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POST-PANDEMIC SELF-EFFICACY AND JOB PERFORMANCE OF EARLY GRADES SCHOOLTEACHERS IN ASSOCIE INTERNATIONAL KINDERGARTEN BANGKOK 35

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ABSTRACT

This research study endeavors to assess the levels of post-pandemic self-efficacy and job performance among early grades schoolteachers with the primary objective of providing a foundation for a professional development plan. The study profiles teachers based on age, gender, marital status, and teaching experience, evaluates their self-efficacy sources, and measures job performance. It explores differences in self-efficacy and performance based on teacher profiles and investigates the relationship between self-efficacy and job performance. The research employed a quantitative descriptive research design at Associe International Kindergarten Bangkok 35 (AIKB35), involving thirty-four early grades teachers selected randomly. Data was collected using a survey assessing self-efficacy and job performance ratings. Findings show high self-efficacy and consistent "Good" job performance across profiles, with a positive relationship between self-efficacy and performance. Recommendations include prioritizing the well-being of older teachers, promoting male role models in early education, inspiring mentorship, introducing Learning Action Cell programs, enhancing psychosocial and wellness programs, providing teacher training, fostering school-community partnerships, and recognizing and incentivizing high-performing educators. This study sheds light on the connection between self-efficacy and job performance among early grades

schoolteachers in the post-pandemic era, offering valuable insights for educational institutions and administrators to support teachers and enhance the quality of education.

Keywords: *Post-pandemic; Self-Efficacy; Job Performance; Early Grades Schoolteachers; Mastery Experiences; Vicarious Experiences; Social Persuasion; Emotional State*

INTRODUCTION

The COVID-19 pandemic has brought unprecedented challenges for teachers worldwide, requiring them to adapt to remote teaching and learning. The teachers' self-efficacy, their belief in their capability to effectively perform teaching tasks, has become crucial to ensure successful outcomes for students and teachers. With the increasing technology integration in the 21st century education and other post-pandemic challenges arising in the new educational system, understanding and supporting teachers' self-efficacy is essential for maintaining quality education. The teachers' level of self-efficacy determines their ability to set challenging goals for themselves and their students, perseverance in the face of difficulties and setbacks, implementation of effective teaching strategies and techniques, facilitation of a pleasant educational atmosphere that promotes learning, and ability to provide students with more feedback and support. Furthermore, It can also influence their emotional state, developing anxiety and self-doubt, which can impact their job performance. Teachers can increase their teaching effectiveness, efficiency, and student learning results by instilling confidence and belief in their abilities.

Teachers' self-efficacy is vital for the success or failure of any academic system. A lack of self-efficacy causes and contributes to a wide range of mental problems, including low confidence and self-esteem. If teachers are skilled, it influences and generates satisfactory performance. As a result, the more qualified the teachers, the better the educational system. (Shahzad & Naureen, 2017).

Job performance refers to the employee's actions that contribute either negatively or favorably to the achievement of organizational goals (StudeerSnel, 2020). The teacher’s self-efficacy is asserted to be linked to job performance. Teachers have a crucial role in shaping the future of their communities and the nation as a whole. Therefore, job performance is essential. Teacher’s mold and motivate future leaders, visionaries, and innovators. The success of students, the community, and society depends on teachers' ability to deliver their tasks. Teachers may motivate students and teach them lifelong skills, encourage critical thinking, creativity, and learning in a pleasant environment. They also provide emotional and academic support to students. It's impossible to undervalue the significance of the teacher's job performance. The future of society depends on the quality of education provided by teachers; thus, there is a need to invest in and improve the educational processes.

As the Head Teacher of the International Program and part of the staff of the Online Learning Continuity Plan of Associe International Kindergarten Bangkok 35 (AIKB35), the

researcher observed that the early grades schoolteachers struggle with the demands of coping with the new educational set-up. With the unprecedented challenges arising and the increasing technology integration in education, teachers devise various ways and teaching methods to cope with the present learning set-up. As they continuously do their duties and responsibilities while balancing an up-to-mark job performance, challenge the early grades schoolteacher's self-efficacy.

The driving force behind this research project stems from a combination of factors, which collectively form a compelling narrative. It begins with a deep-seated concern about the self-efficacy levels of early grades schoolteachers at AIKB35, especially in the context of their job performance during and after the challenging COVID-19 pandemic. This concern is not merely theoretical but is amplified by the researcher's personal experiences. The COVID-19 pandemic ushered in a new era of education, necessitating rapid adaptations and innovative teaching methods. While the school administration provided crash course training to prepare teachers for this new educational landscape, a disheartening trend emerged. Many experienced and tenured teachers, who were pillars of the education system, decided to leave the teaching profession. This loss was felt acutely and left a profound impact.

The departure of these skilled and dedicated educators struck a chord with the researcher. Witnessing the departure of numerous experienced and talented teachers was a cause for concern and grief, as their departure was disheartening. This personal experience inspired a deep commitment to be part of the solution, rather than just an observer of the problem. As a result of these experiences and the genuine desire to make a positive change, the researcher embarked on this study. The primary aim of this research is to delve into the post-pandemic self-efficacy and job performance of early grades schoolteachers, who continue to exert extraordinary efforts in order to facilitate high-quality early years education for the next generation.

In essence, the research is motivated by both professional and personal stakes. It strives to understand the factors influencing teacher self-efficacy, how these factors affect their performance in this challenging educational landscape, and how best to support these dedicated educators. Ultimately, it seeks to contribute to the preservation and enhancement of the teaching profession and, in turn, the quality of education provided to the next generation.

Research Questions

This study aspires to determine the levels of post-pandemic self-efficacy and job performance of the early grades schoolteachers' in Associe International Kindergarten Bangkok 35 (AIKB35) during the Academic Year 2022-2023 as a basis for a professional development program.
The study intended to answer the following specific questions:

1. What is the respondents' profile in terms of the following variables:
    1.1. Age;

1.2. Gender;
1.3. Marital Status; and
1.4. Years of Teaching Experience?

2. What is the level of the early grades' schoolteachers' post pandemic self-efficacy in the following areas:
2.1. Mastery Experiences;
2.2. Vicarious Experiences;
2.3. Social Persuasion; and
2.4. Emotional State?

3. What is the level of the early grades' schoolteachers' post-pandemic job performance during the Academic Year 2022-2023?

4. Is there a significant difference in the level of post-pandemic self-efficacy of early grades schoolteachers' when grouped and compared to the profile variables?

5. Is there a significant difference in the level of post-pandemic job performance of early grades schoolteachers' when grouped and compared to the profile variables?

6. Is there a significant relationship between the levels of post-pandemic self-efficacy and job performance of early grades schoolteachers?

7. Based on the findings of the study, what professional development program can be recommended?

METHODOLOGY

The methodology of the study is presented in this section. It discusses the research design, study location, subjects and participants, data collection procedure, including research instrument and validity and reliability testing, data processing system, analytical schemes, and statistical tools.

RESEARCH DESIGN

Quantitative Descriptive Research Design was utilized in this research to determine the level of post-pandemic self-efficacy and job performance of early grades schoolteachers in Associe International Kindergarten Bangkok 35. The descriptive design is the ideal option for achieving the study's goals. According to Cameron (2017), the descriptive approach is particularly appropriate when the behavior of interest to the investigator can be systematically explored and analyzed as it occurs in its natural setting, in this case, the workplace. It investigates what is or is not present in the current situation or relationships, held attitudes and beliefs, processes and effects, and emerging trends.

The descriptive research approach is suited for the study since it gives demographic information about teachers' self-efficacy and job performance in their respective stations.

RESEARCH LOCALE

This study was conducted at Associe International Kindergarten Bangkok 35 (AIKB35), one of the respected early years international schools in Bangkok, Thailand. The school offers early years education from Pre-Kindergarten to Kindergarten 3, with a current student population of 240 students from various countries. There are two available programs, the International Program (IP) and the Japanese Bilingual Program (JP). Associe International has been managing over 20 child-rearing facilities for more than three decades, primarily located in Tokyo, Japan, since 1991. With a history spanning approximately 30 years, the organization takes pride in its strong emphasis on human relationships, relentless pursuit of the ideal child-rearing environment, and dedication to fostering a workplace where both parents and educators can collaborate and support one another. In its expansion to Bangkok, Thailand, Associe International endeavors to leverage its extensive experience and knowledge in child education. The school aims to impart to children an appreciation for the beauty of differences and the unique customs of various countries, helping them develop a deep respect and understanding for the diversity of our world.

