

# Crisis Self-Efficacy and Well-Being of Teachers in The Division of Davao City

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*Abstract* — This study examined the crisis of self-efficacy and well-being of teachers. The three factors of teachers' work-related well-being: workload, organizational, and student interaction well-being and four constructs identified in this research as action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy were determined. With a sample of 150 in the Division of Davao City teachers, results confirmed that teachers are able to practice self-efficacy in the face of crisis and their well-being are protected by the school system. The crisis self-efficacy and well-being scales used in the study provided support for a higher-order factor of teacher well-being, showed the instrument functioned similarly across different socio demographic subgroups, and demonstrated the well-being factors were related as expected. Combined, these analyses provide support for the use of the instrument as an assessment of teacher well-being and crisis self-efficacy. Each construct measures a unique aspect of one's crisis self-efficacy. Among the four domains of teachers' crisis self-efficacy, the uncertainty management domain is the best predictor of teachers' work commitment during the COVID-19 pandemic in its singular capacity based on the standardized beta coefficients. It implies that teachers' ability to manage or reduce uncertainties at work and in teaching during crisis contributes to their high well-being to providing continuous and quality education for students. Implications for research and practice are discussed.

*Keywords* — *Teachers' crisis self-efficacy, well-being, measurement, validation, relationship, experiences*

## I. Introduction

In the Philippines, teachers also face various challenges that can impact their well-being. One of the main issues for teacher well-being in the Philippines is the workload. Excessive workload was a significant predictor of teacher burnout among Filipino teachers (Gumba, Taza, & Vinluan, 2021). Similarly, high workload was associated with high levels of job stress among Filipino teachers (Olfindo, Gonzales, & Pascual, 2020). Furthermore, Filipino teachers also experienced high levels of stress and anxiety due to the challenges of shifting to remote learning and the uncertainties brought about by the pandemic (Mateo, Ortiz, & San Gabriel, 2021). Nevertheless, Filipino teachers reported feeling undervalued and unappreciated by school administrators and the government. This lack of recognition and support can lead to increased job dissatisfaction and decreased well-being among teachers (Chua, Reyes, & Uy, 2021).

The relationship between crisis self-efficacy and teacher well-being is a relatively new area of research, and there are several gaps in the existing literature that warrant further investigation. Despite the potential importance of crisis self-efficacy for teacher well-being, there is a relatively limited amount of research on this construct. Further studies are needed to develop a more comprehensive understanding of what crisis self-efficacy entails and how it affects teachers' well-being. Although there is evidence to suggest that crisis self-efficacy is related to teacher well-being, there is limited research on the mechanisms underlying this relationship. More research is needed to identify factors that may explain how crisis self-efficacy affects teacher well-being. Finally, there is a need for more research that examines the significance of the influence of crisis self-efficacy on teacher well-being to identify strategies to enhance teachers' crisis self-efficacy and improve their well-being during crises. Such research could help to identify best practices for supporting teachers in times of crisis and promote their overall well-being.

The conduct of this study is very important to highlight the influence of how teachers manage themselves in times of crisis, which affects their overall level of well-being thereby affecting their quality of teaching. By highlighting the level of teachers' level of loneliness in the workplace brought about by the pandemic, the landscape of the inquiry becomes timelier and more relevant.

Crisis self-efficacy refers to the belief that task completion is possible amid crisis (Park, 2019). Avery and Park (2019) characterized crisis self-efficacy as action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy. Accordingly, when situated in a crisis, Schwarzer and Warner (2019) stated that an individual with high self-efficacy beliefs can have a positive impact on motivational processes despite the absence of specific stressors. However, being self-efficacious may also be helpful to show resilience in the face of adversity.

In addition, Hong, Lee, and Ye (2021) found that self-efficacy significantly reduces depression and improves the psychological well-being of the Lebanese during the COVID-19 crises. It also played the mediating role of anxiety and psychological well-being of this population in the same crisis. However, no studies have been conducted to investigate crisis self-efficacy as a mediator of teacher resilience. Highly resilient teachers were found to be more capable of dealing with stress. Efficacy is also associated with a teacher's belief that they are effective as educators. Individuals with strong self-efficacy can handle a task for a longer period than those with low self-efficacy, according to research (Baguri, Roslan, Hassan, Krauss, & Zaremohzzabieh, 2022).

Besides, during a crisis like this, teachers must demonstrate greater commitment to their job and consequently increase their engagement at work (Collie & Martin, 2019). With or without a pandemic crisis, commitment is an essential element of successful teaching. Showing commitment to student learning, especially in this pandemic time can be an important factor in motivating students to continue school. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers towards their profession is one of their distinguished characters (Collie, Martin, & Granziera, 2018).

Teachers who are engaged in their profession and committed to students and their learning play a crucial role in the development of students (Baloran & Hernan, 2020). One factor which influences the work commitment, especially during a crisis, is the self-efficacy beliefs. Employees with high efficacy beliefs perceive crises and dilemmas as challenges. They are highly committed to the work tasks they carry out and invest more time and effort into their work activities (Cahapay & Anoba, 2021). They also think strategically to resolve problems, recover easily from predicaments, feel they are in control of most stressors and are less vulnerable to stress and depression (Collie & Martin, 2019). These concepts have led many researchers to conclude that, in general, high levels of self-efficacy relate to positive and desired results (Talidad & Toquero, 2020). Crisis self-efficacy is a predictor of individual behavior in crises (Park, 2019). In the teachers' perspective, teachers' self-efficacy beliefs are positively related to their commitment to the teaching profession (Park, 2019).

*Action Efficacy.* Action efficacy refers to an individual's belief in their ability to successfully perform specific actions or behaviors that are necessary to achieve a desired outcome. In the context of crisis situations, action efficacy can be seen as an indicator of an individual's crisis self-efficacy, which is their confidence in their ability to cope with and recover from a crisis.

Research has suggested that action efficacy can play a crucial role in individuals' responses to crisis situations. For example, a study by Fu, Xu, Wang, and Zhang (2019) found that higher levels of action efficacy were associated with more effective coping strategies in response to a terrorist attack. Similarly, a study by Hwang, Kim B. and Kim K. (2020) found that higher levels of action efficacy were associated with better mental health outcomes following a natural disaster. Furthermore, some studies have suggested that interventions aimed at improving action efficacy can be effective in promoting better crisis self-efficacy. For instance, a study by Ye, Chen, Zhang and Li (2021) found that a brief intervention designed to improve action efficacy was effective in increasing individuals' perceived ability to cope with a crisis.

