

# Mediating Effects of Self-Efficacy on Coping Strategies to Teachers' Competence and Work Commitment in Public Elementary School

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## Abstract

This study aimed to determine the self-efficacy as mediator of coping strategies teachers' competence, and work commitment of public elementary school teachers. The study employed descriptive-correlational approach which includes 127 out of 200 teachers in San Francisco District, Division of San Pablo City during the School Year 2022-2023. A five-part survey questionnaire was utilized to determine and interpret the respondent's profile, coping strategies, self-efficacy, teachers' competence, and work commitment. The results revealed that there is a significant relationship between coping strategies to self-efficacy, teachers' competence, and work commitment. Also, there is a significant relationship between self-efficacy to teachers' competence, and work commitment. On the other hand, self-efficacy partially mediated the relationship between teachers' competence and work commitment. However, self-efficacy is fully mediated between coping strategies, and work commitment. As a result, the research hypotheses are not sustained.

Keywords: coping strategies; self-efficacy; teachers' competence; work;

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## I. Introduction

Education has a significant impact on the lives of pupils. Teachers are an important part of this process since they are one of the most important tools for delivering high-quality education. The introduction of COVID-19 in the Philippines resulted in significant changes in the educational environment. One of these is the Department of Education's implementation of a new form of education. Education systems have been back to have face-to-face (on-site) teaching and learning but the same as the traditional classroom learning to continue learning. The transition in school teaching-learning delivery to modular distant learning makes the delivery of fundamental quality education more difficult for school workers. That is why DepEd officials are always looking for solutions to alleviate challenges and equip teachers and school administrators to be more effective in the field of modular remote learning (Bagood, 2020).

One of the most difficult times for academic administrators, staff, and students was the academic year 2020–2021. One cannot dismiss the difficulties brought on by the pandemic despite high vaccination rates, various forms of in-person graduations, and the opportunity to resume some face-to-face instruction (Dorn et al., 2020). Given their usual excessive workloads, deadline demands, and challenges balancing duties, teachers' daily routines were already stressful enough (MacIntyre et al., 2019). On which teachers' performance has been affected with these experiences.

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According to various research, teacher stress is a complicated phenomenon brought on by a variety of factors. The level of stress a teacher experience depends on a number of variables, such as how they evaluate the demands and how they manage them, how they anticipate potential future demands and how they are prepared to handle them, and how well-trained and experienced they are at managing demands (Bottiani, et al, 2019). High levels of job stress are strongly related to subsequent burnout, although high self-efficacy functions as a buffer between job stress and burnout (Schwarzer & Hallum, 2008). Furthermore, self-efficacy has a moderating influence in stress management. Teachers' coping techniques and self-efficacy can have a favorable impact on their teaching effectiveness.

Teachers, on the other hand, develop their own coping strategies and build their self-efficacy to better their performance in the new tough learning environment. Responding to a stressor by employing one or more of the available methods or strategies is known as coping. The ways in which a teacher manages stress is a key factor in determining their psychological well-being (Gustems-Carnicer et al, 2013; Pyhältö, et al, 2020; Talbot & Mercer, 2019). As a result, the goal of this study was to find out the significant relationship between coping strategies and self-efficacy to the teacher's performance in a new learning environment. The findings suggested that teachers' coping strategies and self-efficacy had an impact on their teaching competence and work commitment.

## II. Literature review

### A. Coping Strategies

Coping strategies are used by individuals to manage, accept, eliminate, or lessen unfavorable circumstances. Stress management helps educators fulfill their responsibilities despite the pandemic (Zadok-Gurman et al., 2021). By fostering resilience, happiness, and well-being in their students, teachers may manage stress throughout the pandemic and produce beneficial outcomes (MacIntyre et al., 2020). Teachers used social support, exercise, and leisure activities to reduce the stress caused by the pandemic (HidalgoAndrade et al., 2021). Teachers developed coping strategies to deal with the demanding tasks the epidemic brought them. By staying updated with modern educational trends in the digital era, they acquired the technological expertise they needed to do their professions effectively throughout the pandemic (Dawadi et al., 2020; Klapproth et al., 2020; Teng & Wu, 2021).

Since they have a range of tasks to accomplish to educate their pupils during the pandemic, teachers learn time management, flexibility to change, peer mentoring, and collaboration (De Villa & Manalo, 2020). Furthermore, their flexibility in reacting to the pandemic's advancements created alternative tactics to effectively complete their jobs and commitments (Castroverde & Acala, 2021). In addition, they created technical solutions, instructional innovations, and practical solutions to deal with the problems caused by the current situation (Ghanbari & Nowroozi, 2022).

