

Workplace Loneliness, Crisis Self-Efficacy and Well-Being of Teachers: Analysis of Moderating Effect

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Abstract

The primary aim of this research is to assess how workplace loneliness influences the relationship between crisis self-efficacy and the well-being of public elementary school teachers. This study employed a quantitative non-experimental design, specifically utilizing a correlational research approach and moderator role analysis to achieve its objectives. The participants were 338 public elementary school teachers from Matina and Piedad District in Davao City, selected through a stratified random sampling method. The researcher utilized adapted questionnaires that had undergone pilot testing and enhancement to evaluate the levels of crisis self-efficacy, well-being, and workplace loneliness among the public elementary school teachers, employing mean, standard deviation, Pearson moment-product correlation, and linear regression for data analysis. The findings indicated that crisis self-efficacy and well-being had varying mean scores, yet both were classified within very high descriptive levels, whereas workplace loneliness was found to be low. A significant relationship was identified between crisis self-efficacy and well-being. However, no significant relationship was found between crisis self-efficacy and workplace loneliness or between workplace loneliness and well-being. Additionally, the results suggested that workplace loneliness does not significantly moderate the relationship between crisis self-efficacy and well-being. This study suggests that despite the prevalence of workplace loneliness being low, it did not significantly impact the positive relationship between teachers' confidence in handling crises and their overall well-being. Therefore, interventions and support systems should prioritize building teachers' crisis self-efficacy as the key strategy for enhancing their well-being, independent of addressing workplace loneliness. This implies that even if loneliness is present, a teacher's belief in their ability to handle crises is a more powerful predictor of their well-being.

Keywords: Educational Management, Workplace Loneliness, Crisis Self-Efficacy, Well-Being of Teachers, Mediating Effect, Philippines

INTRODUCTION

The teaching profession poses unique challenges that can affect the well-being of teachers. Further, evidence-backed strategies are needed to help ensure teachers' well-being during a crisis. Given that the teaching profession during a crisis entails numerous unforeseen circumstances, educators must respond to the evolving needs of their students throughout a lesson (Collie et al., 2018), adjust to handle unexpected situations related to student behavior, and revise their instructional plans when schedule changes occur

(O'Sullivan, 2020). At the same time, the well-being of teachers is significantly influenced by factors that lead to attrition, burnout, and turnover. Research by Ortan, Simot, and Simot (2021) indicated that educators experience notably high-stress levels alongside low well-being. Addressing these challenges proactively ensures not only the health and well-being of teachers but also the stability and success of the educational environment.

Teacher well-being is essential for maintaining effective teaching practices, fostering positive relationships, and reducing burnout and attrition. Addressing teachers' well-being benefits not only the teachers themselves but also their students and the broader educational system. Schools and policymakers must prioritize strategies that enhance well-being, such as providing emotional support, reducing workload, and fostering professional development opportunities. Promoting well-being can mitigate risks and increase retention, as noted by Skaalvik and Skaalvik (2017).

In the same manner, educators who are dedicated to their work and focused on their students' learning significantly contribute to the growth of learners (Baloran & Hernan, 2020). Individuals with strong beliefs in their effectiveness view 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). Many researchers have concluded that, generally, high levels of self-efficacy are associated with positive and favorable outcomes (Talidong & Toquero, 2020). Given the current health challenges that public sector teachers face in adapting to the evolving teaching and learning paradigms, enhancing crisis self-efficacy is crucial for sustaining and increasing teachers' dedication to their work (Baloran and Hernan, 2020).

Studies have demonstrated that crisis self-efficacy contributes to higher levels of job satisfaction and overall life satisfaction. In the same light, Smith and Maragakis (2020) found that individuals with high crisis self-efficacy experienced lower anxiety levels and greater workplace engagement during organizational changes, resulting in improved well-being. Similarly, Schwarzer and Hallum (2008) highlighted that teachers with greater self-efficacy were more resilient to job-related stress and better able to maintain their well-being in the face of professional challenges. For instance, Xiong and Fang (2022) found that workplace loneliness exacerbates stress and reduces job satisfaction, even among individuals with high self-efficacy, suggesting that social support plays a crucial role in maintaining well-being. A study by Ortan, Simot, and Simot (2021) further supports this by showing that teachers who experience low workplace loneliness benefit more from their crisis self-efficacy in enhancing well-being. In contrast, those with high levels of loneliness often struggle to translate their confidence into positive outcomes due to the emotional toll of isolation.

Research indicates that, overall, elevated levels of self-efficacy are associated with favorable and sought-after outcomes (Talidong & Toquero, 2020). Furthermore, the findings showed that crisis self-efficacy influenced the impact of self-esteem and dispositional hope on teacher resilience. These results support past research that showed a positive association between self-esteem, dispositional hope, and resilience, as well as self-efficacy playing the moderator role (Wu, Xu, Zhang, Han, Ge, Li, Zhang, 2021). In the latest advancements of the positive appraisal style theory of resilience (PASTOR), the role of self-efficacy has been identified as a key factor in achieving resilience (Sabouripour, Roslan, Memon & Ghiami, 2021). Research indicates that educators with compromised mental health may have diminished confidence in their ability to support the wellbeing and mental health of their students, especially if they are dealing with their own challenges (Hascher, Beltman, & Mansfield, 2021). Consequently, low levels of wellbeing among teachers could negatively impact student wellbeing (Kumar, 2022). Furthermore, studies show that

teachers who exhibit 'presenteeism'—defined as physically being present at work while lacking productivity—struggle more with effective classroom management and are less inclined to create positive behavior management strategies (Squires, 2019).

On the other hand, workplace loneliness is a psychological state characterized by a lack of meaningful connections and social interactions within the work environment. This phenomenon has gained significant attention in recent years due to its impact on employees' mental health, job performance, and overall well-being. According to Wright and Silard (2021), workplace loneliness can lead to emotional exhaustion, decreased job satisfaction, and increased turnover intentions. It not only affects individual employees but also hinders organizational effectiveness by reducing collaboration and productivity. Subsequently, workplace loneliness also has implications for organizational culture. A study by Yang and Wen (2020) highlighted that a lack of social connectedness at work can undermine trust and reduce employees' sense of belonging, ultimately affecting their commitment to the organization. Interventions such as fostering open communication, encouraging team-building activities, and providing access to peer support networks have been shown to mitigate workplace loneliness and improve employee well-being (Gao, 2021).

Crises self-efficacy according to Park and Avery (2019) is characterized as action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy. Additionally, Hong et al. (2021) discovered that self-efficacy has a significant impact on reducing depression and enhancing the psychological well-being of Lebanese individuals during the COVID-19 crisis. It also served as a moderating factor for anxiety and psychological well-being within this group amidst the same crisis (Haguyahay, 2024). Nevertheless, there have been no studies that focus on crisis self-efficacy as a moderator of teacher resilience. Teachers who are highly resilient tend to manage stress more effectively. Self-efficacy is also linked to a teacher's belief in their effectiveness as educators. Research indicates that individuals with strong self-efficacy can engage in tasks for more extended periods compared to those with low self-efficacy (Baguri, Roslan, Hassan, Krauss, & Zaremohzzabieh, 2022).