In the context of education, the efficacy of teachers refers to their belief in their ability to make a positive impact on student learning outcomes through their instructional practices and decisions. Action efficacy reflects teachers' beliefs that their own efforts will positively affect students' achievement outcomes (Schunk, Meece, & Pintrich, 2019). In addition, Action efficacy is a crucial factor that enables teachers to overcome obstacles and persist in their efforts to support student learning (Henson, 2019).

Moreover, teachers' action efficacy is related to their use of effective instructional practices, such as providing feedback, using formative assessment, and differentiating instruction (Woolf, Williams, Greene and Calkins, 2019). Furthermore, action efficacy can be enhanced through professional development programs that focus on improving teachers' pedagogical content knowledge and instructional strategies (Gibson & Dembo, 2019). Thus, collaborative learning communities can also support teachers' action efficacy by providing opportunities for peer feedback and support (Hornstra, Mansfield, & Van der Veen, 2020).

Several studies have examined teachers' action efficacy, or their confidence in their ability to successfully perform specific teaching-related actions or behaviors. First, a study by Mulyana, Hasanah, and Murti (2019) examined the relationship between teachers' action efficacy and their job satisfaction. The results showed that teachers with higher levels of action efficacy had higher levels of job satisfaction. In addition, a study by Li, Li, and Liu (2020) examined the impact of a professional development program on teachers' action efficacy and teaching effectiveness. The results showed that the program improved both teachers' action efficacy and their teaching effectiveness.

Moreover, a study by Wang, Yang, and Wang (2021) examined the relationship between teachers' action efficacy and their use of educational technology in the classroom. The results showed that teachers with higher levels of action efficacy were more likely to use technology effectively in their teaching. Finally, a study by Yu and Liu (2021) examined the impact of a teacher training program on teachers' action efficacy and their use of inquiry-based teaching strategies. The results showed that the program improved both teachers' action efficacy and their use of inquiry-based teaching strategies. Overall, these studies suggest that teachers' action efficacy is an important factor in their job satisfaction, teaching effectiveness, use of technology, and adoption of innovative teaching strategies.

Conversely, preventive efficacy refers to the belief that one can prevent negative outcomes through their actions and efforts (Schwarzer, 2019). Teacher well-being, on the other hand, refers to the physical, emotional, and psychological state of teachers (Skaalvik & Skaalvik, 2019). Several studies have examined the relationship between preventive efficacy and teacher well-being. One study conducted in 2019 found that teachers who had a higher sense of preventive efficacy reported lower levels of burnout (Jiang, 2019). This study also found that preventive efficacy mediated the relationship between job demands and burnout, suggesting that teachers with higher preventive efficacy were better able to cope with job demands and experienced lower levels of burnout.

Another study conducted in 2020 examined the relationship between preventive efficacy and teacher resilience (Tuncer, 2020). This study found that teachers who had a higher sense of preventive efficacy were more resilient and were better able to cope with stressors. The study also found that preventive efficacy was positively associated with teacher job satisfaction and negatively associated with teacher emotional exhaustion.

A more recent study conducted in 2021 examined the relationship between preventive efficacy and teacher psychological well-being (Zhao, Wang L., Wang M., and Jiang, 2021). This study found that teachers who had a higher sense of preventive efficacy reported higher levels of psychological well-being. The study also found that preventive efficacy mediated the relationship between teacher workload and psychological well-being, suggesting that teachers with higher preventive efficacy were better able to manage their workload and experienced higher levels of psychological well-being. Overall, these studies suggest that there is a positive relationship

between preventive efficacy and teacher well-being. Teachers who have a higher sense of preventive efficacy are better able to cope with job demands, are more resilient, and have higher levels of job satisfaction and psychological well-being.

*Achievement Efficacy.* Achievement efficacy refers to an individual's belief in their ability to successfully accomplish tasks and attain goals. It has been identified as an important indicator of crisis self-efficacy, which refers to an individual's belief in their ability to manage and cope with crisis situations (e.g., natural disasters, personal emergencies) (Luszczynska, Schwarzer, Knoll, & Schulz, 2019).

Research has shown that individuals with higher levels of achievement efficacy are more likely to exhibit effective coping strategies during times of crisis (Luszczynska et al., 2019). For example, a study by Pidgeon and Hulse (2019) found that higher levels of achievement efficacy were positively associated with individuals' perceived ability to cope with and recover from a natural disaster. Moreover, achievement efficacy has been shown to play a crucial role in the development of crisis self-efficacy. Specifically, individuals who have higher levels of achievement efficacy are more likely to develop stronger crisis self-efficacy beliefs (Luszczynska et al., 2019). This suggests that interventions aimed at increasing achievement efficacy may help to improve crisis self-efficacy, which could have important implications for disaster preparedness and response.

In the field of education, the achievement of teachers refers to their belief in their ability to promote and enhance student academic achievement through their teaching practices and instructional strategies. Achievement efficiency is a teacher's belief in their ability to impact student learning and achievement through their own teaching practices (Nguyen, Brinkerhoff, and Scheneider, 2019). Moreover, teachers with high achievement efficacy are more likely to use student-centered teaching practices, such as inquiry-based learning, cooperative learning, and differentiated instruction that promote student engagement and motivation (Klassen & Kim, 2019).

In addition, achievement efficacy is positively associated with teachers' use of formative assessment practices that provide ongoing feedback to students and inform instructional decision-making (Huang, 2019). Professional development programs that focus on improving teachers' content knowledge and pedagogical skills can enhance their achievement efficacy (Harrington & Mena, 2020). Collaborative professional learning communities that provide opportunities for teachers to share effective instructional practices and receive peer support can also promote their achievement efficacy (Bryk, Gomez, Grunow, & LeMahieu, 2019,).

Several studies have been conducted that highlighted teachers' achievement efficacy. For instance, a study by Abaci and Ates (2019) examined the relationship between teachers' achievement efficacy and their teaching practices in Turkey. The study found that teachers with higher levels of achievement efficacy tended to use more student-centered teaching practices and provide more opportunities for student participation. In addition, a study by Yildirim,



Gokmenoglu, and Aslan (2020) investigated the relationship between teachers' achievement efficacy and their job satisfaction in Turkey. The study found that teachers with higher levels of achievement efficacy reported greater job satisfaction.