People experience fewer psychological symptoms (e.g., less ASD) after stressful events when the coping strategy aligns with the stressors (e.g., aims at reducing emotional distress and developing positive self-instructions). In addition, adaptive coping strategies (e.g., trying to look on the bright side) may help individuals rebuild the meaning of life and integrate the stressful experience with existing cognitive schemas about the self and the world, which were linked with better outcomes (Ye, Z., et al, 2020).

Although most challenges elicit both types of coping, early research found that problem-focused coping was preferable to emotion-focused coping for long-term, better psychological functioning (Boniwell & Tunariu, 2019).

### B. Self-efficacy

Albert Bandura's research gave rise to the psychological concept of self-efficacy. He noticed a process

that substantially affected people's lives but had yet to be named or thoroughly explored up to that point. This mechanism was the belief that people could change the course of their own lives.

People with greater self-efficacy see issues as chances to learn and are more likely to persevere in adversity. Highly effective teachers and school administrators believe they can maintain some control in the face of external disturbance (Stajkovic et al., 2018). This boosts their confidence in their ability to lead and make decisions. Assessing teachers' and administrators' self-efficacy beliefs in educational institutions facing substantial change or crises might help to identify areas where support, or lack thereof, may influence their views on their skills and attitudes.

Self-efficacy is well recognized as a powerful motivational, cognitive, and emotional driver of student behavior, with a significant influence on engagement, effort, persistence, self-regulation, and achievement (Honicke and Broadbent, 2016; Ritchie, 2016; Zumbunn et al., 2019). Because of these characteristics, self-efficacy is an essential factor in stress management (Bandura et al., 2003; Sahin, 2017; Lanin Sar al., 2019), and it also acts as a buffer against the impacts of everyday school stresses (Freire et al., 2019; Schönfeld et al., 2019).

#### C. Teachers' Competence

Competence is described as the ability to conduct cognitive, emotional, and psychomotor acts as well as possible under the supervision of someone who has integrated into the individual.

Competence is regarded as an underlying quality by Spencer & Spencer since attributes have a binding effect on a person's personality and may be used to forecast various scenarios and types of employment. Competence is considered causally related since it causes or predicts behavior and performance. It is called criterion-referenced because it tells whether a person will do well or poorly based on established standards or criteria.

Teaching competence necessitates a thorough knowledge of the subject matter that can be transferred to students, methodological mastery, theoretical concepts, fundamentals, essential teaching techniques, and the ability to employ various effective learning strategies. Teachers must be professionally competent to arrange and carry out the learning process. The instructor must direct student learning activities toward achieving learning objectives (Wachidi Tamanov, 2020).

#### D. Work Commitment

Several studies have shown that instructors' talents, motivation, and attitudes influence students' behavior and academic progress. Because the educator needs to devote a significant amount of time to this, Commitment is defined as loyalty to one's vocation. It entails learning technical information about a specific job and applying it to achieve specified goals. This increases self-confidence, job stability, and job satisfaction, contributing to teachers' commitment (Swarnalatha, 2016).

Work commitment refers to an individual's psychological attachment to the organization where he works. It impacts whether someone will remain in the organization or leave. According to Luthans, devotion to an organization shows loyalty and concern for its success. A corporation with devoted employees will achieve the desired results, such as high output, low levels of resignation, and brief absence (as described in Arifin et al., 2019, p.108).

According to Nagar (2012), employees with outstanding affective commitment continue to work for the business freely and joyfully because they need the job and want to work.

### III. Methodology

#### A. Research Design

The study employed the descriptive and correlational research method in determining the relationship between coping strategies to self-efficacy, elementary teachers' competence, and work commitment in San Francisco District. According to (Arikunto, 2007), descriptive research is intended to gather data regarding the pattern found in the field. There is no administration and control in this kind of research. Furthermore, the correlation method was used to investigate whether at least two factors are associated. The descriptive and correlational design employed in the study focuses on the current condition wherein events were recorded, described, analyzed, and compared.

#### B. Respondents of the Study

This study was conducted on the elementary school teachers of San Francisco District, situated in the municipality of San Pablo City, province of Laguna. The respondents are one hundred twenty-seven (127), and the sample size of the teachers currently associated with the eleven (11) public elementary schools in the San Francisco District. The majority of the respondents were teachers from Don Enrique Bautista Elementary School, which is 35. While the least number of the respondents were associated with Fernando A. Quisumbing Elementary School with 14 teachers.