Besides, demonstrating dedication to student education, particularly during this pandemic, can play a crucial role in inspiring students to remain in school. Dedicated educators acknowledge and strive to meet their obligations to their students (De Ocampo, 2023). Educators who are passionate about their profession and dedicated to the learning of their students are vital to student development (Baloran & Hernan, 2020). One factor that affects work commitment, particularly in times of crisis, is the belief in one's own abilities. Individuals with strong self-efficacy views see crises and problems as opportunities for growth. They demonstrate a high level of commitment to their tasks and devote greater time and effort to their work responsibilities (Cahapay & Anoba, 2021). 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).

In today's challenging health environment, it's crucial for teachers in public education to improve their crisis self-efficacy in order to sustain and enhance their commitment to their work amidst the shifts in teaching and learning processes. The ability to manage uncertainty is the strongest predictor of teachers' dedication during this crisis. When teachers have strong beliefs in their abilities to navigate unexpected situations resulting from the pandemic, it significantly contributes to their commitment to fulfilling their professional and educational responsibilities. Additionally, findings highlighted a considerable level of crisis self-efficacy among public school teachers regarding action, prevention, achievement, and uncertainty management, along with a marked commitment to their school, students, teaching, and professional roles (Balogo and Hernan, 2021). Furthermore, the study conducted by Baguri, et al., (2021) indicated that crisis self-efficacy

significantly predicts teacher resilience, aligning with earlier studies by Yada et al. (2021) and Kim and Burić (2020). The results of this research suggest that teachers' self-efficacy in crisis situations propels them toward resilience. A strong belief among teachers in their ability to effectively navigate unexpected challenges, such as those brought on by the pandemic, serves as a predictor of their resilience in meeting their professional and pedagogical obligations within the school setting.

In addition to this, the dimensions of teacher well-being encompass physical, mental, social, financial, spiritual, occupational, and intellectual aspects (Zhou & Parmanto, 2020). The well-being of teachers is vital not just for the educators and their institutions, but also for the upcoming society (Yu, Chen, Li, & Yan, 2022). Despite the ongoing discussions regarding 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 (McCallum, 2020). Another definition of teacher well-being is that It is an uplifting emotional condition that arises from a balance between the particular contextual elements and the individual needs and expectations regarding the school (Capone & Petrillo, 2020). Teacher well-being within the education system involves feeling appreciated, engaging in purposeful professional development, and participating in decision-making processes (Ortan, et al, 2021). This sense of well-being is primarily attained when leaders, such as principals or school administrators, demonstrate abilities like building relationships, understanding the context, and possessing social and emotional skills (Cann, Riedel-Prabhakar, Powell, 2021).

It can be argued that educators often face a variety of changes, challenges, complexities, and hardships in their daily routines (Yu, et al, 2022). With rising expectations for academic accountability and a greater emphasis on academics, researchers and stakeholders have become more focused on determining what priorities school teachers should adopt, such as enhancing teaching quality and improving student outcomes (Viac & Fraser, 2020). However, it is believed that the well-being of teachers has been compromised due to these current priorities (Hascher & Waber, 2021). As a result, promoting teacher well-being has emerged as a crucial strategy for sustaining and improving the quality of education (Yu, et al, 2022), as well as contributing to the ongoing development of teachers, students, schools, and society, which aspires to be a 'wellness society' that embraces constant change and unprecedented uncertainties for a better future (OECD, 2020).

As a result, the well-being of teachers has emerged as an important concern for both educational institutions and society. It is considered connected to the effectiveness of teaching, the results for students, and the administration of education (Hascher & Waber, 2021). High teacher well-being has been shown to help schools—as organizations—stabilize their functioning and increase the commitment of staff members. By contrast, low teacher well-being is considered as barrier to enhancing schools and implementing educational reforms, which may result in increased teacher absenteeism (Hascher & Waber, 2021). Teacher well-being is also linked to other psychological aspects, particularly in a negative way with teacher stress and burnout (Burić, Slišković, & Penezić, 2019). Additionally, various studies have pointed out the multiple factors that impact teacher well-being. One such study indicates that teacher well-being is affected by elements like life satisfaction, personal happiness, and positive psychological functioning. Teachers exhibit positive psychological functioning when they can build supportive interpersonal relationships, possess a sense of autonomy and competence, and have chances for personal development (Harding et al, 2019). In other words, the culture, ethos, and environment within a school can significantly affect the mental well-being of both students and staff (Glazzard & Rose, 2019).

The nature of educational institutions as social entities facilitates the exchange of experiences among those involved. Within schools, educators often operate in isolated settings, such as classrooms, concentrating solely on fulfilling their responsibilities and leading a predominantly unidirectional work life. This can lead to a breakdown in interpersonal connections and result in feelings of isolation (Uğurlu & Kaplan, 2021). Loneliness is characterized by feelings of emptiness, alienation, and a lack of meaningful connections with others (Dor-Haim & Oplatka, 2021). It is linked to a range of adverse psychological and organizational consequences (Telyani et al., 2021), including reduced performance, lower quality of work, decreased motivation and commitment, increased dissatisfaction with the job, heightened turnover intentions, and diminished overall well-being (Ozcelik & Barsade, 2018).

Despite the abundance of studies on loneliness, loneliness at work in the educational setup is a new research topic that has gained more weight in recent years (Erdirençelebi, Ertürk, & Çini, 2020). Some concepts that are studied due to their relation to workplace loneliness encompass organizational behaviors such as feelings of isolation and stress, alongside job satisfaction, performance, and trust within the organization (Uğurlu & Kaplan, 2021). Loneliness can have severe negative consequences that may eventually contribute to issues like anxiety, depression, mental disorders, heart failure, and even suicidal tendencies (Sîrbu & Dumbrava, 2019). Furthermore, loneliness can lead to neurological issues, including neuroendocrine disruptions, cardiovascular problems, and heart insufficiency (Zumaeta, 2019). The decrease in an individual's overall well-being due to loneliness serves as an indication that it can affect both the person and the organization at work (Kuna, 2019).

When considering loneliness as a normal aspect of life, people may encounter different levels of this experience; however, when it becomes pronounced in the workplace, it should be recognized as a significant risk factor. Generally, delving deeper into social relationships and workplace environments could be advantageous in comprehending the dynamics of organizational behavior and enhancing both personal and workplace connections. Given the complex nature of personal social contexts, the relationships among colleagues, feelings of loneliness, and organizational settings, this research has advanced our understanding of how employees can experience loneliness at work. Furthermore, loneliness in the workplace can highlight that experiencing such feelings is a natural and unavoidable part of employees' organizational lives. This research has important implications for organizations on how to manage loneliness effectively (Jung, et al., 2022).