PARTICIPANTS OF THE STUDY

The study's respondents were the thirty-four (34) early grades schoolteachers at Associe International Kindergarten Bangkok 35. This educational institution, which specializes in early years education, has a total of thirty-eight (38) early grades schoolteachers on its team, consisting of both local educators from the surrounding areas and experienced international teachers who bring a global perspective to the school community. The researcher utilized the Slovin's formula to determine the appropriate sample size required from the total population. This allowed the research to ensure that the study would provide trustworthy and meaningful results by including a sufficient number of participants for accurate representation.

In this research, probability-based simple random sampling method was employed, wherein early grades schoolteachers were randomly chosen as research respondents from the total population, using a random number generator. This approach ensured that every teacher had an equal opportunity to participate in the research study, ultimately enabling the researcher to collect data that accurately represents the entire population.

RESEARCH INSTRUMENT

The researcher acquired the necessary data for this study by developing a researcher-created survey questionnaire to measure the level of post-pandemic self-efficacy of early grades schoolteachers. The research instrument was design based on Albert Bandura’s theory of self-efficacy, which posits that self-efficacy has four key sources: Mastery Experiences, Vicarious Experiences, Social Persuasion, and Emotional states. With the assistance of professional teachers, five questions were then formulated for each key source to measure its level.

Part I of the questionnaire deals with the profile of respondents in terms of Age, Gender, Marital Status, and Years of Teaching Experience. Part II of the questionnaire includes twenty (20) items for self-efficacy, five (5) items for each key source.

Job Performance was based on the prescribed rating scale of the Annual Teachers Performance Evaluation Rating, which is described as follows: Mean Score Range and Verbal Interpretation: 4.51 – 5.00 Very Good, 3.51 – 4.50 Good, 2.51 – 3.50 Average, 1.51 – 2.50 Fair, and 1.00 – 1.50 Needs Improvement.

VALIDATION

The validity of a survey or instrument is determined by how well it measures what it is intended to measure. Morrison (2019) defines validity as an assessment of accuracy. It is accomplished by examining how well the outcomes correlate to established theories and other specific measures of the same topic.

High-validity research yields outcomes that conform to natural traits, characteristics, and changes in the physical or social world (Middleton, 2019).

Face validation was performed on the research instrument, during which three specialists were requested to evaluate whether the instrument measures the intended concept. The validators are professionals known for their expertise in the field of early years education.

Validator No. 1 has earned a Doctor of Philosophy degree and serves as a distinguished Public Elementary School Head in the Department of Education (DepEd) in the Philippines. She is recognized as a leading consultant in the field of research.

Validator No. 2 is a distinguished graduate holding a Doctor of Philosophy degree. She is currently holding a teaching position in the early grades in the Department of Education (DepEd) in the Philippines and is widely regarded as an expert in the field of early years curriculum development and educational management.

While Validator No. 3 is a Doctor of Philosophy Candidate and holds the esteemed position of an Early Years School Principal. He also serves as faculty at one of the foremost universities in the Philippines. His extensive expertise is widely acknowledged in the field of early childhood education.

The researcher ensured that the items reflected the desired construct, therefore the suggestions and recommendations of the validators were acknowledged and included. Each validator was requested to rate the instrument using a survey instrument validation rating scale developed by Oducado (2020). The validation yielded a mean score of 4.46 which indicates that the instrument is valid.

RELIABILITY

The trust that may be placed in the data provided by an instrument, as well as how any measuring equipment accommodates for random errors, are all aspects of reliability (Mahajan, 2017). The extent to which the study's findings can be replicated when conducted under identical conditions. It is done by investigating the consistency of results over time, different observers, and test parts. The measurement is dependable if the same effect can be repeated using the same procedures under the same conditions on a regular basis (Middleton, 2019).

The instrument's reliability was established after measuring the questionnaire's validity and including any improvements and comments from the jury of experts and panel members. After establishing the instruments validity, a group of teachers referred to as "dry-run respondents" were selected. This group consisted of 30 early grade schoolteachers from early years schools in Wattana District, Bangkok, the same district as the target locale of the study. The dry-run respondents were not among the study's actual respondents.

Cronbach's alpha was then used to calculate the questionnaire's reliability index. Cronbach's alpha is a reliability test that estimate and analyzes the internal consistency or inter-item homogeneity of a test score. It is a reliability test estimator that can be used in single tests, typically in cross-sectional designs. Cronbach's alpha is calculated by extending the properties of one-unit p times and refers to the entire test reliability (Forero, 2017). Cronbach's alpha values range between 0.7 and 1.0 (Taber, 2017).

The reliability index of the early grades schoolteachers' post-pandemic self-efficacy measuring instrument is 0.844, which is viewed as acceptable, making the instrument reliable.

DATA GATHERING PROCEDURE

After confirming the questionnaire's validity and reliability, the researcher sought approval from the Vice Principal and School Principal of the target locale to conduct the study through a formal letter. The researcher then set a data collection schedule upon receiving the letter of approval to perform the study. The research questionnaires were disseminated with the official consent of the school principal. The researcher provided a comprehensive rationale for the research problems and personally administered the questionnaires to the participants throughout the study's progression. The respondents were duly assured of the strict confidentiality of the data collected.

Finally, the researcher processed the data using Microsoft Excel and SPSS for data analysis.

DATA ANALYSIS

In this study, three analytical schemes were employed based on the research problems: descriptive, comparative, and relational analytical schemes. The survey findings will be evaluated according to the following criteria:

Problem no. 1, used a descriptive analytical scheme to determine the respondents' profile with regard to Age, Gender, Marital Status, and Years of Teaching Experience. This approach describes the status, pattern, or trend of the problem being investigated.

Descriptive analytical schemes are methods of data analysis that help describe, show, or summarize data points in a constructive manner so that patterns that meet all of the data's conditions can emerge. One of the most crucial procedures in statistical data analysis. It provides a conclusion about the distribution of data, which can aid in the discovery of typos and outliers, and it lets the researcher to detect commonalities between variables, preparing them for further statistical study (Rawat, 2021).

Problem no. 2, utilized descriptive-analytical scheme to assess the level of post-pandemic self-efficacy of early grades schoolteachers in terms of Mastery Experiences, Vicarious Experiences, Social Persuasion, and Emotional State.

Problem No. 3, used descriptive-analytical scheme to evaluate the level of post-pandemic job performance of early grades schoolteachers during the Academic Year 2022-2023.

Problem no. 4, used the descriptive and comparative analytical scheme to determine the level and establish whether a significant difference exists in the post-pandemic self-efficacy of early grades schoolteachers when grouped and compared to the profile variables.

The comparative analytical scheme is used when comparing two or more selected variables. This type of analysis examines one or more datasets to see if they are consistent (Chiacchio, 2021).

Problem no. 5, utilized descriptive and comparative analytical scheme to determine the level and establish whether there is a substantial difference in the post-pandemic job performance of early grades schoolteachers when grouped and compared to the profile variables.

Problem no. 6, used the relational analytical scheme to determine the significant relationship between the levels of the post-pandemic self-efficacy and job performance of early grades schoolteachers.

The relational analytical scheme is a technique that is used to investigate the relationships between identified concepts in a text. VanBuren (2017) defines relational analysis as the search for correlations within a text.

STATISTICAL TOOLS

For data analysis, the following statistical tools will be utilized depending on the nature of the problems and hypotheses of the study.

Problem no. 1, used frequency count, and percentage score to determine the profile of the respondents in terms of the following variables Age, Gender, Marital Status and Years of Teaching Experience.

Frequency count and percentage data shows the percentage of observations for each data point or collection of data points. The sum of all percentages for each data point or cluster of data points should be 100% (Ben, 2021).

Problem no. 2, utilized mean to determine the level of post-pandemic self-efficacy of early grades schoolteachers in terms of the following areas, Mastery Experiences, Vicarious Experiences, Social Persuasion and Emotional State.