Table 1. Respondents of the study

Profile		Sex:		Civil Status:			
		Female	Male	Married	Single	widowed	widower
School	Atisan Integrated School	6	3	7	2	0	0
	Bernardina A. Deveza MS	3	0	2	1	0	0
	Branzza MS	3	0	1	2	0	0
	Don Enrique Bautista ES	24	1	20	2	1	2
	F.A.Quisumbing ES	2	0	2	0	0	0
	San Antonio 1 ES	15	3	9	9	0	0
	San Antonio 2 ES	20	0	11	9	0	0
	San Gregorio ES	10	1	4	7	0	0
	San Isidro ES	9	0	6	3	0	0
	San Joaquin ES	14	1	8	7	0	0
	San Vicente ES	3	0	2	1	0	0
	Sta.Ana ES	8	1	5	4	0	0
Age	21-30	32	1	11	22	0	0
	31-40	33	8	27	14	0	0
	41-50	29	1	23	6	1	0
	51-60	23	0	16	5	0	2
Educational Attainment	Bachelor Degree Holder	33	2	22	11	0	2
	With MA Units	39	3	24	18	0	0
	Master Degree Holder	37	5	28	13	1	0
	With Doctorate Units	6	0	3	3	0	0
	Doctorate Degree Holder	2	0	0	2	0	0
Designation	Master Teacher I	3	0	2	1	0	0
	Master Teacher II	3	0	3	0	0	0
	Teacher I	40	6	21	25	0	0
	Teacher II	21	1	19	1	0	2

	Teacher III	47	3	30	19	1	0
	Para Teacher	2	0	1	1	0	0
	Substitute Teacher	1	0	1	0	0	0
Years in Service	1-10 years	58	6	30	34	0	0
	11-20 years	30	4	26	7	1	0
	21-30 years	23	0	17	6	0	0
	31 years and above	6	0	4	0	0	2

Table 1 reveals the gender distribution of the 127 teacher-respondents, 117 females and 10 males. According to gender distribution data, females are greater than males.

The table also displays the distribution of teacher-respondents by civil status. It reveals that 1 person is widowed, 2 persons are widower, 77 persons are married, and 47 are single. According to the data, most teacher respondents are married.

Furthermore, 34 teacher-respondents have a bachelor's degree, 41 have master's units, 43 have master's degrees, 6 have doctorate units, and 2 have doctorate degrees, according to the distribution of educational attainment. This suggests that the majority of teacher-respondents have finished their Master Units.

Similarly, 46 of the total population of teacher-respondents are labeled as Teacher I, 22 as Teacher II, 50 as Teacher III, 3 as Master Teacher I, 3 as Master Teacher II, and 2 are Para Teachers, meaning that Teacher I is identified as the majority of the population.

Finally, the table indicates teacher-respondents' distribution based on years of classroom experience. It demonstrates that 64 persons have taught for one to ten years, 34 for eleven to twenty years, 23 for twenty-one to thirty years, and 10 for thirty-one years or more. The majority of teacher-respondents have one to 6 years of teaching experience.

#### C. Instrumentation and Data Collection

The researcher-made online survey questionnaire was the primary instrument for gathering the data. The questionnaire was divided into five (respondent's profile, perception about teachers' coping strategies, perception about teachers' self-efficacy, perception about teachers' competence, and perception about teachers' work commitment.). This method was used to simplify data gathering. As a result of their reliability test it was found out that in terms of managerial competencies, managerial practices, and school service quality, the sub-variables were all higher than 0.9 which indicated that the statements used were all excellent.

#### D. Data Analysis

The following are the statistical measures used in the study.

Mean, and standard deviation was used to examine the coping strategies and self-efficacy used by public elementary teachers.

In describing the level of the teachers' competence and work commitment of the respondents in their school, mean, and standard deviation was utilized.

Furthermore, Pearson Product-Moment Correlation Coefficient was used to prove the two hypotheses set in the study, whether the teachers' competence and work commitment were significantly affected by the teachers' coping strategies and self-efficacy.

#### IV. Results

This section present teachers' description on the mediating effects of self-efficacy on coping strategies to teachers' competence and work commitment.

##### A. Teacher's Observed Coping Strategies

Table 2. Summary Table On The Extent Of Coping Strategies

Coping Strategies	Mean	SD	Interpretation
Problem-Focused Coping	3.63	0.27	Strongly Observed
Emotion-Focused Coping	3.37	0.42	Observed
<b>Overall</b>	<b>3.50</b>	<b>0.35</b>	Strongly Observed

**Legend:** 3.50-4.00 Strongly Observed, 2.50-3.49 Observed, 1.50-2.49 Less Observed, 1.00-1.49 Not at All Observed

Table 2 summarizes the extent to which instructors used strategies for coping in the new learning environment. Respondents used strategies for coping widely, with an overall mean of 3.50. This shows that teachers employed problem-focused coping techniques more than emotion-focused coping strategies. The San Francisco District teachers prefer to identify the problem and provide solutions rather than managing negative emotions.