Illustrated in Figure 1 is the study's conceptual framework, which assisted the researcher in condensing and succinctly articulating the study's concept. The independent variables are the crisis self-efficacy or the belief that task completion is possible amid crises (Park, 2016) and teacher's well-being or the state of complete physical, mental, and social wellness, which encompasses more than just the absence of illness or disability (McCallum, 2020). Crisis self-efficacy, as defined by Park and Avery (2019), includes action efficacy, preventive efficacy, achievement efficacy, and uncertainty management efficacy. Additionally, a teacher's well-being spans across physical, mental, social, financial, spiritual, occupational, and intellectual domains (Zhou & Parmanto, 2020).

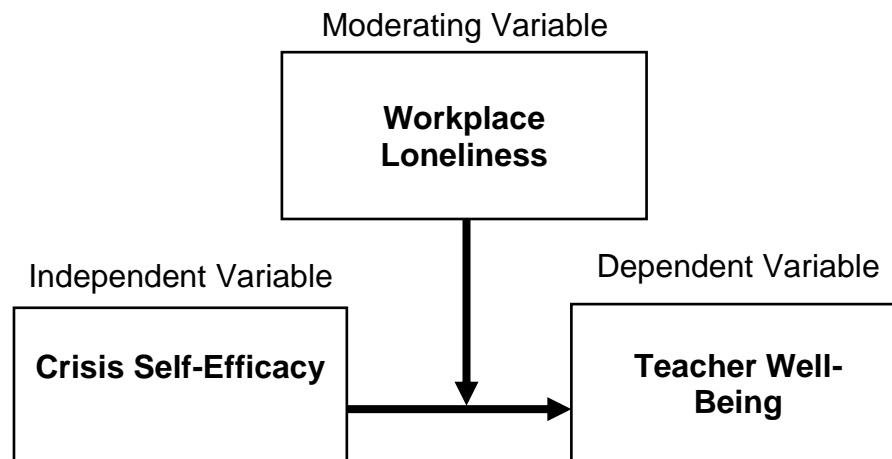


Figure 1. Conceptual Framework Presenting the Research Variables

On the other hand, the study's dependent variable is teacher well-being. Teacher well-being is critical because it influences not only individual teachers but also the broader school environment. Poor well-being has been linked to burnout, emotional exhaustion, and higher rates of attrition (Skaalvik & Skaalvik, 2017). Conversely, teachers with strong well-being are more likely to experience job satisfaction and build meaningful relationships with students and colleagues. As McCallum, et al, (2017) emphasize, enhancing teacher well-being requires addressing work-related stressors and fostering professional development, peer collaboration, and social-emotional support systems to promote long-term health and career sustainability. The diagram on the following page is a schematic diagram in which significant relationship is a hypothesized causal chain in which one variable affects a second variable. The significant effect, in which workplace loneliness influences crises self-efficacy and well-being of the elementary school teachers.

This research primarily relies on Social Cognitive Theory (Bandura, 1997). The theory suggests that individuals with a high degree of self-efficacy are more likely to view challenges and problems as opportunities rather than obstacles or events they cannot control. In this context, self-efficacy is proposed to potentially serve as a predictor of psychosocial well-being, such as burnout and engagement (Salanova, Llorens, & Schaufeli, 2011). Furthermore, this research is also based on the Job Demands–Resources (JD–R) model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The JD–R model suggests that the attributes of work settings (i.e., job demands and resources) can activate two relatively distinct psychological processes: (1) an erosion process, where inadequately structured jobs or ongoing job demands drain employees' mental and physical resources, potentially resulting in energy depletion and, consequently, health issues, and (2) a motivational process, in which the presence of job resources fosters high levels of work engagement, strong organizational commitment, reduced cynicism, and outstanding performance (Ventura, Salanova, & Llorens, 2015).

In relation to the current study, the Person-Environment-Occupation Fit Model (POEF, Jansen & Kristof-Brown, 2006) serves as another foundational construct. Building on this framework, a strength-based psychosocial approach to teacher well-being is suggested. A PEOF model leverages both individual strengths and the surrounding environments (Fox et al., 2020) and provides a framework for understanding how the interactions between the person and the environment promote or inhibit optimal functioning and work-related outcomes (Jansen & Kristof-Brown, 2006). This model emphasizes multiple dimensions,

indicating that both individuals and their surrounding environment consist of internal elements (such as personality, values, attitudes, emotions, and goals) as well as external elements (including job requirements, behavior, organizational culture, and pay; Edwards & Billsberry, 2010). This broadens the scope of interactions and influences that can arise between the two domains. Gaining an understanding of how individual characteristics of teachers interact with environmental factors to foster or hinder positive work experiences can shed light on conditions that enhance well-being within schools. Viewing teacher well-being through the lens of a person-environment-fit framework implies that differences in well-being can be explained by various contributing factors from personal and environmental areas, which frequently interact with each other.

Latently supporting this study is the theory of hope as cited by Waynor, Gao, Haytas, and Reilly A (2012). The premise is that people are driven by their aspirations. While they are inclined to pursue and maintain positive goals, they often seek to avoid or postpone negative ones. Dispositional hope consists of two components: (1) agency, which represents the drive and motivation for achieving goals, and (2) pathways, which are defined as the assurance in creating plans to reach goals, particularly when faced with obstacles. Research has shown that hope is associated with active and approach-oriented coping strategies, along with a decrease in stress and symptoms of depression (Baguri, et al, 2022).

The Self-Determination Theory (SDT) by Deci and Ryan (2000) serves as the anchored theory for this study, providing a robust framework for understanding the well-being of teachers in the context of crisis self-efficacy and workplace loneliness. SDT posits that well-being is achieved when three fundamental psychological needs are met: autonomy (having control over one's actions), competence (feeling effective and capable), and relatedness (feeling connected and supported by others). In this study, crisis self-efficacy reflects teachers' perceived competence in managing challenges during crises, which is crucial for maintaining their well-being. However, the presence of workplace loneliness can act as a barrier to fulfilling the need for relatedness, thereby weakening the positive effect of self-efficacy on well-being.

In addition to Self-Determination Theory (SDT), two supporting theories provide further depth to understanding the interplay between crisis self-efficacy, workplace loneliness, and teacher well-being. The Conservation of Resources (COR) Theory proposed by Hobfoll (1989) suggests that people seek to acquire, maintain, and safeguard their resources such as emotional support, self-efficacy, and well-being, during stressful situations. When workplace loneliness depletes social resources, teachers may experience heightened stress and reduced well-being, as their ability to conserve critical psychological resources is compromised.

Similarly, Social Cognitive Theory (SCT) by Bandura (1997) highlights the role of self-efficacy beliefs in shaping individuals' responses to challenges. According to SCT, high crisis self-efficacy empowers teachers to feel confident in managing crises and sustaining their well-being, but workplace loneliness may undermine these beliefs by reducing social reinforcement and feedback, which are essential for maintaining self-efficacy. Together, these theories complement SDT by emphasizing the critical role of psychological resources and social connections in mitigating the adverse effects of workplace loneliness on well-being, particularly during crises.