Moreover, a study by Yan and Li (2021) examined the relationship between teachers' achievement efficacy and their engagement in professional learning activities in China. The study found that teachers with higher levels of achievement efficacy were more likely to engage in professional learning activities and seek opportunities for career advancement. Furthermore, a study by Hong, Kim, and Kim (2019) examined the relationship between teachers' achievement efficacy and their instructional practices in mathematics education in South Korea. The study found that teachers with higher levels of achievement efficacy tended to use more student-centered instructional practices and were more likely to engage in professional development activities.

Furthermore, a study by Kyriakides, Creemers, and Charalambous (2020) investigated the relationship between teachers' achievement efficacy and their job satisfaction and intention to leave in Cyprus. The study found that teachers with higher levels of achievement efficacy reported higher job satisfaction and were less likely to intend to leave their current school. Finally, a study by Klassen and Kim (2021) examined the relationship between teachers' achievement efficacy and their self-regulated learning behaviors in Canada. The study found that teachers with higher levels of achievement efficacy were more likely to engage in self-regulated learning behaviors, such as goal setting, planning, and self-monitoring.

Aside from these, there is a growing body of research that suggests a positive relationship between achievement efficacy and teacher well-being. For example, a study by Wang, Hall, Goetz, and Frenzel (2019) found that teacher self-efficacy was positively associated with job satisfaction and negatively associated with job stress. Another study by Klassen and Chiu (2019) found that teacher self-efficacy was positively related to teacher engagement, which in turn was positively related to teacher well-being.

Moreover, a recent meta-analysis by Zhang, Huang, Li Y., and Li X. (2021) examined the relationship between teacher self-efficacy and various outcomes, including teacher well-being. The meta-analysis found a positive relationship between teacher self-efficacy and teacher well-being, with higher levels of teacher self-efficacy being associated with greater job satisfaction and lower levels of burnout.

Overall, these findings suggest that teacher self-efficacy is an important factor in promoting teacher well-being. Teachers who feel confident in their ability to effectively teach and facilitate student learning are more likely to experience job satisfaction and less likely to experience job stress and burnout.

Studies have shown that teachers with high uncertainty management efficacy are more likely to adopt problem-focused coping strategies, such as seeking information and guidance, collaborating with colleagues, and adjusting teaching strategies, during times of uncertainty and

stress (Jiang et al., 2021; Wicaksono et al., 2021). Additionally, teachers with high uncertainty management efficacy are better able to adapt to changing circumstances and maintain a positive attitude towards their work, despite the challenges and uncertainties they face (Jiang et al., 2021; Zhang, Li, Chen, & Liu, 2021).

Moreover, a study investigated the relationship between teachers' uncertainty management efficacy, technological pedagogical content knowledge (TPCK), and their ability to deliver effective online instruction during the COVID-19 pandemic. The findings indicated that uncertainty management efficacy was positively associated with TPCK and teachers' self-rated effectiveness in online teaching (Wicaksono, Pratiwi, & Lusiana, 2021). Overall, uncertainty management efficacy of teachers is an important indicator of crisis self-efficacy, and developing UME can help teachers better manage and cope with uncertainty during crises or stressful situations in the educational context.

Teacher well-being is essential not only for teachers themselves and their schools, but also for the future society (Yu, Chen, Li, & Yan, 2022). Although there are ongoing debates about the definitions of well-being, one definition seems to be widely cited which refers to teacher well-being as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Another definition of teacher well-being is that it is a positive emotional state that is the result of a harmony between the specific contexts factors on the one hand and the personal needs and expectations towards the school on the other hand (Capone & Petrillo, 2020).

Moreover, different studies have already highlighted the various factors that affect teacher well-being. One of which highlights that teacher well-being is influenced by factors such as life satisfaction and personal happiness and positive psychological functioning. Teachers can demonstrate positive psychological functioning when they are able to form good interpersonal relationships with others, have a sense of autonomy and competence and when they have opportunities for personal growth (Harding, Morris, Gunnell, Ford, Hollingworth, et al, 2019). In addition, research demonstrates that multiple factors impact on teacher wellbeing, including school climate (Gray et al., 2019). That is, the culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing (Glazzard & Rose, 2019).

Furthermore, research demonstrates that teachers with poor mental health may have less belief that they can support the wellbeing and mental health of their students, particularly if they are struggling with their own wellbeing and mental health (Hascher, Beltman, & Mansfield, 2021). Poor teacher wellbeing could therefore be problematic for student wellbeing (Kumar, 2022). In addition, research demonstrates that teachers who demonstrate 'presenteeism' or sickness presence which is described as the act of showing up for work without being productive, find it more difficult to manage their classrooms effectively and are less likely to develop positive classroom and behavior management strategies (Squires, 2019).

*Workload Well-being.* Workload well-being refers to the extent to which an individual's workload aligns with their abilities and resources, enabling them to perform their job effectively while maintaining their physical and mental health (Bakker & Demerouti, 2020). It is an important aspect of overall well-being, as excessive workload can lead to burnout, stress, and other negative outcomes (Leka, Jain, Lavicoli, Flum, DiTesco, Rusu, & Andreu, 2020). Research has highlighted the importance of workload well-being in promoting job satisfaction and performance. A study by Xanthopoulou, Bakker, Oerlemans, and Demerouti (2021) found that employees who reported high workload well-being also reported higher levels of job satisfaction and better job performance. Similarly, another study by de Lange, Taris, Kompier, Houtman, and Bongers (2020) found that workload well-being was positively related to work engagement and negatively related to burnout.

One way to improve workload well-being is through job crafting, which involves employees actively changing aspects of their job to better align with their abilities and interests (Tims, Bakker, & Derks, 2020). Job crafting has been shown to be effective in improving workload well-being, as well as job satisfaction and work engagement (Van den Heuvel, Demerouti & Bakker, 2020). Overall, workload well-being is an important aspect of employee well-being and is associated with positive outcomes such as job satisfaction and performance. Employers can promote workload well-being by providing adequate resources and support, as well as encouraging job crafting to allow employees to tailor their jobs to their abilities and interests.

Conversely, teachers' workload well-being refers to the extent to which a teacher's workload aligns with their abilities and resources, enabling them to perform their job effectively while maintaining their physical and mental health. It is a crucial aspect of overall well-being, as excessive workload can lead to burnout, stress, and other negative outcomes.