It also shows the extent of teachers' of using problem-focused coping in the new learning environment. With an overall mean of 3.63, the respondents strongly utilized coping strategies as stated in the indicators when it comes to problem-focused coping. This indicates that teachers are highly manifested the problem-focused coping. Teachers' targets the causes of stress in practical ways which tackles the problem or stressful situation that is causing stress, consequently directly reducing the stress. (Carrol, 2020) defined problem-focused coping as coping that aims to resolve a stressful circumstance or event or change the cause of the stress. Problem-focused coping methods include (but are not limited to) controlling the stress (e.g., problem-solving or removing the cause), obtaining knowledge or aid in dealing with the situation and removing oneself from the stressful circumstance. Problem-focused coping differs from emotion-focused coping, which focuses on controlling the feelings connected with the issue rather than altering it.

It represents how teachers employ emotion-focused coping in the new learning environment. Regarding emotion-focused coping, the respondents significantly implemented coping techniques as specified in the indications, with an overall mean of 3.37. It indicates that teachers utilized emotion-focused coping. This demonstrates that teachers focus on managing their negative emotions or stress by engaging in activities that enhance their mental health. Every Friday after class hours, a project named Project ReST (Relieving Stress of Teachers) had varied activities. Cheat day (eating out), movie marathon, Zumba Day, and Wellness Friday are examples. Emotion-focused coping is described as attempting to handle a difficult situation by altering one's feelings and ideas regarding the cause of stress. Emotion focus also means an intentional effort to reshape affect or cognition to reduce suffering produced by dangerous or damaging occurrences (Matthews, 2017).

**B. Teachers Manifested Self-efficacy.**

Table 3. Summary Table On The Exhibit Of Self-Efficacy

Self-Efficacy	Mean	SD	Interpretation
Mastery Experiences	3.65	0.24	Highly Manifested
Psychological and Emotional Arousal	3.69	0.25	Highly Manifested
Vicarious Experiences	3.78	0.20	Highly Manifested
Social Persuasion	3.73	0.24	Highly Manifested
<b>Overall</b>	<b>3.71</b>	<b>0.23</b>	Highly Manifested

**Legend:** 3.50-4.00 Highly Manifested, 2.50-3.49 Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

Table 3 summarizes the extent to which teachers exhibits self-efficacy in the new learning environment. Respondents exhibits self-efficacy widely, with an overall mean of 3.71. This also shows that teachers highly manifested vicarious experiences among the indicators. Furthermore, as shown in the table above all the indicators of self-efficacy were highly manifested among the teachers in San Francisco District in the Division of San Pablo City.

It shows how teachers use self-efficacy in mastery experiences. With an aggregate mean of 3.65, the respondents demonstrated strong levels of self-efficacy as defined in the indicators. It demonstrates how the teachers handled stress-related tasks. They use this to carry out and organize their teaching and learning processes at school. Self-efficacy is important in stress-coping processes, as it influences the assessment of stressors and selecting and implementing of coping techniques. Individuals with high self-efficacy, on the other hand, prefer to perceive potentially stressful events as challenges rather than threats (Freire, et al 2019).

It represents how teachers employ self-efficacy in terms of psychological and emotional arousal. The respondents highly manifested self-efficacy as specified in the indications, with an overall mean of 3.69. Teachers must promote a positive learning environment. In school there is Gender and Development (GAD), which promotes gender equity for all the learning. Also, A Child-friendly school must be promoted for a positive learning environment which allows learners to enjoy, and learn. Previous research found that most kids prefer warm and pleasant teacher conduct (i.e., somewhat high levels of communion) and fairly high levels of agency. Teachers that display these traits have also been referred to as warm demanders since they clearly state what is required of students while ensuring that pupils feel understood and may establish faith in their skills. Students benefit intellectually and effectively when instructors are warm demanders, reporting increased well-being and motivation (Donker, et al 2020).

It also represents how teachers employ self-efficacy in terms of vicarious experiences. The respondents highly manifested self-efficacy as specified in the indications, with an overall mean of 3.78. Teacher promotes collaborative learning and mutual support in my classroom to create a supportive environment. Seeing others succeed can be a powerful motivator and build confidence. According to Nerona, G. G. (2019), collaborative learning empowers students to construct a meaningful experience. Active engagement with the material and classmates fosters critical thinking, problem-solving skills, and creativity for success in today's world. Teachers in collaborative learning serve as guides, empowering students to take ownership of their education and construct a meaningful experience with their classmates.

Teachers employ self-efficacy in terms of social persuasion. The respondents highly manifested self-efficacy as specified in the indications, with an overall mean of 3.73. Teachers foster learning of learners with the help of their colleagues, and parents/guardians. In school, teachers uses assessments in determining the



learnings of the learners to be reported to the parents/guardians to build partnerships for a better learner-centered set up. According to Jafar, Javid. (2015), the benefits of parental involvement for students are numerous. Parental involvement plays a significant role in the education of students. To begin with, parental inclusion decidedly impacts the understudy's scholastic achievement. Reading and math scores are higher for students with high parental involvement than for those with low parental involvement.