While research has increasingly explored the relationships between self-efficacy and well-being among teachers, particularly during crises such as the pandemic, there remains a critical gap in understanding the moderating role of workplace loneliness in this relationship. Workplace loneliness, often linked to decreased psychological and professional functioning, has received limited attention as a moderating variable (Wright & Silard, 2021). Addressing this gap could contribute to building more resilient

educational systems by identifying strategies to enhance teacher well-being amidst crises and reduce workplace isolation.

It can be asserted that employees' productivity is diminished due to feelings of loneliness in the workplace, and this finding is also relevant for teachers (Silard & Wright, 2020). Nevertheless, there is a scarcity of existing research focused on the loneliness experienced by teachers. In educational institutions, workplace loneliness is frequently linked to school principals (e.g., Bayar, 2020), which results in only a limited number of studies addressing teachers' feelings of isolation. This research aims to examine how workplace loneliness moderates the relationship between crisis self-efficacy and teacher well-being among public elementary school educators. Conducting this study is crucial to emphasize how teachers cope during crises, which in turn impacts their overall well-being and subsequently their teaching quality. By focusing on the extent of loneliness teachers experience in their workplace, the relevance and timeliness of this investigation are significantly enhanced.

The research seeks to evaluate how workplace loneliness influences the connection between crisis self-efficacy and the well-being of teachers in public elementary schools. Specifically, the study has several objectives: First, to measure the levels of crisis self-efficacy among public elementary school teachers, focusing on Action, Preventive measures, Achievement, and Uncertainty Management. Second, to evaluate teacher well-being in public elementary school teachers across the following domains: Physical, Mental, Social, Financial, Spiritual, Occupational, and Intellectual. Third, to assess the level of work loneliness among public elementary school teachers. Fourth, to evaluate the significant relationship between: crisis self-efficacy and teacher well-being among public elementary school teachers; crisis self-efficacy and workplace loneliness among public elementary school teachers; workplace loneliness and teacher well-being among public elementary school teachers. Fifth, to determine the moderating effect of workplace loneliness on the relationship between crisis self-efficacy and teacher well-being among public elementary school teachers.

The following null hypotheses were tested at 0.05 level of significance. There is no significant relationship between: Crisis self-efficacy and teacher well-being among public elementary school teachers; Crisis self-efficacy and workplace loneliness among public elementary school teachers; Workplace loneliness and teacher well-being among public elementary school teachers. There is no significance on the moderating role of workplace loneliness in the relationship between crisis self-efficacy and teacher well-being among public elementary school teachers.

The global significance of this study lies in its alignment with Sustainable Development Goal (SDG) 4 – Quality Education. By exploring the moderating role of workplace loneliness in the relationship between crisis self-efficacy and well-being, this study addresses an urgent need to create supportive environments that promote teachers' mental health. Its findings contribute to global efforts to strengthen the resilience of educators, ensuring their ability to thrive professionally and personally, which is essential for fostering quality education systems worldwide.

On a social level, the study highlights the importance of addressing workplace loneliness as a factor that impacts teachers' mental health and job performance. For school heads, the findings can inform policies and initiatives to build more supportive and connected workplace environments, such as peer mentorship and community-building programs. For teachers, understanding the interplay of crisis self-efficacy and loneliness can empower them to seek support systems and enhance coping strategies during challenging situations. Furthermore, the study provides a valuable foundation for future researchers to explore interventions that mitigate workplace loneliness and enhance well-being, contributing to the broader

discourse on teacher mental health and crisis resilience. These insights are instrumental in fostering a positive educational climate where both teachers and learners can thrive.

The findings from this study may serve as a basis for the policy makers to continually organize capacity-building programs such as seminars and workshops that would develop the ability and understanding of elementary school teachers on the moderating role of workplace loneliness on crisis self-efficacy and well-being of teachers. Hence, the human resource within the educational sector through the designated school heads can use this as a guideline for giving incentives and creating and maintaining an environment where teachers can make independent, informed decisions, based on information and established guidelines in order to mediate crisis self-efficacy and well-being of teachers. Further, this research has a social value as it provides significant contributions to the society. Workplace loneliness is being highlighted. Increasing the teacher commitment may be a benefit from the feedback of this study and could implement relevant strategies for particular commitment plans of the teachers to assure their efficiency in delivering quality education to the students. Also, the present study could explain the impact of crises self-efficacy and their well-being that could lead towards commitment of the teachers. In particular, the current study's findings may suggest that recognizing teachers' self-efficacy and well-being crises can foster commitment, aligning with sustainable development goals of good health and well-being and quality education.

METHOD

This section presents the methods used which includes the study respondents, materials and instrument and design and procedure.

Research Respondents

The districts included in this study are Matina and Piedad, Division of Davao City, Philippines with a total population of 315, and 285 respectively summing up to 600. The first district Matina and the third Piedad district represent both the urban and rural areas in which Matina are the urban schools while a portion of Piedad are rural schools. Consequently, from the total population, 338 elementary teachers were the selected respondents of the study. The sample obtained the sample size from the total number of teachers in the schools in the two aforementioned districts. Of the 338 respondents, 174 were from the Matina district, while 164 were from the Piedad district. The sample size was computed and received using the Raosoft Calculator for the sample size. Raosoft Calculator is appropriate because the sample is taken from a large population, and it is adept to the present updates of time. There is a need to consider confidence levels and margins of error.

In this study, a total of 338 respondents were chosen using the stratified random sampling technique. This sampling approach entails splitting a population into distinct sub-groups referred to as strata. As noted by Shi (2015), in stratified random sampling, the strata are created based on common attributes or characteristics shared by the members, such as income or educational level. Stratified random sampling is appropriate in this study because heterogeneity in a population can be classified with ancillary information. Further, the following inclusion criteria are used to select the respondents: teachers who are permanent-regular in DepEd and handling regular classes from kinder to Grade 6 level. On the other hand, the exclusion criteria for respondents were school heads, SPED teachers, ALS teachers, auxiliary services personnel, parents, and learners. Participants are sampled based on their availability and willingness to complete the questionnaires. The researcher also considered the respondents who would withdraw regarding whether the participant would like to engage in ongoing follow-up and additional data gathering

after their exit from the interventional segment of the study.

Materials and Instrument

The researcher utilized the original downloaded questionnaires from Park (2016) on crisis self-efficacy, consisted of 12 items. Teacher well-being was assessed using a 36-item questionnaire adapted from Baguri et al. (2022). Workplace loneliness was measured using a 23-item questionnaire adapted from Jung, Jung, and Yung (2022). Even though the questionnaires had been utilized in multiple studies, all were adjusted for the local context. The survey questionnaire was enhanced after several revisions to ensure that the terminology was appropriate for the government agencies.

The modified instrument employs a five-point Likert scale as follows: scores between 4.20 and 5.00 indicate a very high level, described verbally as being always evident; scores ranging from 3.40 to 4.19 signify a high level, with a verbal interpretation of being oftentimes evident; scores from 2.60 to 3.39 reflect a moderate level, interpreted verbally as the variable being sometimes evident; scores between 1.80 and 2.59 represent a low level, indicated verbally as being seldom evident; and scores from 1.00 to 1.79 denote a very low level, with a verbal interpretation of being never evident.