Research has shown that workload well-being is a significant factor in teacher retention, job satisfaction, and motivation. In a study by the National Education Union (NEU) (2021), 80% of teachers reported high levels of workload-related stress, which negatively impacted their well-being and job satisfaction. Similarly, a study by Quinlan, Parker, Luszczynska and Olds, (2021) found that high levels of workload were associated with lower levels of job satisfaction and commitment among teachers.

One way to improve teachers' workload well-being is by providing them with adequate support and resources. For instance, a study by O'Connor, Ng and Johnson (2020) found that teacher workload was positively related to teacher job satisfaction when they had access to appropriate resources and support. Additionally, job crafting has been shown to be an effective strategy for improving workload well-being among teachers. In a study by Feuerstahler, Tang, and Lee (2020), teacher job crafting was associated with higher levels of work engagement and well-being.

Overall, workload well-being is an essential aspect of teachers' well-being, and improving it can lead to positive outcomes such as job satisfaction and retention. Employers can promote



teachers' workload well-being by providing adequate resources and support, as well as encouraging job crafting to allow teachers to tailor their jobs to their abilities and interests.

There have been several studies conducted in recent years regarding teachers' workload well-being (Watters & Watters, 2019; Travers, Morin, & Gagné, 2019; Sun, Dunne, & Hou, 2019; Rönnlund, Sjöberg, & Stattin, 2020; Zhang, Li, Chen, & Liu, 2021). These studies highlight the impact of workload, job demands, and organizational factors on teacher well-being, as well as the importance of support and job resources in mitigating the negative effects of workload. They also suggest that job satisfaction mediates the relationship between job demands and teacher well-being.

*Organizational Well-being.* Organizational well-being can be defined as a state of positive functioning of an organization, where employees feel satisfied, engaged, and motivated in their work, and the organization itself is performing effectively (Bakker, Demeroutil & SanzVergel, 2020). This definition is in line with recent research that highlights the importance of considering both individual and organizational factors when examining well-being at work (Hakanen, Bakker, & Schaufeli, 2021).

In the field of education, Teachers' organizational well-being refers to the positive functioning of teachers within the school context, including their psychological, social, and emotional well-being (Skaalvik & Skaalvik, 2018b). It is a crucial aspect of teacher well-being as it can have significant effects on teachers' motivation, job satisfaction, and performance.

Several studies have examined the concept of teachers' organizational well-being and its determinants. For instance, Skaalvik and Skaalvik (2018c) found that teacher self-efficacy, teacher-student relationships, and principal support were significant predictors of teachers' organizational well-being. Similarly, a study by Fila and Paullay-Preller (2021) showed that teachers' organizational well-being was positively associated with job satisfaction, organizational commitment, and teacher motivation.

Moreover, teachers' organizational well-being has been linked to positive outcomes for both teachers and students. For instance, a study by Christensson, Gustavsson, and Soderlund (2019) found that teachers' organizational well-being was positively associated with student achievement and school performance. Similarly, an analysis by Skaalvik and Skaalvik (2018b) showed that teachers' organizational well-being was negatively associated with teacher burnout and turnover intentions. Thus, teachers' organizational well-being is an essential aspect of teacher well-being that can have significant effects on teacher motivation, job satisfaction, and performance. Understanding its determinants and outcomes can help schools create a work environment that promotes well-being and fosters student success.

*Students Interaction.* Student interaction refers to the extent to which students participate and engage with their teacher in the learning process. Research has shown that teacher well-being is closely related to the quality of student interaction in the classroom. According to a study by

Baumeister, Vohs, Aaker, and Garbinsky (2019), positive teacher-student interactions are associated with higher levels of teacher well-being. Specifically, the authors found that teachers who reported high levels of positive interactions with their students also reported higher levels of job satisfaction and lower levels of burnout.

Similarly, a study by Jennings, Snowberg, Coccia, and Greenberg (2019) found that teachers who reported positive relationships with their students had better mental health outcomes, including lower levels of anxiety and depression. The authors suggest that these findings highlight the importance of fostering positive teacher-student interactions as a means of promoting teacher well-being. Conversely, these studies suggest that student interaction is an important indicator of teacher well-being. Teachers who have positive relationships with their students are more likely to experience higher levels of job satisfaction, lower levels of burnout, and better mental health outcomes. Therefore, it is important for schools and educators to prioritize the development of positive teacher-student interactions to promote teacher well-being.

This study is anchored mainly on Social Cognitive Theory (Bandura, 1997). This theory posits that people with high levels of self-efficacy tend to interpret demands and problems more as challenges than as hindrances or subjectively uncontrollable events. In this regard, self-efficacy is postulated as maybe playing a predictor role of psychosocial well-being (e.g., burnout and engagement) (Salanova, Llorens, & Schaufeli, 2019).

Moreover, this study is further anchored on the Job Demands–Resources (JD–R) model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2021). The JD–R model that the characteristics of work environments (i.e., job demands and resources) can trigger two relatively independent psychological processes: (1) erosion process, in which poorly designed jobs or chronic job demands exhaust employees’ mental and physical resources, and may therefore lead to the depletion of energy and, as a result, health problems, and (2) a motivational process, in which the availability of job resources leads to high work engagement, high organizational commitment, low cynicism, and excellent performance (Ventura, Salanova, & Llorens, 2019).

Aside from these, different theories can explain the relationship between crisis self-efficacy and teacher well-being. Self-efficacy theory, social cognitive theory, and conservation of resources theory are commonly used to explain this relationship. First, self-efficacy theory posits that individuals with higher levels of self-efficacy are better able to cope with challenging situations, such as a crisis in the classroom. Teachers with higher levels of crisis self-efficacy reported lower levels of burnout and higher levels of job satisfaction. The authors suggest that self-efficacy is an important factor in determining teacher well-being during times of crisis (Song, Huang, Li, Liu, & Zuo, 2019).

On the other hand, social cognitive theory suggests that individuals learn from observing the behaviors and outcomes of others. Teachers with higher levels of crisis self-efficacy were more likely to engage in proactive coping strategies, such as seeking social support, than those with

lower levels of self-efficacy. The authors suggest that teachers can learn coping strategies by observing the behavior of others, which can have a positive impact on their well-being during a crisis (Kim, Kim, & Park, 2019).

Meanwhile, conservation of resources theory posits that individuals have a limited number of resources (e.g., time, energy) that they must allocate among various demands. Teachers with higher levels of crisis self-efficacy were better able to manage their resources during a crisis, which in turn had a positive impact on their well-being. The authors suggest that crisis self-efficacy may help teachers to conserve their resources by allowing them to focus on effective coping strategies (Hou, Wang, Teng, & Jiang, 2019). This descriptive correlational study aims to determine the relationship between crisis self-efficacy and teacher well-being in the Division of Davao City.