### C. Teachers' Competence

Table 4. Summary Table On Teaching Competence

Teaching Competence	Mean	SD	Interpretation
Classroom Management	3.80	0.22	Highly Competent
Teaching Practices	3.74	0.25	Highly Competent
Formative Assessment	3.71	0.29	Highly Competent
Technology Skills	3.69	0.33	Highly Competent
<b>Overall</b>	<b>3.74</b>	<b>0.27</b>	Highly Competent

**Legend:** 3.50-4.00 Highly Competent, 2.50-3.49 Competent, 1.50-2.49 Less Competent, 1.00-1.49 Incompetent

Table 4 summarizes the extent to which teachers exhibits teaching competence in the new learning environment. Respondents exhibits teaching competence widely, with an overall mean of 3.74. This also shows that teachers highly competent in classroom management. Furthermore, as shown in the table teaching competence of teachers were highly competent in San Francisco District in the Division of San Pablo City.

It represents teachers teaching competence in terms of classroom management. As shown in the overall mean, 3.80 teachers are highly competent when it comes in managing classroom. Effective classroom management is essential for fostering learning and engagement. Educators need diverse competencies, from clear rules to interactive lessons. Prioritizing strategies creates a safe environment that promotes success and growth for all students. Continuous improvement demands dedication, patience, and a commitment to lifelong learning. (Eranil, et al 2019), good classroom management is an aspect of excellent instruction because it produces a good learning environment. Students who participate in an effective learning environment and can exhibit their strengths in the classroom are satisfied. They become more motivated and have favorable views concerning education, and they achieve more achievement.

It also represents teachers teaching competence in terms of teaching practices. As shown in the overall mean, 3.74 teachers are highly competent with their teaching practices. Effective teaching involves more than just having knowledge and skills. Engaging students, creating a positive learning environment, and differentiating instruction are key factors for success. Teachers must develop their teaching practices to ensure the best learning experience for their students. Han, J., & Yin, H. (2016), Teacher motivation is a critical component in improving classroom performance. Because the quality of instruction significantly impacts students' learning outcomes, teaching effectiveness has been investigated in terms of teaching styles; the teacher approaches to teaching, teaching practice, and instruction behaviors in connection to teacher motivation variables.

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It represents teachers teaching competence in terms utilizing formative assessment. As shown in the overall mean, 3.71 teachers are highly competent with using formative assessment. Formative assessment helps teachers gauge student understanding and adjust instruction. Strategies like exit tickets and quick quizzes provide insight for targeted and individualized instruction, leading to greater student success. Timely feedback guides students towards improvement, enhancing teaching competence and student achievement. Formative assessment, which "provides teachers and students with continuous, real-time information that informs and supports instruction" (Ramsey & Duffy, 2016), is a prominent topic of focus in classrooms. The critical necessity to modify teaching and learning to collect evidence to increase student learning necessitated the inclusion of formative assessment as a core component of classroom learning. This is due to the assistance formative assessment provides in guiding students throughout class time in comprehending skills and ideas and making decisions about how to proceed to meet the course learning objectives.

It also represents teachers teaching competence in terms of technology skills. As shown in the overall mean, 3.69 teachers are highly competent with the use of technology. Teachers need strong technology skills to enhance student learning. They must seamlessly integrate technology into the classroom and troubleshoot issues. Staying up to date with new developments can prepare students for success in the digital age. Gilakjani, (2017), said that the usage of technology allows students to become active and learn based on their interests. It is widely regarded in the current world for teaching English. Learners' visual and aural senses are both satisfied by technology. Technology is at the heart of globalization, influencing education and culture.

#### D. Teachers Work Commitment

Table 5. Summary Table On The Level Of Teachers' Work Commitment

Indicators	Mean	SD	Interpretation
Work Values	3.76	0.22	Highly Committed
Job Involvement	3.70	0.25	Highly Committed
Organizational Commitment	3.61	0.30	Highly Committed
Career Satisfaction	3.66	0.23	Highly Committed
<b>Overall</b>	<b>3.68</b>	<b>0.25</b>	Highly Committed

**Legend:** 3.50-4.00 Highly Committed, 2.50-3.49 Committed, 1.50-2.49 Less Committed, 1.00-1.49 Not Committed

Table 5 summarizes the extent to which teachers exhibits work commitment in the new learning environment. Respondents exhibits commitment widely, with an overall mean of 3.68. It also shows that in terms of work values, job involvement, organizational commitment, and career satisfaction teachers were highly committed. Furthermore, as shown in the table teachers' work commitment were highly competent in San Francisco District in the Division of San Pablo City.

