**The Influence of Self-efficacy on Self-regulated Academic Performance of the Senior High School Students in Lorma Colleges Senior High School**

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**Abstract:** Online learning occurred to the new learning system and made its path towards the screens of the students due to the pandemic. In the present time, the evaluation on how self-efficacy in self-regulated academic success acts as a determinant in some of the processes that impact students’ academic self-efficacy and achievement and satisfaction are utilized. As per the study’s objectives, the researchers were able to assess the influence of self-efficacy on self-regulated academic performance of senior high school students through the factors and the influence of self-efficacy on the academic performance of students. In light of the quarantine, the researchers utilized descriptive qualitative research in which they went for various methods of data gathering by disseminating an online questionnaire regarding their different perspectives on self-efficacy in maintaining their academic performance despite the current situation. The researchers then used thematization to explain their findings, showing that students in online learning had a high self-efficacy. Since face-to-face classes had evolved online, the researchers found out that having self-efficacy in an online class setting motivated students and helped them apply time management in order for them to pass requirements before the given deadline. It aided students to have good self-regulation on which they can develop strategic plans for the completion of their requirements. Lastly, we would advise a self-efficacy survey that should be implemented throughout the school year, and for future researchers to conduct further studies to provide a larger selection of respondents to broaden the idea.

**Keywords:** Self-efficacy, Self-regulation, Academic Performance, Senior High School