Remarkably, the research instrument's validation garnered an overall mean of 4.68 which means that the tool is excellent. On one hand, the pilot testing's reliability result per variable is as follows: crisis self-efficacy- 0.908; teacher well-being- 0.931; workplace loneliness- 0.946. all of which has an internal consistency of excellent.

Design and Procedure

The proponent utilized a non-experimental quantitative design, employing correlational research techniques and moderator role analysis to collect data, concepts, and information pertinent to the study. As stated by Creswell (2013), quantitative research entails an inquiry into a particular issue, describing phenomena through the collection of numerical data that is analyzed using a mathematically structured approach. Conversely, non-experimental research refers to studies that do not involve the manipulation of an independent variable. In this research, the investigator explored the connections among three variables: crisis self-efficacy, the well-being of elementary school teachers, and workplace loneliness. Furthermore, the descriptive-correlational approach was suitable since the researcher concentrated solely on the respondents' behavioral aspects and was unable to create a controlled experimental setup. Following this, moderator analysis was applied to assess if the connection between two variables is influenced or moderated by the value of a third variable (Jose, 2013). In essence, the intensity of the relationship between two constructs varies as the levels of the moderator construct fluctuate (Hair et al., 2021).

To officially carry out the study, the researcher sought approval from the Agency Head by sending a letter signed by the researcher, the adviser, and the Dean of Professional Schools. The researcher enlisted the help of the Administrative Officer to locate the respondents, from whom consent was also obtained. A distinct letter will be given to the selected respondents inviting them to take part in the study. Alongside the letter is a copy of the modified questionnaire or link of the Google form survey which provides the modified questionnaire and the Informed Consent Form to be signed by the respondents. They were allotted one week to finish the survey without utilizing their official work hours.

Once the data was available, the responses were coded, and the researcher utilized cross-tabulation analysis to gain deeper insights into how the three exogenous variables, emotional competence, social support, and work-life balance, related to one another, thereby establishing the connections between

these variables and their indicators that could best predict the resilience of government agencies. The interpretation of the data was carried out using cross-tabulation analysis to clarify the findings obtained from the survey results. A comprehensive interpretation was provided to elucidate the significance of the research.

The statistical methods employed for data computation and hypothesis testing at a significance level of 0.05 included calculating the mean levels of crisis self-efficacy, well-being, and workplace loneliness among public school elementary teachers. The Pearson Product Moment Correlation (Pearson r) was utilized to assess the significance of the relationships between crisis self-efficacy and well-being, crisis self-efficacy and workplace loneliness, as well as workplace loneliness and well-being for elementary public school teachers. To address the research objective concerning moderation, linear regression analysis was conducted to evaluate the significance of workplace loneliness as a moderating factor in the relationship between crisis self-efficacy and well-being among teachers.

This research complies with fundamental ethical guidelines and validation procedures to address ethical concerns in data collection. By completing all necessary documents, including the consent form, the study protocol information is adhered to. The researcher conformed to the University of Mindanao Ethics Review Committee (UMERC). This ethical compliance was evidenced by the UMERC Certification No. 2024-210, which justifies that the researcher collected data solely from individuals who were authorized and willing, without altering the raw data, ensuring that the analysis met the standards of scientific integrity and ethical rigor for the paper.

RESULTS AND DISCUSSION

In this section, the data collected and analysis on crisis self-efficacy, well-being and workplace loneliness of public elementary school teachers is presented.

Crisis Self-efficacy among Public Elementary School Teachers

Presented in Table 1 is the level of crisis self-efficacy of public elementary school teachers measured by action, preventive, achievement and uncertainty management. An overall standard deviation of 0.40 and a total mean rating of 4.42 was obtained which is described as very high. This means that the level of crisis self-efficacy is always manifested.

Table 1. Level of Crisis Self-efficacy among Public Elementary School Teachers

| Indicators | SD | Mean | Descriptive Level |
|------------------------|-------------|-------------|-------------------|
| Action | 0.46 | 4.61 | Very High |
| Preventive | 0.46 | 4.43 | Very High |
| Achievement | 0.50 | 4.33 | Very High |
| Uncertainty Management | 0.57 | 4.32 | Very High |
| Overall | 0.40 | 4.42 | Very High |

Analyzing the result in the computation of all indicators of crisis self-efficacy, action has the highest mean of 4.61 or very high, with standard deviation of 0.46, while uncertainty has the lowest mean of 4.32 or very high with a standard deviation of 0.57. The findings of the present study showed that crisis self-efficacy of the public elementary school teachers has a very high level due to the very high rating assigned by the respondents on the four indicators active, preventive, achievement and uncertainty management.

The result aligns with the study conducted by Baguri, Roslan, Hassan, Krauss, and Zaremohzzabieh (2022), which found teachers generally report high levels of self-efficacy in managing crises, particularly in taking proactive and immediate action. Teachers' confidence directly contributes to their perceived resilience and effectiveness. Similarly, Yada et al. (2021) observed that educators demonstrate greater crisis self-efficacy in structured and actionable tasks compared to managing uncertainties, as ambiguity often triggers stress and self-doubt, resulting in slightly lower ratings in uncertainty management. However, a more complex picture emerges when comparing these findings with Kim and Burić (2020), who observed moderate levels of crisis self-efficacy in teachers facing prolonged uncertainties, which appears to contradict the consistency high levels reported in the present study. While contextual variations, such as Kim and Burić's focus on educators in environments with fewer support systems, may explain some differences, it's crucial to consider whether their findings fundamentally negate the universality of high-crisis self-efficacy. Future research should explore whether the discrepancy stems from methodological differences, specific contextual factors beyond support systems, or a genuine variation in teacher positions.

Concomitantly, self-efficacy beliefs influence work commitment, especially during crises. Workers who possess strong efficacy beliefs view crises and dilemmas as opportunities to demonstrate greater commitment and invest more time and effort (Cahapay & Anoba, 2021). This aligns with broader research suggesting that high self-efficacy is associated with positive outcomes (Talidong & Toquero, 2020).

Well-Being among Public Elementary School Teachers

Shown in Table 2 is the level of well-being, which is physical, mental, social, financial, spiritual, occupational, and intellectual. They obtained an overall standard deviation of 0.36 and an overall mean score of 4.29 signifies a very high level. The finding indicates that the level of well-being of public elementary school teachers always observed. On a per-indicator analysis, it was found out that the indicator, spiritual domain, has the highest mean of 4.55, or very high, with a standard deviation of 0.38, while the indicator financial domain has the lowest mean of 3.91, or high, with standard deviation of 0.77 or high.