Table 5 represents teachers work commitment in terms of work values. As shown in the overall mean, 3.76 teachers are highly committed with their institution. Dedicated teachers inspire their students and

create a safe learning environment. As a result, they are highly respected and valued in their communities. Teachers' commitment to the school is an important factor in achieving educational goals because committed teachers are considered human capital, which is a pillar to the development of education in a country, and have faith in school leadership, and teachers with high commitment will always have a positive outlook (Fiftyana, 2018).

It represents teachers work commitment in terms of job involvement. As shown in the overall mean, 3.70 teachers are highly committed with their job involvement. A committed teacher who values connecting with students to understand their needs and perspectives. It's rewarding to see them finally grasp concepts they've struggled with. According to Cúlibrk et al, (2018), job involvement is a form of attitude toward work commonly characterized as the degree to which one identifies psychologically with one's work, i.e., how much emphasis one places on their work. Job involvement is related to one's present job and is influenced by one's current employment position and how well it fits one's requirements.

It also represents teachers work commitment in terms of organizational commitment. As shown in the overall mean, 3.61 teachers are highly committed with their organization. Teachers' commitment is crucial for their organizational commitment. Their passion and dedication drive their work, shaping the minds and futures of young learners. They invest time, energy, and resources to create a positive learning environment that promotes growth and development, reflecting their commitment to their students and the education system. According to Devece, et al (2016), organizational commitment (OC) is an essential management term. Employee commitment is critical because employees' interests, ambitions, and requirements must align with those of the firm in order to attract the finest personnel.

Furthermore, table 5 represents teachers work commitment in terms of career satisfaction. As shown in the overall mean, 3.66 teachers are highly committed due to the satisfaction in career. Being committed to your work is crucial for career happiness and success. It helps you stay motivated and fulfilled, especially when facing challenges. Finding work that aligns with your values and passion is important for maintaining commitment in the long run. Ultimately, work commitment is essential for long-term career satisfaction. (OYEWOBİ et al, 2023), relevant variables of career satisfaction tend to be situational and dependent on the specific qualities of the work environment as well as the time period studied. More than 50 studies of job security have incorporated work happiness. Jobs bring several forms of fulfillment. They provide economic security, social engagement, and reinforcement variables that boost personal efficacy.

Table 6. Correlation Between The Utilization Of Coping Strategies To Self-Efficacy, Teachers' Competence, And Work Commitment

Coping Strategies	Self-Efficacy				Teacher's Competence				Work Commitment			
	M ast er y Ex pe rie nc es	Psy cho lo gical and Emot ional Arou sal	Vic ario us Exp erie nces	Soci al Pers uaio n	Cla ssro om Ma nag eme nt	Tea chin g Pra ctic es	Form ative Asse ssme nt	Te ch nol og y Sk ills	Wor k Valu es	Job Inv olv em ent	Orga nizati onal Com mitm ent	Career Satisfac tion

Problem-focused	.666**	.601**	.661**	.547**	.626**	.635*	.592**	.527*	.539**	.568*	.506**
Emotion-focused	.547**	.575*	.404**	.463**	.360**	.454**	.511*	.544*	.449**	.571*	.484**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

It is shown in table 6 that there is a positive significant relationship between coping strategies, self-efficacy, teachers' competence, and work commitment. This implies that if with teachers coping strategies, teacher's self-efficacy and confidence will be boosted. As well as in teacher's competence will be develop professionally. Work commitment to the institution will be established.

When some conditions or events surpass an individual's capacity, general self-efficacy drops, which may play a role in stress creation. Coping methods are required in these situations to manage the high levels of stress (Piergiiovanni & Depaula, 2018). In their stress management model, Lazarus and Folkman defined stress as the interplay between a person and their environment. According to these scholars, stress is a stimulus-response relationship in which the individual defines a certain circumstance as dangerous or overflowing, endangering his/her well-being. As a result, stress can affect both physiological and psychological health (Morales-Rodríguez, et al 2019).

Teacher professional development is a deliberate step to increase teacher capacity and competence as an endeavor to assist instructors improve their competency. Learning supervision activities are one of them. Teachers who have dedicated themselves to improving the quality of education in Indonesia. Teachers who have committed will undoubtedly increase their capacity to teach, which will have a beneficial influence on motivating students to realize their potential and improve their learning results (Imron et al, 2020).

Table 7. Correlation Between The Level Of Self-Efficacy To Teachers' Competence, And Work Commitment

Self-Efficacy	Teacher's Competence				Work Commitment			
	Classroom Management	Teaching Practices	Formative Assessment	Technology Skills	Work Values	Job Involvement	Organizational Commitment	Career Satisfaction
Mastery Experiences	.670**	.710**	.623**	.699**	.632**	.679**	.552**	.542**
Psychological & Emotional Arousal	.646**	.674**	.657**	.709**	.611**	.660**	.594**	.560**
Vicarious Experiences	.823**	.791**	.735**	.669**	.680**	.659**	.584**	.566**
Social Persuasion	.671**	.706**	.668**	.630**	.609**	.582**	.635**	.531**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

It is shown in table 7 that there is a positive significant relationship between self-efficacy, teachers' competence, and work commitment. This implies that the higher self-efficacy the teacher has, the higher the

tendency of a teacher to develop their teaching competence, and more likely committed to their work. develop professionally. Work commitment to the institution will be established.