The mean is the most commonly used measure of central tendency, and it refers to the average value of a set of data. Adding all the figures together, dividing by the number of values, one obtains the average or mean. The mean can obtain an overall image or impression of the data collection. The mean is most appropriate for a data collection with close numbers (Jackson, 2021).

The mean range and interpretation shall be as follows: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

Problem No. 3, used mean to discover the level of post-pandemic job performance of the early grades' schoolteachers during the Academic Year 2022-2023.

The mean range and interpretation shall be as follows: 4.51 – 5.00 Very Good, 3.51 – 4.50 Good, 2.51 – 3.50 Average, 1.51 – 2.50 Fair, and 1.00 – 1.50 Needs Improvement.

Problem No. 4, used mean to determine the level and the Mann-Whitney U test to establish whether there is substantial difference exists in the post-pandemic self-efficacy of early grades schoolteachers when grouped and compared to the profile variables.

A well-known nonparametric test for comparing results between two independent groups is the Mann-Whitney U test. The Mann-Whitney U test, sometimes referred to as the Mann-Whitney Wilcoxon Test or the Wilcoxon Rank Sum Test, evaluates if two samples are most likely to originate from the same population (i.e., to have the same shape) (LaMorte, 2017).

A significance threshold of 0.05 is typically used in analyses. Researchers reject the null hypothesis that there is no difference between the means and declare a significant

difference if the p-value is less than 0.05. If the p-value exceeds 0.05, the conclusion of a significant difference cannot be drawn (Ogee et al., 2015).

Problem no. 5, used mean to determine the level and the Mann-Whitney U test to establish whether significant difference exists in the post-pandemic job performance of early grades schoolteachers when grouped and compared to the profile variables.

Problem no. 6, used the Spearman Rho to establish a substantial relationship between the levels of post-pandemic self-efficacy and job performance of the early grade schoolteachers.

Similar to other correlation coefficients, Spearman's rank correlation identifies a mathematically covarying relationship between two datasets (Allen, 2017). Significance, the probability threshold at which individuals can determine whether to accept or reject the null hypothesis, is referred to as the significance level or alpha. By default, it is set to 5%, or 0.05. Consequently, when the p-value is significant, individuals should accept the null hypothesis, reject the null hypothesis, and accept the alternative hypothesis (Kajuri, 2018).

SCOPE AND DELIMITATION

A quantitative descriptive research design was employed in this research to measure the level of post-pandemic self-efficacy and job performance of early grades schoolteachers in Associe International Kindergarten Bangkok 35 during the Academic Year 2022-2023. Thirty-four local and international early grades schoolteachers were chosen as respondents of the study. A researcher-made instrument was employed to gather all the necessary data, which the study respondents provided by completing a survey questionnaire. SPSS was used to analyze the data, which included frequency count, percentage, mean Mann-Whitney U test, and spearman rho. It utilized descriptive, comparative, and relational analytical schemes.

RESULTS AND DISCUSSION

This section of the study encompasses the statistical analysis, and interpretation of the data collected in connection with the research problems of the study. This section serves as a critical bridge between data collection and drawing meaningful conclusions, facilitating a deeper understanding of the research findings and their implications.

Respondents Profile in terms of Age, Gender, Marital Status, and Years of Teaching Experience

Table 1.

Problem no. 1. *Profile of Early Grades Schoolteachers*

Variable Groupings	Frequency Count	Percentage (%)
Age		
35 years old & below	22	64.7
36 years old and above	12	35.3
Gender		
Male	5	14.7
Female	29	85.3
Marital Status		
Single	24	70.6
Married	10	29.4
Years of Teaching Experience		
Shorter (less than 6 years)	17	50
Longer (7 years & more)	17	50

The study's first research problem aimed to determine the profile of the respondents in terms of Age, Gender, Marital Status and Years of Teaching Experience. When considering the Age variable, it reveals that a majority of the participants, accounting for 64.7%, fell into the "Younger" category, which includes individuals aged 35 years old and below. In contrast, 35.3% of the participants belonged to the "Older" category, representing individuals aged 36 years old and above. This distribution of age groups suggests a significant presence of younger individuals in the study. Regarding Gender, the data revealed that the study group was predominantly composed of females, making up 85.3% of the participants, while males accounted for only 14.7%. Moving on to Marital Status, it was observed that a substantial majority of the participants, totaling 70.6%, were classified as "Single." In contrast, 29.4% of the participants reported being "Married." This information provides an important sociodemographic context of the study participants, indicating that a majority were not married at the time of the study.

Lastly, the variable of Years of Teaching Experience demonstrated an even split within the sample population. Half of the participants, 50%, fell into the category of "Shorter" teaching experience, which includes those with less than 6 years of teaching experience. The other half, also 50%, belonged to the "Longer" teaching experience category, consisting of individuals with 7 years of teaching experience or more. This balanced distribution suggests an equitable representation of teaching experience levels within the study.

This implies that the early grades schoolteachers at Associe International Kindergarten 35 (AIKB35) were primarily younger, female, and single, with a balanced representation in terms of teaching experience. These insights into the demographic and experiential characteristics of the study participants shows that early grades schoolteachers that are already in teaching for years and had already gained experiences which had helped develop their levels of self-efficacy for their job performance in their respective stations.

This agrees with the study of Estacio (2018), the researcher found that overall, participants' self-efficacy level is average, with females and those who have been teaching for six or more years with longer experiences reporting higher self-efficacy levels.

Table 2.

Problem no. 2*. The Level of Early Grades Schoolteachers' Overall Post-Pandemic Self-Efficacy*

Indicators	SD	Mean	Interpretation
Self-Efficacy	**.39891**	**4.22**	**High**
Mastery Experiences	.40584	4.39	High
Vicarious Experiences	.44717	4.39	High
Social Persuasion	.51436	3.97	High
Emotional State	.57108	4.14	High

Mean Score Range and Verbal Interpretation: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

This data provides a comprehensive assessment of self-efficacy across multiple indicators. Notably, Mastery Experiences and Vicarious Experiences both yielded mean scores of 4.39, showcasing a "High" level of self-efficacy influenced by past personal successes and the observation of others. Social Persuasion, with a mean score of 3.97, while still in the "High" range, suggests that individuals may receive slightly less persuasion or encouragement from social sources. Emotional State, with a mean score

of 4.14, indicates a high level of self-efficacy influenced by emotional well-being. When considering all these indicators together, the overall self-efficacy score, with a mean of 4.22, reinforces the notion of high self-belief in capabilities among participants. In summary, the data reveals that individuals in this study generally exhibit a robust level of self-efficacy, with personal experiences and observation of others being the most influential factors, while social persuasion and emotional states also contribute significantly, although to a slightly lesser extent, to their overall self-efficacy.

Table 2.1

Problem no. 2. *The Level of Early Grades Schoolteachers' Post-Pandemic Self-Efficacy in the Area of Mastery Experiences*

Indicators	SD	Mean	Interpretation
1. teach most of the competencies/ learning areas assigned to the class.	.676	4.29	High
2. complete the tasks that has been assigned to me.	.615	4.53	Very High
3. appropriately evaluate and assess my students' performance.	.563	4.47	High
4. establish and maintain a conducive learning environment.	.604	4.38	High
5. communicate with parents and stakeholders for support.	.790	4.26	High
Mastery Experiences	**.40584**	**4.39**	**High**

Mean Score Range and Verbal Interpretation: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

The data offers valuable insights into the self-efficacy of early grades schoolteachers in the post-pandemic context, specifically in the area of Mastery Experiences. These results demonstrate a commendable level of self-efficacy among the teachers.

Item 2 stands out with a "Very High" mean score of 4.53, indicating that teachers have a strong belief in their ability to successfully complete tasks assigned to them. This suggests a high level of confidence in their competence to handle responsibilities effectively. Additionally, Items 1, 3, and 4 also reflect a "High" level of self-efficacy, with mean scores ranging from 4.29 to 4.47. These items demonstrate that teachers believe in their capacity to teach various competencies, assess student performance

appropriately, and establish and maintain a conducive learning environment, all of which are essential aspects of effective teaching.

However, Item 5, which pertains to communication with parents and stakeholders for support, also falls within the "High" range but has a slightly lower mean score of 4.26. This suggests that teachers may perceive a need for further development in this aspect of their self-efficacy, possibly in terms of engaging with external stakeholders for support.