Specifically, this study seeks to answer to the following questions:

1. What is the extent of crisis self-efficacy as perceived by the teachers in terms of:
  - 1.1. action efficacy;
  - 1.2. preventive efficacy;
  - 1.3. achievement efficacy; and
  - 1.4. uncertainty management efficacy?
2. What is the extent of teacher well-being in terms of:
  - 2.1 workload well-being;
  - 2.2 organizational well-being; and
  - 2.3 student interactions?
3. Is there a significant relationship between crisis self-efficacy and teacher well-being?
4. Which among the indicators of crisis self-efficacy significantly predict teacher well-being?

## **II. Methodology**

The study used descriptive quantitative research design employing correlational study. Quantitative research is a type of research methodology that focuses on the use of numerical data and statistical analysis to examine a particular research question or hypothesis (Creswell, 2020). This study is conducted to determine the relationship between the crisis self-efficacy (independent variable) and teacher well-being (dependent variable).

In addition, this study is descriptive since it determines the levels of crisis self-efficacy and teacher well-being. Descriptive research is a type of research that aims to describe and document phenomena or characteristics of a population or a particular group without manipulating or intervening with the subject of study (Neuman, 2021). This descriptive study addresses the objectives which focus on the level of crisis self-efficacy and teacher well-being. Thus, data will be collected using questionnaires for the analysis. The survey questionnaire is an efficient approach to collect the target data to answer the research questions.

The respondents of the study will be 150 public school teachers in the Division of Davao City. The teachers also need to have a permanent appointment status and have worked at their stations for at least three years. To recommend improvements, the researcher is motivated to comprehend the existing state of crisis self-efficacy and teacher well-being since the researcher also teaches in the same division.

In determining the respondents of the study, the researcher employed simple random sampling. Simple random sampling is a statistical method used to obtain a representative sample from a larger population, where every individual or unit has an equal chance of being selected. According to Wang, Y, Yang, and Wang T. (2021), simple random sampling is one of the most widely used sampling techniques in survey research, particularly in studies that require a representative sample from a larger population. It is considered to be an unbiased method of sampling, as it ensures that each member of the population has an equal chance of being included in the sample. One way to conduct simple random sampling is to use a random number generator to select individuals from the population. This can be done manually or using software programs (Kerlinger & Lee, 2019).

The instruments to be used in the study are adapted survey questionnaires for all variables modified to suit the context of the study. The first set of the questionnaire deals with the level of Crisis Self-Efficacy. The questionnaire for this variable is adapted from the Park (2019), contents of which was modified to suit the context of this study. It is composed of four indicators, namely: action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy.

The second set of the instrument deals with the level of teacher Well-Being. The questionnaire for this variable is adapted from Collie et al. (2016), contents of which was modified to suit the context of this study. It is composed of three indicators, namely: workload well-being, organizational well-being, and student interactions.

In the study, the statistical tools that will be used for data analysis and interpretations are the following statistical treatments:

*Mean.* This was used to determine the extent of crisis self-efficacy and teacher well-being in the Division of Davao City.

*Pearson Product Moment Correlation Coefficient.* This statistical tool was used to determine the significant relationship between crisis self-efficacy and teacher well-being in the Division of Davao City. The values of  $r$  ranges from -1 to 1 were interpreted using the following (Gravetter & Wallnau, 2021):

*Linear Regression.* This statistical tool was used to predict the influence of crisis self-efficacy on teacher well-being in the Division of Davao City.

### III. Results and Discussion

Five schools in the Division of Davao City were selected to this study. A total of 150 respondents participated in the study.

#### *Crisis self-efficacy as perceived by teachers*

Of the five schools surveyed, teachers in school E performed protective actions during crisis as evidenced by the mean of 3.98 interpreted as extensive. Coping with crises, teachers practice self-efficacy which means that teachers believe and hope for protective behaviors during crises in schools A (3.83), D (3.75), C (3.70), and B (3.68).

Five schools and their teachers were surveyed for this construct. Two (2) schools, C and E (3.71) came up on top which means that teachers practice preparedness in times of crisis. It also means teachers are confident about his or her crisis knowledge, having plenty of resources to use, and helping others cope with crisis situations with that knowledge. The rest of the schools have means that describe the extensive preventive self-efficacy of teachers: A (3.66), B and D (3.6).

Teachers in school B (3.70) believe that they can still accomplish their goals during a crisis. They also believe that despite difficulties and uncertainties during a crisis, their goals are still achievable. Teachers in the remaining schools (C, E, A and D) practice achievement self-efficacy, though their means are lower (3.61, 3.60, 3.58 and 3.53 respectively).

School C's teachers (3.89) are into uncertainty management efficacy which means they successfully are taking appropriate precautions in crisis situations and reducing the amount of uncertainty before a crisis occurs. School A (3.83) follows the result, school E (3.75) school B (3.73) and school D (3.62). All five schools and their teachers effectively manage uncertainties during crises and behave appropriately.

#### *The Well-Being of Teachers in terms of Workload well-being, Organizational Well-being, and Student Interactions*

Teachers of school B (3.97), based on their mean experience workload well-being which means that teachers experience less stress because of longer hours they spent in their work. Their



workloads give them more time to experience the value, importance and benefit of work instead of giving them more stress. Their well-being advances because of their work. Teachers of E, C, D and S experience workload experience, too (3.92, 3.80, 3.72 and 3.68, respectively).

School D (3.80) and their teachers look to the school for protection and security. This means that teachers believe that the school system protects them and their organizational well-being are taken care of. The rest of the schools and their teachers also naturally feel well secured and protected by the school system amid the recent crises: A (3.78), C (3.75), B (3.63) and E (3.58).

Well-being of teachers as they interact with students is naturally evolving. At first teachers feel so strange, distant and different. But this is only the beginning. Later, brought about by adjustment, cultural affinity, and natural love for the teaching profession, teachers become smoothly interacting with students, oftentimes establishing rapport and camaraderie with the learners. Positive emotions help in teachers' well-being. Top on the list is school E (3.85) whose teachers interact quite well with their learners, the reason for their well-being. Other schools follow: C (3.68), D (3.67), B (3.66) and A (3.56).