Teachers must have confidence in their abilities to educate and guide their students effectively. This sense of self-efficacy greatly impacts their competence and effectiveness in the classroom. When teachers believe in their capabilities, they are more likely to take on challenges, persist in the face of setbacks, and ultimately achieve better student results. Teachers should cultivate self-efficacy through ongoing professional development, collaborative collaboration, and reflective practice. Doing so improves their skills and knowledge and inspires and empowers their students to reach their full potential. For an effective communication process, the teacher must be a good manager in order to make the best judgments, plan, organize, regulate, assess, and, finally, inspire the students through verbal and nonverbal replies to encourage positive conduct (Sirbu & Tonea, 2015).

Teachers with deeply passionate about their work are dedicated to helping students achieve their academic objectives. Prioritizing staying up-to-date with the latest pedagogical approaches and working collaboratively with my colleagues to design a comprehensive learning environment that is welcoming and inclusive to all. Genuine enthusiasm for supporting others in reaching learners' goals drives putting forth rigorous effort and providing top-notch educational resources consistently. Individual ties to the organization in carrying out their tasks are characterized as levels of commitment. Commitment refers to a person's attitude toward carrying out their tasks, preserving the trust that has been placed in them, and focusing on every work that is assigned to them responsibility. Commitment refers to the proof presented by individuals via their behavior that is morally correct and personally rewarding (Imron, et al 2020).

Table 8. Mediation Analysis Of Self-Efficacy To The Relationship Between Coping Strategy And The Teacher's Competence

Effect	Estimate	Self Efficacy	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.1722	.0675	.0386	.3059	2.5500	.0120
Indirect	.3845	.0821	.2344	.5557	4.6833	
Total	.5567	.0618	.4344	.6790	9.0099	.0000

  

Effect	Estimate	Self-Efficacy	95% Confidence Interval		t	p
			Lower	Upper		
Coping Strat --> Self-Efficacy	.5758	.0556	.4656	.6859	10.3480	.0000
Coping Strat --> Teacher's Comp.	.1722	.0675	.0386	.3059	2.5500	.0120
Self-Efficacy --> Teacher's Comp.	.6678	.0797	.5101	.8255	8.3804	.0000
Coping Strategies --> Self-Efficacy --> Teachers' Competence	.3845	.0821	.2344	.5557	4.6833	

**Note:** Partial mediation exists

As shown in Table 8, there is a direct positive relationship between coping strategies to self-efficacy, coping strategies to teachers' competence, self-efficacy to teachers' competence, and coping strategies to Self-efficacy to Teaching Competence at 0.0120.

The study sought to evaluate the role of self-efficacy in mediating the link between coping strategy

and teacher competency. The findings revealed that self-efficacy influenced the connection between coping strategy and teacher competency. As a result, instructors with high self-efficacy are more likely to employ appropriate coping mechanisms, boosting their classroom competency. These findings have significant implications for teacher training and development programs because they emphasize the role of self-efficacy in improving instructors' competency.

Teachers with a high sense of self-efficacy are more likely to use appropriate coping techniques, which improves their classroom performance. This study has far-reaching implications for teacher training and development programs, emphasizing the importance of self-efficacy in improving teachers' overall competency and effectiveness.

Teachers must have trust in our skills to handle a variety of scenarios that may emerge in the classroom. According to research, when instructors have a high sense of self-efficacy, they are more likely to adopt appropriate coping strategies, which leads to higher classroom performance. This study has far-reaching implications for teacher education and development programs, emphasizing the need to increase teachers' self-efficacy to improve their overall competency and effectiveness.

Self-Determination Theory (STD) establishes that a learning environment which seeks to improve motivation and achievement should support students' basic psychological needs for autonomy, competence, and relatedness. The need for autonomy stems from individuals' inherent desire to be causal agents and to experience volition; the need for competence stems from individuals' active tendency toward psychological growth; and the need for relatedness stems from individuals' desire to form and maintain strong and stable interpersonal relationships, connect with and be accepted by others, and belong (Ayllón, et al 2019).