Table 2 Level of Well-Being among Public Elementary School Teachers

| Indicators | SD | Mean | Descriptive Level |
|---------------------|-------------|-------------|-------------------|
| Physical Domain | 0.57 | 4.04 | High |
| Mental Domain | 0.41 | 4.47 | Very High |
| Social Domain | 0.38 | 4.52 | Very High |
| Financial Domain | 0.77 | 3.91 | High |
| Spiritual Domain | 0.45 | 4.55 | Very High |
| Occupational Domain | 0.53 | 4.17 | High |
| Intellectual Domain | 0.53 | 4.35 | Very High |
| Overall | 0.36 | 4.29 | Very High |

The finding indicates that the level of well-being of public elementary school teachers always observed. On a per-indicator analysis, it was found out that the indicator, spiritual domain, has the highest mean of 4.55, or very high, with a standard deviation of 0.38, while the indicator financial domain has the lowest mean of 3.91, or high, with standard deviation of 0.77 or high.

Descriptive analysis reveals that the teachers had a very high level of well-being which is due to the very high rating given by the respondents on domains of mental, social, spiritual and intellectual. The very high level of well-being among the teachers indicates that they always manifest organizational commitment. This very high level is associated to the feeling of having valued, meaningful professional development, and being involved in decision-making.

This result corroborated with Cann, Riedel-Prabhakar and Powell (2021). Thereupon, well-being is primarily attained when decision-makers, such as school leaders or administrators, demonstrate abilities like relationship building, contextual awareness, and social and emotional intelligence (Ortan, et al, 2021). As a result, fostering teacher well-being has emerged as a crucial strategy for sustaining and improving educational quality, as well as supporting the ongoing development of teachers, students, schools, and even a society striving toward becoming a ‘wellness society’ that embraces continuous change and unprecedented challenges for a better future (OECD, 2020).

On the other domains such as social, financial, and occupation, the analysis reveals high level of well-being. This indicates that the respondents sometimes manifest organizational commitment. It can be argued that this finding reinforces the assertion made by Yu et al. (2022) that educators have often encountered a variety of changes, challenges, complexities, and difficulties in their daily lives. As the demands for academic accountability and a focus on academics increase, researchers and stakeholders have become more interested in identifying what priorities school teachers should focus on, such as enhancing teaching quality and improving student outcomes (Viac & Fraser, 2020). Nevertheless, it is believed that teacher well-being has been compromised due to the current priorities (Hascher & Waber, 2021).

Workplace Loneliness among Public Elementary School Teachers

Displayed in Table 3 is the level of workplace loneliness of public elementary school teachers in terms of emotional deprivation, lack of social companionship, psychological detachment, and emotional exhaustion. The level of workplace loneliness of public elementary teachers attained an overall standard deviation of 0.70 and an overall mean score of 2.24 which is described as low, with a standard deviation of 0.70. The mentioned overall mean score is the result acquired based on the mean score of the domains which reaped moderate to very low descriptive level.

Table 3 Level of Workplace Loneliness among Public Elementary School Teachers

| Indicators | SD | Mean | Descriptive Level |
|-------------------------------------|-------------|-------------|-------------------|
| Emotional Deprivation | 1.16 | 2.23 | Low |
| Lack of Social Companionship | 0.98 | 1.76 | Very Low |
| Psychological Detachment | 0.98 | 2.62 | Moderate |
| Emotional Exhaustion | 0.87 | 2.33 | Low |
| Overall | 0.70 | 2.24 | Low |

The indicator which got the highest mean is psychological detachment which is 2.62 which is described as moderate, with a standard deviation of 0.98. The indicators emotional deprivation and emotional exhaustion acquired a mean of 2.23 and 2.33 respectively which is low, and with a standard deviation of 1.16 and 0.87. Lastly, lack of social companionship drew a mean of 1.76 which is very low, with a standard deviation of 0.98.

On the level of workplace loneliness, the result revealed that the respondents perceived this on a low level which means it is seldomly manifested. This is attributed to the very low to moderate responses on the indicators of workplace loneliness emotional neglect, absence of social connections, psychological disengagement, and emotional fatigue. This discovery revealed that the participants acknowledge loneliness as a natural and unavoidable feeling that employees may encounter in their workplace. It offered significant insights for organizations to address and manage loneliness more effectively. The turn-out went opposite to Kuna's (2019) assertion that because of the individual's loneliness, the decline in the individual's well-being is an indicator that will cause loneliness at work, both for the individual and the organization.

Relationship between Crisis Self-efficacy and Well-being among Public Elementary School Teachers

Shown in Table 4 are the results in accordance with the hypothesis presented, the relationship was analyzed at a significance level of 0.05. The overall R-value of 0.580, along with a p-value below 0.5, suggested that the null hypothesis was dismissed. This finding shows a strong connection between crisis self-efficacy and the well-being of public elementary school teachers. The correlation coefficient r equal to .580 signifies a strong association between crisis self-efficacy and the well-being of public elementary school teachers.

Table 4 Significance of the Relationship between Crisis Self-efficacy and Well-being among Public Elementary School Teachers

| Crisis Self-efficacy | Well-being | | | | | | | |
|----------------------|------------|--------|--------|--------|--------|--------|--------|---------|
| | PHD | MED | SOD | FID | SPD | OCD | IND | Overall |
| ACT | .110* | .431** | .289** | .119* | .373** | .372** | .395** | .398** |
| | .043 | .000 | .000 | .029 | .000 | .000 | .000 | .000 |
| PRE | .301** | .472** | .343** | .299** | .396** | .338** | .390** | .505** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| ACH | .289** | .355** | .396** | .101 | .306** | .334** | .383** | .413** |
| | .000 | .000 | .000 | .063 | .000 | .000 | .000 | .000 |
| UNM | .331** | .480** | .361** | .335** | .300** | .429** | .447** | .541** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| Overall | .326** | .540** | .433** | .271** | .422** | .461** | .503** | .580** |
| | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |

The total r -value of 0.580 with a p -value of less than 0.5 indicated that the null hypothesis was rejected. It demonstrated that there is a strong link between crisis self-efficacy and well-being of public elementary school teachers. The correlation coefficient r equal to .580 signifies a strong association between crises self-efficacy and well-being of public elementary school teachers. More specifically, the results show that all the indices of crisis self-efficacy have significant relationship with well-being, as the p -values are less than 0.05. Remarkably, table 4.1 shows that of all the relationship established among the indicators of

crisis self-efficacy and well-being, only the relationship between achievement and financial domain is not significantly related p equal to 0.063.

The result of Pearson- r correlation analysis reveals that the relationship between crisis self-efficacy among public elementary school teachers is significantly correlated with their well-being. It could be seen on the responses that the teachers perceived one's ability to effectively handle and manage crises is the result of the overall mental, emotional, and physical health of teachers. Consequently, this relationship suggests that teachers who feel more capable of handling crises experience better overall well-being.

This finding is in agreement to the anchored proposition by a survey in Oman which concluded that professionals' overall well-being was strongly influenced by both stress and anxiety (Badahdah, et al., 2020). Similarly, Ceri (2021) in Turkey found a significant correlation between psychological well-being and depression and anxiety among professionals, further supporting the link between negative psychological states and well-being. Aslam et al. (2021) in Pakistan, reported a negative association between anxiety and perceived stress and psychological well-being in adult populations.