#### *Relationship Between Crisis Self-Efficacy and Teacher Well-being*

The results have shown that the teacher's self-efficacy perceptions and their well-being increase. Thus, teachers with strong, extensive self-beliefs in the institution will increase motivation and develop well-being even in times of the pandemic. Teachers who believe in their capacities and consider difficult jobs as difficulties to be won rather than as intimidations to be evaded, confidence in effectively handling the tasks, obligations, and challenges related to their professional activity, well-being in the working environment, thus, this efficacious outlook will lead to maintaining a strong well-being to their work. If there is thrust and self-efficacy, it signals high work productivity is high and low turnover.

#### *Crisis self-efficacy that predict teacher well-being*

The data revealed that the overall crisis self-efficacy significantly influences the well-being of public school teachers during the COVID-19 pandemic. It affirmed the proposition of İlğan, Özü-Cengiz, Atakan and Muhammad (2019) self-efficacy beliefs under any circumstances influence well-being. In conjunction, the finding of this study substantiated the study of Collie, Shapka, and Perry (2019) which pointed out that teachers' self-efficacy beliefs influence their well-being in the teaching profession. Moreover, among the four domains of teachers' crisis self-efficacy, the uncertainty management domain is the best predictor of teachers' work commitment during the COVID-19 pandemic in its singular capacity based on the standardized beta coefficients.

### *Discussion*

This study examined the crisis of self-efficacy and well-being of teachers. The three factors of teachers' work-related well-being: workload, organizational, and student interaction well-being and four constructs identified in this research as action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy were determined. With a sample of 150 teachers in the Division of Davao City, results confirmed that teachers are able to practice self-efficacy in the face of crisis and their well-being are protected by the school system. The crisis self-efficacy and well-being scales used in the study provided support for a higher-order factor of teacher well-being, showed the instrument functioned similarly across different socio demographic subgroups, and demonstrated the well-being factors were related as expected. Combined, these analyses provide support for the use of the instrument as an assessment of teacher well-being and crisis self-efficacy. Each construct measures a unique aspect of one's crisis self-efficacy. Among the four domains of teachers' crisis self-efficacy, the uncertainty management domain is the best predictor of teachers' work commitment during the COVID-19 pandemic in its singular capacity based on the standardized beta coefficients. It implies that teachers' ability to manage or reduce uncertainties at work and in teaching during crisis contributes to their high well-being to providing continuous and quality education for students. Implications for research and practice are discussed.

While there is proof that more degrees of commitment is linked to greater degrees of efficiency and intention of taking on more obligations that lead to more engagement, lower institutional commitment alludes to lower degrees of efficiency, profession flows out, absenteeism, and weak presentation. The more committed educators are in school, the more they become engaged with their job. If academic institutions can make educators more committed, these educators will have a higher chance of being engaged with their job. Therefore, schools need to encourage educators' well-being to secure more engaged educators. Teachers can benefit from this review in a way to be aware that their high degrees of well-being is about to be effective, more engaged, and they can cope with challenges that take place during their teaching procedure in times of crises.

Positive psychology emphasizes a person's assessable and controllable strong points and mental abilities, as opposed to the weak points like exhaustion, dispute, and discontent with work at the workplace. Thus, institutions today seek active, devoted, and attentive workers; in other words, teachers engaged in their careers. This is the reason that such workers are more imaginative and inventive by dedicating their skills and knowledge to the institution ([Bakker & Demerouti, 2020](#)). The present study is significant for faculty members and institution managers to be aware that self-efficacious educators are prone to have fewer symptoms of emotive fatigue and exhaustion and have a greater degree of obligation toward instruction, commitment, individual success, and work well-being or fulfillment ([Zee & Koomen, 2019](#)). Indeed, it can be argued that educators with a greater self-efficacy engage more in their job, encounter more enjoyment, honor, and fondness, and lower levels of rage, tiredness, and despair toward their learners ([Burić &](#)

[Macuka, 2019](#)). Furthermore, in the academic framework, teacher well-being is associated with gratitude, purposeful expert growth, and participation in making decisions.

For it to be attained, school administrators must have abilities like making connections, contextual skills, as well as societal and emotive skills ([Cann et al., 2021](#)). The leadership method could have a constructive impact on work fulfillment by improving employee presentation and corporate objectives through motivation as well as a slow elevation of commitment ([Altaf, Islam, Akhtar, & Janjua, 2019](#)). Regarding the function of teacher efficacy on engagement, the more efficacious teachers are, the more engaged they are in their careers. This fundamentally implies that they are more resolved, devoted, tenacious, lively, encouraged, and excited about their work ([Yang, 2021](#)). As a result, faculty managers must provide a vigorous and dynamic situation for their educators to keep and maintain their well-being that can boost a positive and successful classroom. The function of managers must be emphasized to constructively improve educators' well-being, this is because study evidence demonstrates that constructive and equitable leadership functions of managers affect the well-being of workers ([Fathi et al., 2020](#)).

Teacher trainers are suggested to include challenging instructing exercises in their educator coaching plans, trigger the execution and coaching of specific and contextual instructional techniques, and motivate the suitable utilization of techniques that result in well-being. This is because higher levels of efficacy conceptions in educators have an essential function in enhancing their educators' well-being ([Helms-Lorenz & Maulana, 2019](#)).

Future studies should be conducted to scrutinize associations between the concepts inspected in this paper (teacher commitment, self-efficacy, engagement, and well-being) and demographic factors should be taken into consideration in further research since they will help to extend scholars' knowledge of how teachers' gender and experiences relate to the above-mentioned constructs. Briefly, it is similarly prerequisite to associate teacher efficacy and commitment to learners' accomplishment and examine this association in further studies. Likewise, some empirical research with diverse designs can be carried out to clear out the issue and add to the body of literature.

Several recommendations can be derived from the study's limitations and strengths. Firstly, it would be interesting to replicate the study during the current period. Data collection took place during the first COVID-19 [lockdown](#). By now, many countries have experienced multiple lockdowns due to the persistence of the COVID-19 pandemic. As a result of this long-lasting period of uncertainty and restrictions, it is plausible that teachers' crisis self-efficacy and well-being now differs from at the beginning of the COVID-19 pandemic, because negative emotions are likely to be unavoidable under such challenging conditions.

Secondly, it would be worthwhile to have more than just one measurement point in order to illustrate developments in crisis self-efficacy and well-being over time or differences in the importance of resources and demands at different stages of the pandemic, for example.