Table 9. Mediation Analysis Of Self-Efficacy To The Relationship Between Coping Strategy And The Work Commitment

Effect	Estimate	Self-Efficacy	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.1722	.0675	.0386	.3059	2.5500	.0120
Indirect	.3845	.0821	.2344	.5557	4.6833	
Total	.5567	.0618	.4344	.6790	9.0099	.0000

  

Effect	Estimate	Self-Efficacy	95% Confidence Interval		t	p
			Lower	Upper		
Coping Strat --> Self-Efficacy	.5758	.0556	.4656	.6859	10.3480	.0000
Coping Strat --> Work Commit.	.1722	.0675	.0386	.3059	2.5500	.0120
Self-Efficacy --> Work Commit.	.6678	.0797	.5101	.8255	8.3804	.0000
Coping Strategies --> Self-Efficacy --> Work Commitment	.3845	.0821	.2344	.5557	4.6833	

**Note:** Full mediation exists

As shown in table 9, there is indirect positive relationship between coping strategies to self-efficacy, coping strategies to work commitment, self-efficacy to work commitment, and coping strategies to Self-efficacy to Work Commitment at .0120.

Coping strategies play an important part in many facets of employment. Coping methods, self-efficacy, and work dedication all have a good connection. Additionally, self-efficacy and job dedication are linked. Those with good coping mechanisms cope better in the workplace, leading to improved confidence in their talents (self-efficacy) and a greater dedication to their profession. These findings show that adopting appropriate coping mechanisms might be critical in enhancing occupational performance and happiness.

Strategies for coping may make a significant impact in the workplace. When you have effective strategies for coping with stress and obstacles, you are more likely to feel confident in your talents and committed to your career. According to research, there is a strong link between self-efficacy and job devotion, and individuals with superior coping skills tend to do better and be happy in their employment. So, to increase your performance at work and general job happiness, consider how to use more effective coping mechanisms.

Believing in oneself and the ability to succeed is a non-negotiable necessity for success. The attitude of self-efficacy is a critical instrument for achieving any mental state and goals. With this mindset, you become unstoppable and capable of accomplishing anything. Believing in oneself and having faith in one's ability to achieve goals is critical to success. This self-efficacy mentality is necessary for accomplishing any mental state or aim. With this mindset, anything is possible.

Self-efficacy stresses a person's belief in their ability to attain a given action or psychological state. These personal efficacy expectations or levels of confidence impact whether a behavior is undertaken, how much effort is applied, and how long the action is sustained. In a group situation, self-efficacy may be increased by programming that incorporates (i) skill mastery, (ii) modeling, (iii) other explanations for physiologic symptoms, and (iv) social persuasion. Traditional cognitive strategies, such as health education, are outperformed by behavioral activities (specific goal-setting, contracting, behavioral feedback from others, and so on) (Schopp, et al 2015).

## **V. Limitations**

The relationship between coping mechanisms and self-efficacy, as well as between self-efficacy and teachers' competence and job dedication, was emphasized in this study. Two hundred (200) public elementary school teachers from eleven (11) schools in the San Francisco District, Division of San Pablo City, S.Y. 2022-2023, served as the study's responders. The primary tool used to gather the data required for the study was a questionnaire created by the researcher for an online survey.

However, the work commitment's components did not include the union commitment. As a result, organizational commitment and union commitment were comparable.

## **VI. Conclusions and Recommendations**

The findings of the study led to the formulation of the following conclusion; All coping strategies were significantly related to self-efficacy, teachers' competence, and work commitment. Therefore, the hypothesis is not sustained. The level of self-efficacy was significantly related to teachers' competence, and work commitment. Therefore, the hypothesis is not sustained. Based on the mediation analysis conducted with the self-efficacy to the relationship with coping strategies to teachers' competence, it was revealed that self-efficacy significantly mediates coping strategies, and teachers' competence. Hence, it reveals that self-efficacy significantly affects coping strategies, and teachers' competence. Based on the mediation analysis conducted with the self-efficacy to the relationship with coping strategies and work commitment, it was revealed that self-efficacy significantly mediates coping strategies, and work commitment. Hence, it reveals

that self-efficacy significantly affects coping strategies, and work commitment.

In the light of the findings and conclusions of the study, the following recommendations are offered: Teachers may develop their self-efficacy in order to cope up with stress-related activities. The school head may propose different programs, projects, and activities considering the professional development and mental well-being of a teacher. The Department of Education may consistently find ways to make opportunity to develop the teachers' competence through school heads development program. Another study with a larger scope and more variables may be added in relation to coping strategies, and teaching competence. Future researchers may be encouraged to conduct further studies embedded in local setting to justify the idea that the mentioned variables may predict the coping strategies enhancing self-efficacy of DepEd teachers in the district, division level or even in regional level.

### **Conflict Of Interest**

The authors declare no conflict of interest in the conduct of this study.

### **Acknowledgment**

The authors would like to express their sincerest gratitude to the Laguna State Polytechnic University – Research and Development Office for the support to publish this research paper.

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