This finding is parallel to the view presented by Cho, et al, (2021) in their study in which the logistic regression analysis indicated that the self-efficacy of teachers significantly influences their psychological well-being throughout the pandemic. Throughout their study, it was observed that self-efficacy is a factor contributing to teachers' higher psychological well-being. Notably, high crisis self-efficacy can increase teachers' job satisfaction, commitment, efficacy, motivation, engagement, and well-being (Mansfeld and Beltman, 2019). Additionally, a prospective controlled trial conducted by Zadok-Gurman et al. (2021) in Israel indicated that resilience, which is closely linked to crisis self-efficacy, showed a positive relationship with psychological well-being, life satisfaction, and positive emotions while exhibiting negative correlations with emotional exhaustion. This strongly supports the idea that psychological strengths play a significant role in enhancing well-being. Furthermore, Baloran et al. (2021) found a positive relationship between crisis self-efficacy and work commitment in teachers.

Relationship between Crisis Self-efficacy and Workplace Loneliness among Public Elementary School Teachers

Presented in Table 5 are the findings from evaluating the correlation between crisis self-efficacy and perceived loneliness among public elementary school teachers. As indicated in the report, the correlation was assessed at a significance level of 0.05. The overall r -value of 0.018, along with a p -value below 0.05, suggested that the null hypothesis was accepted.

Table 5 Significance of the Relationship between Crisis Self-efficacy and Work Loneliness among Public Elementary School Teachers

| Crisis Self- efficacy | Work Loneliness | | | | |
|--------------------------|-----------------|-------|-------|---------|--------------|
| | EMD | LSC | PDE | EME | Overall |
| ACT | -.046 | .088 | -.027 | -.058 | -.015 |
| | .400 | .105 | .624 | .289 | .781 |
| PRE | .017 | -.014 | .073 | -.213** | -.038 |
| | .754 | .803 | .178 | .000 | .492 |
| ACH | .055 | -.052 | -.014 | -.160** | -.050 |
| | .314 | .338 | .800 | .003 | .356 |
| UNM | .090 | .043 | .061 | -.123* | .036 |

| | | | | | |
|----------------|-------------|-------------|-------------|----------------|--------------|
| | .100 | .433 | .260 | .023 | .515 |
| Overall | .041 | .020 | .031 | -.171** | -.018 |
| | .451 | .715 | .565 | .002 | .742 |

Similarly, there is no significant relationship found between crisis self-efficacy in terms of active, preventive, achievement and uncertainty achievement and workplace loneliness indicators namely, emotional deprivation, lack of social companionship and psychological detachment with the computed $p > 0.05$.

Likewise, the indicator active of crisis self-efficacy bore no significant relationship between emotional exhaustion with a computed $p\text{-value} = 0.289$. Thus, the null hypothesis of no significant relationship between crisis self-efficacy of the respondents and their workplace loneliness was therefore accepted. However, it can be perceived that the indicators of crisis self-efficacy which are preventive, achievement and uncertainty management have significant relationship between emotional engagement with a $p\text{-value}$ of 0.000, 0.003 and 0.023 respectively. On the entirety, the crisis self-efficacy of the respondents have a significant relationship between workplace loneliness in terms of emotional engagement.

To relate, the study of Yutong and Yiwen (2022) found that while self-efficacy is crucial for handling job-related stress, it does not significantly correlate with feelings of loneliness at work. The authors suggest that while high self-efficacy helps individuals manage stress, it does not necessarily influence their sense of social connectedness or isolation. This is further ratified by Pignault, et al, (2023) who explored various dimensions of self-efficacy and their impact on workplace relationships. Their study found no significant direct relationship between crisis self-efficacy and workplace loneliness, suggesting that crisis management skills might not address or affect employees' social interactions and feelings of loneliness. Bardeen and Fergus (2019) supported that loneliness is more influenced by social support and interpersonal relationships than by self-efficacy in crisis management.

In line with this, Social Cognitive Theory proposes to have high self-efficacy of individuals present a higher level of positive factors for mental health (Silva, 2015). At the practical level, many studies have found a close connection between self-efficacy and internal health.

The specific incarnation is that individualities with high tone- efficacy tend to show advanced situations of positive factors of internal health (satisfaction with life, tone- regard, and positive feelings), but low situations of negative factors (loneliness, depression, and negative feelings) (Li e tal., 2019). This directly supports the claim that extremity tone- efficacy is appreciatively related to well-being. Specifically, loneliness is negatively identified with general tone- efficacy (Dussault & Deaudelin, 2001 Yang et al., 2011; Zhou, 2014), and loneliness predicts tone- efficacy (Al Khatib, 2012).

Relationship between Workplace Loneliness and well-being among Public Elementary School Teachers

From the presentation in table 6, it could be infer that workplace loneliness and well-being of public elementary school teachers have no significant relationship with the computed $p\text{-value}$ of 0.478. This result is the outcome of the insignificant relationship among the majority of indicators of workplace loneliness and the domains of well-being. Thus, this leads to the acceptance of null hypothesis.

Table 6 Significance of the Relationship between Workplace Loneliness and Well-being among Public Elementary School Teachers

| Work Loneliness | Well-being | | | | | | | |
|--------------------|------------|-------|-------|---------|-------|---------|---------|---------|
| | PHD | MED | SOD | FID | SPD | OCD | IND | Overall |
| EMD | .314** | -.010 | .022 | .252** | .018 | .164** | .137* | .214** |
| | .000 | .861 | .689 | .000 | .738 | .002 | .012 | .000 |
| LSC | .272** | -.062 | -.104 | .237** | -.016 | .000 | .123* | .131* |
| | .000 | .253 | .056 | .000 | .773 | .999 | .023 | .016 |
| PDE | -.001 | -.004 | .021 | .006 | .016 | -.098 | -.009 | -.015 |
| | .985 | .940 | .706 | .907 | .763 | .073 | .875 | .784 |
| EME | -.351** | -.098 | .032 | -.280** | -.069 | -.303** | -.217** | -.294** |
| | .000 | .071 | .554 | .000 | .206 | .000 | .000 | .000 |
| Overall | .117* | -.057 | -.010 | .103 | -.013 | -.061 | .030 | .039 |
| | .032 | .295 | .850 | .058 | .814 | .265 | .580 | .478 |

The overall r-value of 0.018 with a p-value less than 0.05 indicated that the null hypothesis was rejected. Similarly, there is no significant relationship found between crisis self-efficacy in terms of active, preventive, achievement and uncertainty achievement and workplace loneliness indicators namely, emotional deprivation, lack of social companionship and psychological detachment with the computed $p > 0.05$, which.

Strikingly, it was found that emotional deprivation, lack of social companionship and emotional exhaustion have a significant relationship with the physical, financial and intellectual domain of well-being with a computed p-value of 0.000 on all three indicators. Noticeably, only emotional deprivation and emotional exhaustion established a significant relationship on the occupational domain. The over-all relationship between emotional deprivation, lack of social companionship and emotional exhaustion and the domains of well-being is significant with p-value= 0.000, 0.016 and 0.000 respectively.