In the broader context of Mastery Experiences, the data reveals an overall "High" level of self-efficacy among early grades schoolteachers. This suggests that, as a whole, these educators are confident in their abilities to teach, assess, create conducive learning environments, and complete assigned tasks, with room for potential growth in their communication with parents and stakeholders for additional support.

This finding is in accordance with the study carried out by Barni et al. (2019), which contends that teachers' self-efficacy, particularly their belief in their ability to effectively handle the responsibilities, tasks, and intricacies linked to their professional roles, plays a crucial role in shaping substantial academic achievements and fostering positive connections within the community.

Table 2.2

Problem no. 2. *Level of Early Grades Schoolteachers' Post-Pandemic Self-Efficacy in the Area of Vicarious Experiences*

Indicators	SD	Mean	Interpretation
1. sympathize/recognize and acknowledge how students and colleagues feel during difficult situations.	.662	4.47	High
2. empathize/understand and relate to my students and colleagues by sharing in their emotional experiences during challenging times.	.662	4.47	High
3. learn important lessons from reading materials or listening to stories and experiences shared by others.	.613	4.44	High
4. gain valuable lessons from my mistakes as well as the failures of others.	.493	4.62	Very High
5. maintain work-life balance between professional life, personal life, and recreation or leisure.	.797	3.97	High
Vicarious Experiences	**.44717**	**4.39**	**High**

Mean Score Range and Verbal Interpretation: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

The data presents an insightful assessment of early grades schoolteachers' post-pandemic self-efficacy in the area of Vicarious Experiences. These findings collectively reflect a commendable level of self-efficacy among the teachers in this particular domain.

Items 1 to 3 demonstrate a "High" level of self-efficacy, with mean scores ranging from 4.44 to 4.47. These items signify that teachers possess the ability to sympathize, empathize, and effectively learn from the experiences and emotions of both their students and colleagues, especially during challenging situations. This suggests a strong capability to relate to others' experiences and emotions.

Item 4 stands out with a "Very High" mean score of 4.62, indicating that teachers excel in gaining valuable insights not only from their own mistakes but also from the failures of others. This item reflects a particularly high level of self-efficacy, implying a deep understanding of the significance of learning from setbacks and others' experiences.

Though, Item 5, which pertains to maintaining a work-life balance, falls within the "High" range but has a slightly lower mean score of 3.97. This suggests that while teachers possess a good level of self-efficacy in this aspect, there may be some challenges in effectively managing their professional commitments, personal life, and leisure activities. In the broader context of Vicarious Experiences, the data reveals an overall "High" level of self-efficacy among early grades schoolteachers. This indicates their proficiency in understanding and connecting with the emotional experiences of others and their ability to draw important lessons from these encounters. Overall, the data portrays teachers who excel in emotional intelligence and self-awareness, particularly in their capacity to relate to others' experiences and emotions, as well as their ability to learn from mistakes and setbacks.

This was supported by the study of Garan (2020), where it was discovered that one influential factor affecting work commitment, particularly in crisis situations, is individuals' self-efficacy beliefs. Employees who possess strong self-efficacy beliefs tend to view crises and challenges as opportunities. They exhibit high dedication to their work responsibilities and allocate more time and effort to their job tasks. Furthermore, they engage in strategic problem-solving, recover swiftly from setbacks, maintain a sense of control over most stressors, and display reduced susceptibility to stress and depression. These findings have prompted numerous researchers to assert that, in general, elevated levels of self-efficacy are associated with positive and desirable outcomes.

Table 2.3

Problem no. 2. *Level of Early Grades Schoolteachers' Post-Pandemic Self-Efficacy in the Area of Social Persuasion*

Indicators	SD	Mean	Interpretation
1. motivated when my superiors' honor me and my work with verbal encouragement.	.684	4.32	High
2. likely to research and assess presented valid information before forming opinions on matters.	.717	3.97	High
3. resilient when my superiors assess my performance in comparison to other colleagues.	.717	4.29	High
4. self-assured in my opinions and perceptions and do not require confirmation from others.	.963	3.74	High
5. not easily discouraged by colleagues' critiques/feedback.	.855	3.76	High
Social Persuasion	**.51436**	**3.97**	**High**

Mean Score Range and Verbal Interpretation: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

The data presents valuable insights into the post-pandemic self-efficacy of early grades schoolteachers within the area of Social Persuasion.

Item 1 demonstrates that teachers are highly motivated when their superiors acknowledge them and their work with verbal encouragement, as reflected by the mean score of 4.32. This indicates a "High" level of self-efficacy in deriving motivation from positive recognition and feedback from higher-ups.

Item 2 indicates that teachers generally display a "High" level of self-efficacy when it comes to critically evaluating presented valid information before forming opinions, despite the mean score being 3.97. This suggests that they possess the confidence and capability to make informed judgments based on valid data. Item 3 highlights that teachers exhibit resilience when their performance is assessed in comparison to their colleagues, with a mean score of 4.29, signifying a "High" level of self-efficacy in this context. This implies that they maintain their confidence and performance standards even when evaluated comparatively.

However, Item 4 suggests that teachers might seek some level of confirmation from others regarding their opinions and perceptions, with a mean score of 3.74 falling within the "High" range. This implies a certain degree of reliance on external validation in

this aspect. Item 5 indicates that teachers are generally not easily discouraged by critiques or feedback from colleagues, as reflected by the mean score of 3.76, which is also within the "High" range. This suggests that they possess resilience and confidence in their abilities when faced with constructive criticism.

In the broader context of Social Persuasion, the data reveals an overall "High" level of self-efficacy among early grades schoolteachers. This suggests that, on average, these educators derive motivation from recognition, critically evaluate information, maintain resilience in performance assessments, and exhibit a fair degree of self-assuredness in their opinions. While some may seek external confirmation in certain situations, they generally display strong self-efficacy in the domain of social persuasion.

This concept finds reinforcement in the research by Tan et al. (2020), who stated that as a person's self-efficacy level increases, their willingness to attempt, invest greater effort, and persevere in completing a task in the face of challenges and adverse experiences also increases. This aligns with Bandura's (1994) assertion that self-efficacy can be bolstered through various means, including gaining mastery experiences, observing others' experiences, receiving encouragement from social sources, and considering one's physiological and emotional state.

Table 2.4

Problem no. 2. *Level of Early Grades Schoolteachers' Post-Pandemic Self-Efficacy in the Area of Emotional State*

Indicators	SD	Mean	Interpretation
1. concentrate on my progress rather than my difficulties.	.699	4.24	High
2. perform well even under pressure and stress.	.739	4.00	High
3. remain calm in the middle of chaos or in times of disaster, disruptions, or uncertainties.	.814	3.94	High
4. persist in trying even when things appear challenging.	.563	4.47	High
5. effectively and efficiently manage and control my emotions in times of happiness and depression.	.736	4.06	High
Emotional States	**.57108**	**4.14**	**High**

Mean Score Range and Verbal Interpretation: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, and 1.00 - 1.49 Very Low.

The data provides valuable insights into the post-pandemic self-efficacy of early grades schoolteachers, particularly in the context of Emotional State.

Item 1 demonstrates that teachers exhibit a "High" level of self-efficacy, with a mean score of 4.24, indicating their ability to focus on their progress rather than dwelling on difficulties. This suggests a `positive and constructive approach to challenges.

Item 2 reflects that teachers are capable of performing well even under pressure and stress, as indicated by a mean score of 4.00, which also falls within the "High" range. This implies that they possess the resilience and self-efficacy to maintain their performance standards in demanding situations. Item 3 suggests that teachers are adept at remaining calm in the midst of chaos or during times of disaster, disruptions, or uncertainties, with a mean score of 3.94 within the "High" range. This implies a capacity to manage stress and maintain composure in challenging circumstances.

Item 4 stands out with a "High" mean score of 4.47, indicating that teachers persist in their efforts even when faced with challenging situations. This demonstrates a high level of self-efficacy in overcoming obstacles and not giving up easily. Item 5 reflects that teachers can effectively and efficiently manage and control their emotions in times of both happiness and depression, with a mean score of 4.06, signifying a "High" level of self-efficacy in emotional management.

