8. I want to quit when I'm told I did something incorrectly.	4.50	To a very great extent
9. When I'm struggling to accomplish something difficult, I focus on my progress.	2.50	To some extent
10. When a task sounds very hard, I tell myself that I can do hard things.	3.00	To some extent
11. I have negative thoughts about myself when I make mistakes.	1.50	To a little extent
12. It helps me to learn from other people's stories of success.	3.50	To a great extent
13. When facing a new challenge, I think about goals that I've accomplished successfully.	3.50	To a great extent
14. When I am having trouble learning a new skill, I get advice from people I know.	4.00	To a great extent
15. I like to challenge myself to learn new things.	3.50	To a great extent
Average	**3.56**	**To a great extent**

Growth Mindset & Self-Efficacy Assessment. It may be gleaned in Table 2 that the relationship of growth mindset and self-efficacy amidst distance learning affects the academic performance and decision making of the HumSS students to a great extent as shown by the average score of 3.56. This was specified through the following: feeling of discouragement (4.50), deciding factors when accomplishing something (3.50), getting better to something (4.50), realizing that students can always get better and not quit (3.50), willingness to work something challenging (4.50), seeing mistakes as a normal part of learning (3.50), trying even harder on learning something (3.50), quitting on doing something incorrectly (4.50), struggling yet focusing on progress (2.50), doing hard tasks (3.00), having negative thoughts when making mistakes (1.50), learning from other people's success (3.50), facing new challenges (3.50), having trouble learning and getting advice from someone (4.00), learning new things (3.50).

From the Table 2, the highest score was noted on the indicator nos. 1, 3, 5, and 8 which are the feeling of discouragement where students told they did something incorrectly, getting better when they are good at something that they want to, the willingness to work on something challenging that will take a lot of effort and may not succeed at first, and the thought of quitting because of doing something incorrectly. As a result, student participants' own perceived self-efficacy source development was based on their academic success or failure, with a focus on students' persuasion and physiological and affective source development [7]. The students' motivation for distance learning was found to be

affected more by their desire to learn new information and their enjoyment of trying out new learning strategies. It was also influenced extrinsically by external guidelines and environmental conditions. In any instance, motivation or the desire for motivation occurred as a result of helpless external supporting facilities. However, it is noted in the indicator no. 7 that as the new generation of students who desire to continue their education attempt to cope with the new learning approaches and surroundings, concerns about how different the challenges they face now are compared to when traditional learning was still practiced may be stated. Their will to adapt appears to have a substantial impact on their growth mindset, but as individuals respond to the new online learning demands, their self-efficacy varies.

Relationship between Growth Mindset and Self-Efficacy on Distance Learning amidst Covid-19 to HumSS students

The findings reveal that the relationship of Growth Mindset and Self-Efficacy on Distance Learning amidst Covid-19 affects the academic performance and achievements of the HumSS students despite the hard work and wise decision making, evident by the value of R which is -0.1027, a negative correlation, the relationship between the two variables is only weak. This means that the effects of distance learning amidst Covid-19 significantly influence the HumSS student's growth mindset and self-efficacy, where the majority of the learners found themselves to have major and extreme challenges and adjustments in performing and doing their school works in the midst of new normal.

Implications Based on the Findings of the Study

In the distance learning of HumSS students during the outbreak of the Covid-19 pandemic, learners do their work and tasks at home. The outcome shows that the effects of distance learning amidst Covid-19 has a major effect on their academic performance particularly on their growth mindset and self-efficacy. The performance of HumSS students while distance learning is more challenging than the face-to-face teaching.

The effects of distance learning have both good and bad results on the learners aside from doing their tasks. There are some who find it beneficial in terms of having control in their time, less in commuting time and expenses, and better school work balance, however some find it as a disadvantage because the personal life and health of the students are also challenged because of the new normal due to heavy workloads and tasks they need to accomplish to deliver and achieve effective learning. However, the result also shows how weak the relationship between students and teachers have unbalanced performance in doing their job despite the challenges, benefits and the location of their workplace while distance learning.

6. CONCLUSIONS

Based on the findings of the study, the researchers drew the following conclusions: first, the distance learning amidst Covid-19 of HumSS students were described as "to a great extent", second, the status of the learners on the relationship between growth mindset and self-efficacy was also shown as "to a great extent"; third the effects of distance learning were evident as technically a negative correlation, a weak relationship between the two variables has a major negative effect to the student's academic performance; fourth, distance learning as an alternative to face to face classes caused extreme challenges to HumSS students' academic performance and motivation during the outbreak of Covid-19.

7. RECOMMENDATIONS

From the findings and conclusion, the researchers offer the following scope for the future: (1) The researcher would like the HumSS students to use this study as a basis to determine the evident benefits and disadvantages of distance learning learners as their alternative on face to face class during the Covid-19 crisis, (2) HumSS students should attend more seminars and to set time management for them to be more equipped in distance learning and to sustain outstanding performance of the learners and (3) use this study as their basis for developing guidelines or steps that can help them to cope with the benefits and disadvantages of their growth mindset and self-efficacy on distance learning amidst Covid-19 that is being highly linked to their academic performance.

For the limitation of the study, first, is the population sample. The researcher suggests considering a larger number of HumSS students and to be involved to make the result more justifiable and reliable. Next, the researchers should also include other students from the neighboring provinces or region. In addition, the study is a surveyed type, the researcher suggests considering a unique research design like that of a mixed method and trying to triangulate the variables of the study. This study also needs a more sophisticated statistical treatment like confirmatory factor analysis or structural equation modelling.

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