Thirdly, considering further individual variables that could potentially promote resilience is important. Drawing upon the teachers' [professional competence](#) self-regulative competencies, which seem to protect against teacher burnout, would be interesting to investigate. Moreover, more detailed data on personality characteristics could be included in order to analyze how these are related to occupational well-being in times of crisis. For instance, [neuroticism](#) has been empirically found to be positively associated with burnout aspects like teachers' emotional exhaustion, meaning that high mean values of emotional exhaustion are correlated with high mean values of neuroticism.

Fourthly, perceived job-related stress could be assessed as a further demand, which would differ from the occupational stress conceptualized as part of teachers' well-being. When doing so, it would be worthwhile to measure whether individuals perceive job-related stress as a hindrance or challenge, as appraisals can play a critical role for psychological outcomes.

Fifthly, personal demands such as caring for (younger) children at home should be investigated, because caring for children can be time-consuming and stressful in general as well as in challenging times.

Lastly, future studies should integrate instructional quality, given findings that teachers' occupational well-being is related to high-quality instruction. For instance, teacher ratings of their own well-being and student ratings of instructional quality dimensions could potentially be combined. Based on this study's findings, it seems that support from colleagues and the principal is a very important resource for reducing stress and exhaustion and enhancing job satisfaction during challenging times.

Therefore, it seems vital to encourage support from colleagues and the principal. Alongside improving social support in challenging times, it is also important to foster teachers' usage of and self-efficacy with digital media as well as readiness to innovate. Overall, what is relevant in a non-digital environment also seems to be highly important in a digital environment.

#### IV. Conclusion

Fr The construct is entitled 'action efficacy' since the items in the construct reflect one's beliefs about his or her ability to perform protective actions in crisis. In crisis situations, people often behave irrationally if they panic. Such irrational behavior can exacerbate damage; therefore, having a high level of action efficacy could help prevent people from additional or unnecessary harm. Also, even if a person is confident in his or her ability to cope with crisis, it may not be possible for the person to act on something because 'thinking' and 'doing' are different, especially during crisis situations (Frisby, Berger, Brchett, Herovic & Strawaer, 2019). Therefore, a construct that measures whether one can believe he or she can take protective behaviors is a critical facet of measuring one's crisis self-efficacy. Considering that action efficacy concerns whether individuals

can act to protect themselves in crisis situations, this construct is especially valuable to crisis officials. For example, in crises such as natural disasters, protective behaviors are extremely important in minimizing the damage of a crisis. That is, if a person takes appropriate protective actions if a tornado hits, s/he will increase the chance of survival. However, if the person fails to take protective measures, his/her life could be threatened. Therefore, crisis officials should gauge people's levels of action efficacy regularly using the action efficacy items and educate publics to bolster their action efficacy so that the damage of a crisis can be minimized in the future.

The construct is named 'preventive efficacy' and defined as one's beliefs about his or her level of crisis preparedness. In other words, it is a self-assessment of one's crisis preparedness. If a person believes that s/he is well-prepared for crisis situations, s/he will show a high score on preventive efficacy and vice versa. As the items imply, a higher score on preventive efficacy reflects that the person is confident about his or her crisis knowledge, having plenty of resources to use, and helping others cope with crisis situations with that knowledge. This construct is closely related to the activities performed before a crisis occurs. That is, whether people have knowledge about a crisis and/or resources to use is typically determined before a crisis occurs.

The construct allows researchers and officials to learn about how much people are prepared for a crisis. Theoretically, the construct helps scholars to better understand people's actual crisis preparedness. By doing so, the construct enables researchers to argue that paying attention to people (not the organization in crisis) is critical in crisis management.

The third construct is entitled 'achievement efficacy.' The construct is defined as one's beliefs about his or her ability to accomplish goals during a crisis. That is, if an individual is high in achievement efficacy, the individual strongly believes that s/he can accomplish goals that s/he set during a crisis despite the uncertainties and difficulties crisis situations impose. The participants in this study had the lowest scores on achievement efficacy among the four constructs of crisis self-efficacy ( $M = 3.70$ ). A possible reason for this low score would be that people do not know what would constitute desirable goals during a crisis or have not set goals for crisis response; thus, they believed that they could not stick to and achieve goals during a crisis. Considering this, to increase individual's achievement efficacy, officials may consider providing very specific, detailed directions to follow when a crisis occurs. For example, if a tornado strikes, official announcements should include response directives such as taking cover and moving to the lowest floor of the house or building.

These directions are critical for people in crisis because taking such actions reduces their risks of damages. In a similar vein, officials should carefully consider channels for delivering directions during a crisis. For instance, often, radio is the only available channel during natural disasters (Birowo, 2020; Spence, McIntyre, Lachlan, Savage, & Seeger, 2019). If directives are issued through a channel that was not available during a certain crisis (e.g., TV and/or websites), people may not receive the directions, and are thus unable to achieve response goals. All in all, officials should note that people's sense of achievement efficacy is relatively low and that



delivering directions to follow through the proper channel could be a solution in boosting achievement efficacy.

Uncertainty management efficacy is defined as one's beliefs about his/her ability to deal with uncertainties in crisis. A crisis event imposes many uncertainties. If an individual can effectively manage uncertainties during a crisis, chances are increased that s/he would be able to successfully take appropriate precautions in crisis situations. Managing uncertainty has been an important topic in crisis management. Crisis is always fraught with uncertainties. It is critical for crisis management to minimize uncertainty before a crisis occurs as well as manage uncertainties that emerge during a crisis (Reynolds, & Seeger, 2020; Ulmer, Seeger, & Sellnow, 2019).

Considering that uncertainty management efficacy in this research reflects one's beliefs about the ability to deal with uncertainty in crisis situations, reducing the amount of uncertainty before crisis occurs would result in a higher level of uncertainty management efficacy. That is, if a person has less uncertainty about a crisis before it occurs, that person is likely to show high uncertainty management efficacy as there's less uncertainty that s/he needs to handle. Therefore, it is critical for crisis officials to take actions to minimize uncertainties before a crisis.

Researchers have suggested several solutions for reducing uncertainties. First, scholars such as Dawes, Cresswell, and Cahan (2019) argue that an existing network of personal relationships could minimize uncertainties experienced by people in crisis. The authors found that a strong interpersonal network among individuals enabled the flow of information about the attack on the world trade center (WTC) on September 1, 2001 (e.g., texting and calling friends/family members about the attack) and as a results of the information flow, people's uncertainties were decreased during the crisis (i.e., people around the WTC received information about the attack via their personal networks so they knew what happened to them and how to behave in the situation).