In the broader context of Emotional States, the data reveals an overall "High" level of self-efficacy among early grades schoolteachers. This indicates that, on average, these educators possess the capability to concentrate on progress, perform well under pressure, remain calm in chaotic situations, persist in challenging circumstances, and manage their emotions effectively. This high level of self-efficacy in emotional management reflects their resilience and adaptability, essential qualities in the post-pandemic teaching environment.

This concept is rooted in Cherry's (2020) research, which emphasizes that our reactions and emotional responses to circumstances are integral to self-efficacy. Moods, emotional conditions, physical responses, and stress levels can all influence an individual's perception of their competence in a given situation. For instance, someone who experiences significant nervousness before speaking in public may develop a diminished sense of self-efficacy in such scenarios.

Table 3.

Problem no. 3. *The Level of Early Grades Schoolteachers' Post-Pandemic Job Performance during the Academic Year 2022 – 2023*

Indicators	SD	Mean	Interpretation
Job Performance	.481	4.15	Good

Mean Score Range and Verbal Interpretation: 4.51 – 5.00 Very Good, 3.51 – 4.50 Good, 2.51 – 3.50 Average, 1.51 – 2.50 Fair, and 1.00 – 1.50 Needs Improvement.

The presented data in Table 3 provides an assessment of early grades schoolteachers' job performance during the academic year 2022-2023, specifically in terms of their performance evaluation ratings. The mean score of 4.15, accompanied by a relatively low standard deviation of .481, indicates that the teachers, on average, have received a "Good" rating for their job performance. This suggests that the majority of the early grades' schoolteachers have demonstrated effective and satisfactory performance in their roles during the specified academic year.

Overall, the data suggests that the teachers have performed well in their duties, meeting the expected standards, as reflected in the "Good" rating. This positive evaluation is indicative of their dedication and competence in delivering quality education during the post-pandemic academic year. However, there is still room for further enhancements that can elevate their performance to achieve a "Very Good "rating. By focusing on refining and improving self-efficacy, specifically in the areas of Social Persuasion and Emotional State.

Job performance refers to the actions and behaviors of employees that either contribute positively or negatively to the achievement of an organization's objectives (StudeerSnel, 2020). It's important to distinguish between job performance, which primarily pertains to behaviors, and job outcomes, which are related to success and productivity. Performance encompasses the specific actions and conduct of an individual. In the context of schools, teachers' job performance is significantly influenced by their skills. When teachers possess strong skills, their job performance naturally reaches a high level of effectiveness.

Table 4.

Problem no. 4. *Significant Differences in Level of Overall Post-Pandemic Self-Efficacy of Early Grades Schoolteachers when Grouped and Compared According to the Profile Variable.*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	17.36	.914	*Not Significant*
36 years old and above	17.75		
Gender			
Male	20.10	.526	*Not Significant*
Female	17.05		

Marital Status			
Single	18.65	.297	*Not Significant*
Married	14.75		
Years of Teaching Experience			
Shorter (less than 6 years)	15.41	.229	*Not Significant*
Longer (7 years & more)	19.59		

*Significant at *p-value* <.05

The data presented in this analysis explores the significant differences in the overall post-pandemic self-efficacy levels of early grades schoolteachers. This examination involves the categorization and comparison of teachers based on various profile variables. The results indicate that there are no statistically significant differences in overall post-pandemic self-efficacy among these groups.

When looking at age distinctions, with teachers categorized as younger (35 years old and below) and older (36 years old and above), the mean rank for younger teachers is 17.36, while for older teachers, it is 17.75. The p-value associated with this comparison is notably high at 0.914, which exceeds the commonly chosen level of significance (0.05), indicating no statistically significant difference in overall post-pandemic self-efficacy between the two age groups.

Similarly, gender-based comparisons between male and female teachers reveal a mean rank of 20.10 for males and 17.05 for females, with a non-significant p-value of 0.526. Marital status distinctions between single and married teachers, with mean ranks of 18.65 and 14.75, respectively, also resulted in a non-significant p-value of 0.297. Lastly, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenures displayed mean ranks of 15.41 and 19.59, respectively, with a p-value of 0.229.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic self-efficacy of early grades schoolteachers' when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic self-efficacy of early grades schoolteachers' when grouped and compared according to the profile variables.

These findings indicate that, in the context of overall post-pandemic self-efficacy, there are no significant variations among early grades schoolteachers based on age, gender, marital status, or years of teaching experience. This suggests that overall self-efficacy remains relatively consistent across these demographic and experience-related factors among early grades schoolteachers in the post-pandemic period.

Table 4.1

Problem no. 4. *Significant Differences in Level of Post-Pandemic Self-Efficacy of Early Grades Schoolteachers in terms of Mastery Experiences when Grouped and Compared According to the Profile Variables*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	17.30	.869	*Not Significant*
36 years old and above	17.88		
Gender			
Male	18.50	.805	*Not Significant*
Female	17.33		
Marital Status			
Single	17.35	.893	*Not Significant*
Married	17.85		
Years of Teaching Experience			
Shorter (less than 6 years)	16.91	.727	*Not Significant*
Longer (7 years & more)	18.09		

*Significant at *p-value* <.05

The data in table 4.1 examines the post-pandemic self-efficacy of early grades schoolteachers concerning Mastery Experience, categorizing them based on various profile variables such as age, gender, marital status, and years of teaching experience. The findings reveal that there are no statistically significant differences in self-efficacy among these groups.

When considering age, younger teachers (35 years old and below) and older teachers (36 years old and above) showed mean ranks of 17.30 and 17.88, respectively, with a non-significant p-value of 0.869. Similarly, gender-based comparisons between male and female teachers, with mean ranks of 18.50 and 17.33, respectively, yielded a non-significant p-value of 0.805. Marital status distinctions between single and married teachers, with mean ranks of 17.35 and 17.85, respectively, also resulted in a non-significant p-value of 0.893. Finally, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenure

displayed mean ranks of 16.91 and 18.09, respectively, with a non-significant p-value of 0.727.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic self-efficacy in the area of Mastery Experience among early grades schoolteachers when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic self-efficacy in the area of Mastery Experience among early grades schoolteachers when grouped and compared according to the profile variables.

These findings indicate that regardless of age, gender, marital status, or years of teaching experience, early grades schoolteachers exhibit consistent levels of self-efficacy in the domain of Mastery Experience during the post-pandemic period. These results emphasize the resilience and adaptability of teachers, suggesting that their self-efficacy remains robust across various demographic and experience-related factors.

This aligns with the research conducted by Malarkodi and Magdalin (2019), which concluded that statistically significant differences were not observed in teachers' perceived self-efficacy and their perception of burnout. The study further revealed that there were no discernible differences in burnout and self-efficacy among special education teachers concerning demographic variables such as age, income, and years of experience.

Table 4.2

Problem # 4. *Significant Differences in Level of Post-Pandemic Self-Efficacy of Early Grades Schoolteachers in terms of Vicarious Experiences when Grouped and Compared According to the Profile Variables*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	17.80	.813	*Not Significant*
36 years old and above	16.96		
Gender			
Male	22.00	.269	*Not Significant*
Female	16.72		
Marital Status			
Single	17.71	.849	*Not Significant*

Married	17.00		
Years of Teaching Experience			
Shorter (less than 6 years)	16.85	.702	*Not Significant*
Longer (7 years & more)	18.15		

*Significant at *p-value* <.05

The data presents the post-pandemic self-efficacy of early grades schoolteachers concerning Vicarious Experience, categorizing them based on several profile variables, including age, gender, marital status, and years of teaching experience. The results reveal that there are no statistically significant differences in self-efficacy among these groups.

When considering age, younger teachers (35 years old and below) and older teachers (36 years old and above) showed mean ranks of 17.80 and 16.96, respectively, with a non-significant p-value of 0.813. Gender-based comparisons between male and female teachers, with mean ranks of 22.00 and 16.72, respectively, yielded a non-significant p-value of 0.269. Similarly, marital status distinctions between single and married teachers, with mean ranks of 17.71 and 17.00, respectively, resulted in a non-significant p-value of 0.849. Finally, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenure displayed mean ranks of 16.85 and 18.15, respectively, with a non-significant p-value of 0.702.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic self-efficacy in the area of Vicarious Experience among early grades schoolteachers when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic self-efficacy in the area of Vicarious Experience among early grades schoolteachers when grouped and compared according to the profile variables.

The findings indicate that, in the context of Vicarious Experience, there are no significant difference in the post-pandemic self-efficacy of early grades schoolteachers based on age, gender, marital status, or years of teaching experience. This suggests that self-efficacy remains consistent across these demographic and experience-related factors among early grades schoolteachers in the context of Vicarious Experience.

Wilde and Hsu (2019) stated that an individual's overall self-efficacy has a multifaceted impact on their cognitive actions. Earlier studies have demonstrated that general self-efficacy plays a role in shaping how individuals perceive persuasive messages intended to promote behavioral change. However, prior research has not explored the influence of self-efficacy on the interpretation of vicarious experience data and how this interpretation, in turn, affects one's self-efficacy in accomplishing specific tasks within an online learning environment focused on career skills.

Table 4.3

Problem no. 4. *Significant Differences in Level of Post-Pandemic Self-Efficacy of Early Grades Schoolteachers in terms of Social Persuasion when Grouped and Compared According to the Profile Variables*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	17.89	.707	*Not Significant*
36 years old and above	16.79		
Gender			
Male	18.30	.844	*Not Significant*
Female	17.36		
Marital Status			
Single	18.90	.202	*Not Significant*
Married	14.15		
Years of Teaching Experience			
Shorter (less than 6 years)	15.18	.170	*Not Significant*
Longer (7 years & more)	19.82		

*Significant at *p-value* <.05

The data presented in Table 4.3 examines the post-pandemic self-efficacy of early grades schoolteachers concerning Social Persuasion, categorizing them based on several profile variables, including age, gender, marital status, and years of teaching experience. The results reveal that there are no statistically significant differences in self-efficacy among these groups.

When considering age, younger teachers (35 years old and below) and older teachers (36 years old and above) displayed mean ranks of 17.89 and 16.79, respectively, with a non-significant p-value of 0.707. Gender-based comparisons between male and female teachers, with mean ranks of 18.30 and 17.36, respectively, yielded a non-significant p-value of 0.844. Similarly, marital status distinctions between single and married teachers, with mean ranks of 18.90 and 14.15, respectively, resulted in a non-significant p-value of 0.202. Lastly, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenure

showed mean ranks of 15.18 and 19.82, respectively, with a non-significant p-value of 0.170.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic self-efficacy in the area of Social Persuasion among early grades schoolteachers when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic self-efficacy in the area of Social Persuasion among early grades schoolteachers when grouped and compared according to the profile variables.

These findings indicate that, in the context of Social Persuasion, there are no significant variations in the post-pandemic self-efficacy of early grades schoolteachers based on age, gender, marital status, or years of teaching experience. This suggests that self-efficacy remains consistent across these demographic and experience-related factors among early grades schoolteachers regarding Social Persuasion.

As supported by Tan et.al (2020), individuals with higher levels of self-efficacy tend to exhibit greater willingness to attempt tasks, invest more effort, and persist in the face of obstacles and adversity. Self-efficacy can be bolstered through various means, including mastery experiences, vicarious experiences, social persuasion, and the physiological and emotional state of an individual. This perspective contradicts the findings of Tucker (2017), who uncovered that factor such as teacher age, years of teaching experience, teacher gender, and the time dedicated to technology professional development did indeed play a significant role in influencing teachers' self-efficacy.

Table 4.4

Problem no 4. *Significant Differences in Level of Post-Pandemic Self-Efficacy of Early Grades Schoolteachers in terms of Emotional State when Grouped and Compared According to the Profile Variables*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	16.64	.490	*Not Significant*
36 years old and above	19.08		
Gender			
Male	21.30	.352	*Not Significant*
Female	16.84		
Marital Status			

Single	19.29	.101	*Not Significant*
Married	13.20		
Years of Teaching Experience			
Shorter (less than 6 years)	14.38	.066	*Not Significant*
Longer (7 years & more)	20.62		

*Significant at *p-value* <.05

The data in Table 4.4 delves into the post-pandemic self-efficacy of early grades schoolteachers concerning Emotional Status, considering various profile variables for categorization and comparison. The findings reveal that there are no statistically significant differences in self-efficacy among these groups.

When examining age, where teachers were divided into younger (35 years old and below) and older (36 years old and above) groups, the mean rank for younger teachers was 16.64, while for older teachers, it stood at 19.08. The p-value associated with this comparison, at 0.490, exceeds the typical level of significance (0.05), indicating no statistically significant difference in self-efficacy between the two age groups concerning Emotional Status.

Similarly, gender-based comparisons between male and female teachers revealed a mean rank of 21.30 for males and 16.84 for females, with a non-significant p-value of 0.352. Marital status distinctions between single and married teachers, with mean ranks of 19.29 and 13.20, respectively, resulted in a non-significant p-value of 0.101. Lastly, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenures showed mean ranks of 14.38 and 20.62, respectively, with a p-value of 0.066.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic self-efficacy in the area of Emotional Status among early grades schoolteachers when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic self-efficacy in the area of Emotional Status among early grades schoolteachers when grouped and compared according to the profile variables.

The findings indicate that, in the context of Emotional Status, there are no significant variations in the post-pandemic self-efficacy of early grades schoolteachers based on age, gender, marital status, or years of teaching experience. This implies that self-efficacy remains relatively consistent across these demographic and experience-related factors among early grades schoolteachers regarding Emotional Status.

This aligns with the findings of Dullas (2018), who proposed that the fourth source of self-efficacy relies, to some extent, on individuals' somatic and emotional states when assessing their abilities. The aim is to mitigate stress reactions and modify negative emotional tendencies, as well as correct misconceptions about their physical well-being.

Table 5.

Problem no. 5. *Significant Differences in Level of Post-Pandemic Job Performance of Early Grades Schoolteachers when Grouped and Compared According to the Profile Variables*

Variable Groupings	Mean Rank	p-value	Interpretation
Age			
35 years old & below	17.25	.843	*Not Significant*
36 years old and above	17.96		
Gender			
Male	22.50	.223	*Not Significant*
Female	16.64		
Marital Status			
Single	17.96	,677	*Not Significant*
Married	16.40		
Years of Teaching Experience			
Shorter (less than 6 years)	15.91	.352	*Not Significant*
Longer (7 years & more)	19.09		

*Significant at *p-value* <.05

The data presented in Table 5 examines the significant differences in the level of post-pandemic job performance of early grades schoolteachers, considering various profile variables for grouping and comparison. The results indicate that there are no statistically significant differences in level of job performance among these groups. When considering age, with teachers divided into younger (35 years old and below) and older (36 years old and above) categories, the mean rank for younger teachers is 17.25, while for older teachers, it is 17.96. The p-value associated with this comparison is 0.843, which exceeds the commonly chosen level of significance (0.05), indicating no statistically significant difference in job performance between the two age groups.

Similarly, gender-based comparisons between male and female teachers show a mean rank of 22.50 for males and 16.64 for females, with a non-significant p-value of 0.223. Marital status distinctions between single and married teachers, with mean ranks of 17.96 and 16.40, respectively, resulted in a non-significant p-value of 0.677. Lastly, the categorization of teachers based on years of teaching experience into shorter (less than 6 years) and longer (7 years and more) tenures displayed mean ranks of 15.91 and 19.09, respectively, with a p-value of 0.352.

Therefore, the null hypothesis, which states that there is no significant difference in the level of post-pandemic job performance of early grades schoolteachers' when grouped and compared according to the profile variables, has been accepted. There is no significant difference in the level of post-pandemic job performance of early grades schoolteachers' when grouped and compared according to the profile variables.

The findings imply that, in the context of post-pandemic job performance, there are no significant variations among early grades schoolteachers based on age, gender, marital status, or years of teaching experience. This suggests that the level of job performance remains relatively consistent across these demographic and experience-related factors among early grades schoolteachers.

Job performance refers to the actions of employees that can either positively or negatively impact the achievement of organizational objectives (StudeerSnel, 2020). It's important to distinguish between job performance, which is a set of behaviors performed by an individual, and the outcomes of those behaviors, which are associated with success and productivity in a specific job. In the context of teaching, the performance of teachers is significantly influenced by their self-efficacy. When teachers possess the necessary skills and competence, their job performance naturally tends to reach a higher level of effectiveness.