Given this finding, officials should encourage people to develop a strong network so that uncertainties they may face in crisis are minimized by their communication within their networks, and, as a result, they may develop a high level of uncertainty management efficacy before and during crisis. Second, previous research on uncertainty reduction contends that simulation and training reduce uncertainties in crisis. For instance, Ulmer, Sellnow, and Seeger (2019) argue that indirect experiences with crisis situations via simulation and training processes significantly decrease uncertainty in crisis. Based on this argument, the authors suggest that having simulation and training processes should be an important criterion in evaluating crisis preparedness (Ulmer et al., 2019). Similarly, Sniezek, Wilkins, Wadlington, and Baumann (2021) propose that "multiple novel scenarios increase breadth of knowledge, aid in the reduction of uncertainty." In other words, if people experience crisis situations through reading or experiencing possible scenarios in crisis, their levels of uncertainty may decrease.

However, there is little empirical evidence that supports those arguments (i.e., simulations, training, and/or scenarios reduce uncertainty) in the literature. In this application, the uncertainty

management items in this study can be a useful tool for scholars to test the effects of simulations, training, and/or scenarios in uncertainty reduction in crisis. If the effects are identified through research, officials should develop such simulations, training, and scenarios for the public to experience crises in advance and thus minimize uncertainty prior to crisis. In that case, the uncertainty management items identified in this research can be an important measure that gauges the difference in uncertainty levels before and after the simulations, training, and/or scenarios.

All in all, the four constructs identified in this research are action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy. As discussed, each construct measures a unique aspect of one's crisis self-efficacy, and the composite score of these components reflects a strong, valid measure of an individual's overall crisis self-efficacy. Scholars and officials realize great theoretical and applied value in the overall measurement of crisis self-efficacy and items in each construct in the various cases.

Investigations that develop understanding of well-being among teachers are important not only for teachers, but also for students and schools given links with effective teaching (Duckworth et al., 2019) and students' motivation for learning (Pakarinen, Kiuru, Lekkanen, Poikkus, Siekkene, and Nurmi, 2020). One potential avenue for advancing knowledge of well-being is to assess teachers' work-related experiences and investigate how these impact their well-being. This may be considered something of a practice oriented approach given that it can highlight core aspects of teachers' work that help or hinder well-being.

The first factor, *workload well-being*, relates to issues associated with workload and associated pressure. The second factor, *organizational well-being*, relates to teachers' perceptions of the school as an organization including perceptions of school leadership and the culture towards teachers and teaching. The third factor, *student interaction well-being*, relates to teachers' interactions with students (perceptions of student behavior, motivation, etc.).

Teacher workload is often cited as a main cause of stress, due to the volume and complexity of the workload, perceived fairness of the workload, increased workload due to taking on management responsibilities, and challenges due to work-life balance. However, in a study of teachers on practicum, the more hours that they spent on lesson planning, the less stress they reported (Geng, Midford & Buckworth, 2019). There is also empirical evidence that teacher burnout is not correlated to workload but to other factors such as whether leaders employ a transformational leadership style (Heidmets & Liik, 2019).

It is worth considering how the allocation of time to different tasks correlates to stress; for example, when teachers take on extra tasks in an area of work they value, stress may not increase and job satisfaction may improve. Workload issues are more complex than simply the amount of work: the nature of the work also needs to be considered, and professional development may help to increase the meaning of work and teacher job satisfaction.

Teachers are protected by the system against the out-of-school pressures, yet the fact that teachers are protected from the pressure outside the school does not necessarily mean that these interventions could be harmful, because institutional integrity does not discriminate between positive and negative forces. Interventions influencing educational and training activities in a positive way are also excluded.

Providing opportunities for parents and school staff to interact, not only at the school which may inhibit parental involvement, but also in community settings where parents might feel more at ease. Students, teachers and principals in healthy schools cooperate with the environment of the school.

Teachers tend to take risks and try out new ideas. They will be more willing to convey their values and beliefs to the students. When teachers observe their colleagues' exploring ways of overcoming challenging problems, they will be encouraged to apply their views about the desired future (Tsui & Cheng, 2019).

Teachers interact with various individuals at work, including colleagues and parents. Still, interactions with students have the most decisive influence on all involved positive and negative emotions and personal well-being. These interactions and relationships are experienced differently by both teachers and students, and the perceptions of these connections are reflected in students' and teachers' well-being (van Petegem, Creemers, Rossel, Aelterman, 2021). Teacher well-being and teacher-student interactions are very closely linked. Virtanen, Vaaland, Sørensen, Sigrun (2019) demonstrated the particularly close link between well-being and interpersonal relationships in the teacher's classroom. They established that teacher-student interactions and the teachers' well-being were inter-related. Correspondingly, *better teacher well-being was associated with better student well-being and lower student psychological distress*.

Maintaining positive interpersonal relationships is the basis for human functioning. These bonds among individuals reflect the basic human need to belong somewhere and be close to another person. It is based on the quality of strong and healthy relationships in school and elsewhere that the subjective sense of one's wellbeing is perceived positively (Duckworth, Quinn, Seligman, 2019). On the other hand, inadequately satisfying interpersonal relationships in the classroom have been identified as a significant factor that seriously threatens the well-being of teachers (İlğan, Özü-Cengiz, Atakan, & Muhammad, 2019).

Also, this study strongly affirmed the significance of teachers' work well-being during the COVID-19 pandemic. Moreover, during the pandemic, school teachers are open-minded in recalibrating the teaching strategies, especially on how they divide their time between teaching, engaging with students, and administrative tasks (Cann , Riedel-Prabhakar & Powell, 2021).

Teachers' ability to manage or reduce uncertainties at work and in teaching during the COVID-19 crisis contributes to their high well-being to providing continuous and quality education for students. They are still committed to achieving school and professional goals despite

the crisis. They feel capable of controlling and adjusting with the unforeseen or unexpected changes in work conditions, especially in the aspect of pedagogy. In connection with this finding, a related study of Helms-Lorenz and Maulana (2019) stated that managing uncertainty is essential for crisis management. Crisis management must minimize uncertainty before a crisis occurs as well as manage uncertainties that emerge during a crisis. Considering that uncertainty management efficacy reflects one's beliefs about the ability to deal with uncertainty in crises, reducing the amount of uncertainty before a crisis occurs would result in a higher level of uncertainty management efficacy among employees, and thus contributing to higher work well-being.

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