Table 6.

Problem no. 6. *Significant Relationship Between the Levels of Post-Pandemic Self-Efficacy and Job Performance of Early Grades Schoolteachers*

Indicators	p-value	Interpretation
Self-Efficacy and Job Performance (vice-versa)	.000*	*Significant*

*Significant at *p-value* <.05

The data indicates a significant relationship between the levels of post-pandemic self-efficacy and job performance among early grades schoolteachers. This relationship is established by the p-value associated with post-pandemic self-efficacy, which is 0.000. A p-value less than the commonly chosen level of significance, which is typically 0.05,

suggests statistical significance. In this case, the p-value is well below 0.05, indicating that the relationship between post-pandemic self-efficacy and job performance is indeed significant.

Therefore, the null hypothesis, which states that there is no significant relationship between the levels of early grades schoolteacher's post-pandemic self-efficacy and job performance was rejected. There is a significant relationship between the levels of early grades schoolteacher's post-pandemic self-efficacy and job performance.

The strong evidence to suggest that the self-efficacy levels of early grades schoolteachers have a notable impact on their job performance in the post-pandemic context. Higher levels of self-efficacy appear to be associated with enhanced job performance among the early grades' schoolteachers.

This is in line with the findings of Abon et al. (2021), who discovered that teachers exhibit a high level of self-efficacy, which has a positive impact on their work performance, particularly in terms of task and contextual work performance. However, their study did not reveal any significant correlation between self-efficacy and counterproductive behavior. Moreover, noted that the work environment plays a significant role in influencing both self-efficacy and work performance, encompassing three key dimensions: task performance, contextual performance, and counterproductive work behavior. Consequently, the hypotheses proposed in the study were confirmed and supported by their research findings.

Problem no. 7. *Proposed Professional Development Plan to Enhance Self-Efficacy in Early Grades Schoolteachers based on the study's findings.*

The COVID-19 pandemic provided us with an opportunity to develop our educational structure. Educators adapted in various ways, one of which involved incorporating information technology to enhance student learning and improve teachers' job performance, Thailand's Education Minister Nataphol Teepsuwan (2020).

This emphasizes the importance of continuous growth for teachers and the significance of focusing on their self-efficacy, which greatly affects their job performance as early years educators. This continuous growth is not just a personal goal but an essential component of effective teaching. Educators who continually seek to enhance their knowledge and skills are better equipped to meet the evolving needs of their students and the ever-changing educational landscape.

In the upcoming academic year, the Professional Development Plan will focus on helping early grade schoolteachers acquire new skills and improve their self-efficacy in Mastery Experiences, Vicarious Experiences, Social Persuasion, and Emotional State, aiming to enhance their job performance and positively impact students' progress. The school administration will ensure that these training sessions are conducted with strict health and safety measures in place, with no discrimination in providing opportunities for learning and development. These efforts play a crucial role in strengthening and

enhancing the early grades schoolteachers' job performance, preparing them to face the challenges of the upcoming academic year with improved teaching competence.

Proposed Professional Development Plan to Enhance Self-Efficacy in Early Grades Schoolteachers

Key Result Area (KRA)	Findings	Objective	Action Plan	Active Participants	Budget	Time Frame	Success Indicators
Mastery Experiences	A need to improve communication with parents and stakeholders for support.	Enhance communication strategies with parents and stakeholders to foster stronger collaboration and garner increased support.	**Communication Workshops:** Provide workshops or training sessions on effective communication strategies. Invite experts in communication and conflict resolution to provide insights. **Mentorship Programs:** Establish mentorship programs where experienced teachers can guide and support less experienced ones in building effective communication with parents and stakeholders. **Feedback Mechanisms:** Implement regular feedback mechanisms for teachers to receive constructive feedback on their communication with parents and stakeholders. Encourage self-reflection and improvement. **Role-playing Exercises:** Organize role-playing exercises to help teachers practice challenging conversations, offering constructive criticism, and engaging in difficult discussions.	School Principal, Vice Principals, Headteachers, Early Grades Schoolteachers	2024 AIKB35 School Fund	2nd Semester September to December	90% of the teachers enhanced their approaches to establishing partnerships and connections with stakeholders.
Vicarious Experiences	Difficulty to maintain work-life balance between professional life, personal life, and recreation or leisure.	Empower teachers in managing their time effectively and allocating tasks efficiently.	**Time Management Workshops:** Provide time management workshops and training to help teachers prioritize their tasks and achieve a better work-life balance. **Mental Health Support:** Offer access to mental health resources and counseling to help teachers cope with stress and maintain a healthy work-life balance. **Peer Support Groups:** Create peer support groups where teachers can share their experiences, strategies, and challenges in achieving work-life balance. *Promote in Learning Action Cell (LAC) sessions.* **Flexible Scheduling:** Work with the school administration to explore flexible scheduling options to accommodate teachers' personal needs.	School Principal, Vice Principals, Headteachers, Early Grades Schoolteachers	2024 AIKB35 School Fund	2nd Semester September to December	90% of teachers enhanced their methods and techniques for time management and task allocation.

Social Persuasion	A need to improve self-assurance in opinions and perceptions and do not require confirmation from others.	Enhance individuals' self-confidence in their opinions and perceptions, promoting independence from external validation.	**Professional Development Training:** Provide lecture or workshop on Confidence-building and self-validation for teachers. **Peer Feedback:** Encourage teachers to seek feedback from peers, creating a supportive environment where constructive criticism can help them grow and gain self-assurance. **Leadership Opportunities:** Offer leadership opportunities within the school, such as leading curriculum development or department meetings, to build confidence and self-assurance.	School Principal, Vice Principals, Headteachers, Early Grades Schoolteachers	2024 AIKB35 School Fund	1st Semester April to August	90% of teachers demonstrate increased self-assurance in their opinions and perceptions, with reduced dependence on external validation.
Emotional State	Difficulty to remain calm in the middle of chaos or in times of disaster, disruptions, or uncertainties.	Develop the ability to maintain composure and resilience during chaotic, disaster-prone, disruptive, or uncertain situations.	**Stress Management Workshops:** Provide stress management and emotional resilience workshops to help teachers to acquire new techniques and strategies for cultivating resilience and adaptability during challenging times. **Mindfulness and Well-being Programs:** Implement mindfulness and well-being programs, including practices like meditation, yoga, and relaxation techniques to help teachers stay calm and centered. **Crisis Response Training:** Offer crisis response training to prepare teachers for disaster situations and emergencies. Practice drills and scenarios to build confidence in managing chaos. *First Aid Training, Fire and earthquake drills etc.* **Supportive Leadership:** Ensure that school leadership is supportive and approachable, so teachers feel comfortable seeking help and guidance when needed.	School Principal, Vice Principals, Headteachers, Early Grades Schoolteachers	2024 AIKB35 School Fund	1st Semester April to August	90% of teachers will acquire proficiency and capability in a range of techniques and strategies to demonstrate resilience and adaptability during challenging times.

Conclusions

Based on the research findings, the researcher has drawn the following conclusions. These conclusions are derived from a careful of the data and observations made during the study. It encapsulates the key takeaways and insights gained from the research, providing a clear summary of the study's outcomes and their implications.

1. This diversity contributes to a broad spectrum of teaching experiences, reflecting diverse backgrounds and perspectives within the profession, enhancing the teaching environment. It also underscores the significance of inclusive practices and support systems tailored to the unique needs and strengths of this varied group of educators, ultimately fostering a more dynamic and effective educational landscape for both teachers and students. Alongside this, there is a growing demand for older and experienced teachers in early years' education and an increasing necessity to encourage male teachers to join the field, further diversifying perspectives and enriching the educational environment.

2. There is a notable opportunity to create a tailored psycho-social or wellness programs for early grades schoolteachers, with a strong focus on nurturing Social Persuasion and Emotional States, two vital key sources in improving the teachers' overall self-efficacy.

3. The early grades schoolteachers often excel in their field, as evidenced by consistently positive evaluations in their Teacher Performance Evaluation Ratings, which consistently rate them as 'Good.' However, they can further enhance their performance and benefit their students by actively engaging in ongoing academic advancement. They possess the potential to continuously engage in academic growth, aiming for even more remarkable outcomes for their students and striving to attain a “Very Good” rating in their roles.

4. The early grades schoolteachers have demonstrated a strong sense of self-efficacy, and this is independent of their age, gender, marital status, or years of teaching experience.

5. The early grades schoolteachers consistently demonstrate a “Good” level of expertise in their profession, a fact well-documented through their exemplary teachers’ performance evaluation rating, and this remains independent of their age, gender, marital status, or years of teaching experience.

6. A significant correlation exists between the early grades schoolteacher's post-pandemic self-efficacy and job performance. Therefore, it is crucial to place additional emphasis on enhancing self-efficacy in order to improve job performance.

7. Based on the study's findings, it's recommended to implement a professional development program aimed at enhancing the overall self-efficacy of early grades schoolteachers. This program should focus on strengthening the four key sources of self-efficacy: Mastery Experiences, Vicarious Experiences, Social Persuasion, and Emotional State. By offering targeted training, peer collaboration, mentorship, and emotional support, the program can improve job performance, as there is a significant correlation between self-efficacy and the performance of these educators.

Recommendations

Based on the insights and outcomes generated by the research, a set of recommendations and a detailed action plan have been developed. These recommendations and plan of action are designed to provide a practical and strategic response to the study's findings and conclusions. They aim to guide future decisions and initiatives in a way that leverages the study's insights to achieve specific goals and objectives. The recommendations and action plan serve as a roadmap for organizations or individuals seeking to implement positive changes based on the study's insights, ensuring that the knowledge gained is translated into meaningful actions and outcomes.

1. Early years teaching is undeniably demanding both mentally and physically, and for older early grades schoolteachers, it's imperative to prioritize their health and well-being. This entails getting enough rest, maintaining a healthy lifestyle, and seeking support, when necessary, all of which are crucial to ensure they have the energy and enthusiasm required to excel in the classroom. Furthermore, schools can play a pivotal role in promoting male role models in early years education by increasing awareness about their significance, providing scholarships, fostering a male-friendly workplace, advocating for diversity, engaging with communities, and offering professional development opportunities to encourage men to join this field. Ultimately enriching the educational experience for children.

It is also highly advisable for aspiring early years educators to seek guidance from experienced teachers to facilitate a smooth transition and foster dedication in future specialists. Equally important is the active encouragement from experienced early grade schoolteachers to inspire younger generations to consider teaching as a noble profession, especially in anticipation of the growing need for new educators in early years' education. By sharing their passion and wisdom, these seasoned teachers can mentor the expert early grade schoolteachers of tomorrow, ensuring a seamless transition and instilling a profound sense of purpose. This proactive approach prepares and empowers a new generation of early childhood educators who will continue to shape the future of education and make a positive impact on society.

2. To enhance the overall quality of education and support teachers in the demanding field of early years education, the school may consider the implementation of Learning Action Cell (LAC) programs. LACs, led by trained professionals, school administrators, or collaborative teacher teams, aim to provide capability-building training in specific areas of social persuasion and emotional state, ultimately bolstering teachers' self-efficacy and job performance. Targeting social persuasion helps teachers build self-confidence and independence from external validation, elevating their overall self-efficacy, while nurturing emotional well-being equips educators with the resilience and emotional intelligence needed to navigate the unique challenges of early years teaching.

To further support teachers emotional state, schools should prioritize accessible mental health resources and counseling services to reduce stress, prevent burnout, and promote sustainable careers. Additionally, integrating mindfulness and well-being programs, such as meditation and yoga, can create a positive teaching environment where educators focus on their physical and mental health, effectively manage stress, and contribute to a healthier and more harmonious school community. In summary, investing in LACs, mindfulness, and well-being programs represents a powerful means of supporting teachers and elevating the quality of education they provide. Peer feedback and mentorship can also be valuable components of the LAC initiative.

3. To empower early grades schoolteachers and enhance the quality of education, school administrators should consider allocating a budget for teacher training and professional development. This investment allows teachers to participate in workshops and Learning Action Cells sessions led by trained professionals, ultimately improving their job performance and benefiting both the teachers and the school community. These initiatives enable teachers to acquire new skills, share best practices, and gain valuable insights, all of which contribute to their self-efficacy—the belief in their ability to positively impact their students. This, in turn, leads to better job performance, more engaged students, and an overall positive learning environment within the school, fostering continuous improvement.

Additionally, administrators can further empower teachers by promoting performance recognition and incentives for high-performing educators, creating an even more positive learning environment and ensuring the provision of high-quality education to students. In summary, investing in teacher training and recognition programs creates a win-win situation that drives continuous improvement and allows teachers to provide the best possible education.

4. The school is highly encouraged to investing in a diverse range of training and workshops is vital for nurturing the growth and self-efficacy of early grades schoolteachers. Communication Workshops enhance teachers' abilities to convey information effectively and collaborate, fostering strong relationships with students and parents. Time Management Workshops are crucial for handling demanding schedules, optimizing productivity, and maintaining a work-life balance. Stress Management Workshops provide techniques for coping with pressures, contributing to overall well-being, while Professional Development Training on self-validation boosts self-esteem and efficacy. Overall, these workshops are integral in fostering early grades schoolteachers' self-efficacy, making them more effective and satisfied educators.

5. The school may proactively promote teachers' continuous professional growth by offering professional development programs, training sessions, and scholarship grants, thus fostering a culture of lifelong learning and enhancing job performance. Furthermore, encouraging teachers to take on leadership roles within the school, such as leading curriculum development and department meetings, can help educators hone their leadership skills, boosting their self-efficacy and overall job performance. These leadership experiences also promote ongoing professional development and a sense of ownership among educators, ultimately benefiting the school community. Additionally, the institution should establish programs aimed at enhancing school-community partnerships and advocating for initiatives that support early-grade schoolteachers, ultimately contributing to improvements in their job performance. In summary, these initiatives create a holistic approach to teacher development and community involvement, ensuring that educators are well-equipped and motivated to provide high-quality education.

6. Elevating early grades schoolteachers' self-efficacy is vital for improving job performance. To achieve this, school administrators and Headteachers should focus on the four central sources of self-efficacy: Mastery Experiences, Vicarious Experiences, Social Persuasion, and Emotional State. Mastery Experiences are nurtured by providing professional development and hands-on learning opportunities, which enable educators to build confidence in their competence. Vicarious Experiences can be enhanced through mentorship programs, allowing teachers to learn from their peers' successes. Social Persuasion can be encouraged by providing constructive feedback and positive reinforcement. Emotional State can be strengthened through stress management and well-being programs. These measures collectively contribute to

educators' self-efficacy, resulting in improved job performance and a positive impact on the quality of education.
Overall, by actively addressing these four key sources of self-efficacy through hands-on learning opportunities, mentorship, constructive feedback, and well-being initiatives, schools can significantly empower early grades schoolteachers, leading to enhanced job performance and a more enriching educational experience for both teachers and students.

7. The researcher highly encourages the school to implement the proposed professional development program aimed at enhancing the overall self-efficacy of early grades schoolteachers. The program focused on strengthening the four essential sources of self-efficacy. By providing targeted training, encouraging peer collaboration, offering mentorship, and extending emotional support, the research suggests that early grades schoolteachers' job performance can be significantly improved, given the strong correlation between self-efficacy and the effectiveness of these educators.

The proposed professional development plan prioritized helping early grades schoolteachers acquire new skills and boost their overall self-efficacy. The ultimate goal of this initiative is to enhance job performance and positively impact students' progress. The school administration will ensure that these training sessions are conducted with strict health and safety protocols, ensuring equal access to learning and development opportunities for all.

These collaborative initiatives play a pivotal role in bolstering and enriching the job performance of early grades schoolteachers, equipping them with the skills to confidently navigate the challenges of the current educational system, while elevating their teaching competence to new heights.

Compliance with Ethical Standards

This research paper sought to minimize the risk of harm to the target respondents by assuring them of the confidentiality of their responses and protecting their anonymity throughout and even beyond the research process. This researcher acquired their free, prior informed consent at the outset and assured them of their right to withdraw from the study if required.

The study did not endanger or harm those who were selected because protocols were followed to get their prior informed consent, ensuring voluntary participation, anonymity, and confidentiality of their responses.

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