The finding is in the same note with the conclusion of Basit and Nauman (2023) who found that teachers who work in more autonomous settings like classrooms, where they have greater control over their interactions might not experience workplace loneliness as acutely as workers in more interdependent environments. One argument for the lack of significant relationship between workplace loneliness and well-being among elementary school teachers is the high level of autonomy inherent in the job. Teachers often work independently within their classrooms and may derive satisfaction from student interactions, which can mitigate the negative effects of loneliness.

The same tenor is observed in the research of Pillow, et al., (2015) who suggested that autonomy in one's job can provide psychological buffers against social isolation, as individuals are less dependent on colleagues for emotional fulfillment. This is relevant for public elementary school teachers, who, despite potentially experiencing loneliness, may still maintain their sense of purpose and job satisfaction through their work with students. Similarly, Katsarou, et al., (2023) emphasize that teachers with high resilience and strong coping skills are less likely to experience declines in well-being, even if they report feelings of workplace loneliness. This supports the notion that psychological resources, similar to crisis self-efficacy, act as buffers against negative impacts on well-being. This is in accord with Basit and Nauman (2023), who emphasized that social connections beyond the workplace can serve as a significant buffer against the negative effects of loneliness, thus explaining why workplace loneliness might not significantly impact

well-being for some individuals. This is especially pertinent for teachers, who may have more opportunities for meaningful interactions with others outside of their professional environment.

Moderation Analysis of the Three Variables

The result of linear regression analysis on the moderating role of workplace loneliness on the relationship of crisis self-efficacy among public elementary school teachers and their well-being is presented in the table 5 below.

Table 5 Moderation Analysis of the Three Variables

| | Estimate | S.E. | C.R. | P | Label |
|--------------------------------------|----------|------|-------|------|----------------|
| Well-Being <--- Crisis Self Efficacy | .523 | .118 | 4.441 | *** | H ₁ |
| Well-Being <--- INTERACTION | .001 | .046 | .029 | .977 | H ₃ |
| Well-Being <--- Work Loneliness | .020 | .207 | .095 | .924 | H ₂ |

Since the Hypo 1 is significant, therefore, NO MODERATION.

| | |
|---------------------|-----------------|
| Partial Moderation | |
| Hypothesis 3 | Significant |
| Hypothesis 2 | Not Significant |
| Hypothesis 1 | Significant |
| Complete Moderation | |
| Hypothesis 3 | Significant |
| Hypothesis 2 | Not Significant |
| Hypothesis 1 | Not Significant |
| No Moderation | |
| Hypothesis 3 | Not Significant |
| Hypothesis 2 | Not Significant |
| Hypothesis 1 | Significant |

As shown in the table, there is a significant positive effect of crisis self-efficacy on well-being with a computed p-value of 0.001. This means that higher levels of crisis self-efficacy are associated with better well-being (path coefficient=0.52). This follows that the interaction significantly influences crisis self-efficacy. A large positive relationship means more interaction seems to be associated with greater self-efficacy in crisis situations (path coefficient = 10.43). Contrarily, the interaction between crisis self-efficacy and workplace loneliness is not statistically significant with a computed p-value=0.977 (path coefficient = -0.01). This negative path shows a minimal effect, indicating that Crisis Self-Efficacy slightly reduces Work Loneliness.

Subsequently, workplace loneliness does not have a significant effect on well-being. The very small effect size and high p-value (0.924) indicate no substantial impact (path coefficient = 0.02). (path coefficient = -2.13). A large negative effect, suggesting that increased interaction reduces workplace loneliness substantially. This suggests that the combined effect of these variables on well-being is minimal or non-existent (path coefficient = 0.00). Thus, there is no significant moderation effect of workplace loneliness

on the relationship between Crisis Self-Efficacy and Well-Being. The structural equation model (SEM) showing the relationships between different latent variables: Crisis self-efficacy, workplace loneliness, interaction, and well-being is displayed below. A residual error term of 0.09 suggests that 9% of the variance in well-being is not explained by the model, indicating some unaccounted factors.



Regression Weights: (Group number 1 - Default model)

CONCLUSION AND RECOMMENDATION

Based on the findings of this study and within the limitations and restrictions (such as survey questionnaire and number of participants), several conclusions are generated. The level of crisis self-efficacy of the public elementary school teachers is very high. Meanwhile, well-being of teachers was also marked as very high. Correspondingly, the level of workplace loneliness is low. Further, there is a significant relationship found between crisis self-efficacy of the public elementary school teachers and well-being. Alternatively, findings of the study indicates that the crisis self-efficacy of the public elementary school teachers have no significant relationship with their workplace loneliness. Crisis self-efficacy might impact how teachers handle stress and challenges, but it does not directly affect their sense of social isolation. Uniformly, workplace loneliness and well-being of public elementary school teachers have no significant relationship. The lack of a significant relationship suggests that workplace loneliness and well-being might operate independently of each other. The findings of the study support the aspects of Self-Determination Theory (SDT), particularly the role of competence as represented by crisis self-efficacy in fostering well-being. According to SDT, well-being is supported by satisfying three basic psychological needs: autonomy, competence, and relatedness. High crisis self-efficacy likely boosts teachers' confidence in handling workplace stress, contributing positively to their overall well-being. Further, on the findings of independence of workplace loneliness and well-being. While SDT emphasizes relatedness, social connection, the lack of a significant relationship between loneliness and well-being may suggest that other factors, such as competence and autonomy, play a more prominent role in determining teachers' well-being in this specific context.

From a Self-Determination Theory (SDT) standpoint, the lack of moderation could indicate that competence (crisis self-efficacy) has a strong and direct impact on well-being, independent of relatedness (workplace loneliness). This suggests that in this context, teachers' well-being is more influenced by their sense of capability in handling challenges than by their level of social connection or isolation. Among the indicators of crisis self-efficacy, it was found that uncertainty management obtained the lowest mean score denoting that there is a need for the public elementary school teachers to improve their ability and knowledge on how to handle unforeseen situations during a crisis. Hence, the researcher

recommends that public elementary school teachers, therefore, focus on developing these crises self-efficacy indicator, depending upon the situation. The researcher further recommends that public elementary school teachers manage this attribute appropriately to equip teachers to handle unforeseen situations during a crisis and improve their overall crisis management capabilities. Specifically, schools may develop and implement comprehensive training programs that focus on crisis management, problem-solving, and decision-making.

In addition, the finding of the present study also reveals that well-being of the teachers in terms of financial domain obtained the lowest mean score. This implies that there is a need for the teachers to develop financial adeptness particularly in saving for retirement and for emergencies. Hence, the researcher recommends that the Department of Education and school administrators provide financial literacy and education programs for teachers to help them manage their finances more effectively. Topics could include budgeting, saving, investing, and planning for retirement. By addressing these financial challenges and providing targeted support, schools and policymakers can help improve teachers' financial stability and overall job satisfaction, leading to a more effective and motivated workforce.

At last, the indicator psychological detachment yielded the highest means for workplace loneliness. This connotes that public elementary school teachers cannot help to think about work even during their nonwork time. With this, it is recommended to empower teachers by involving them in decision-making processes and providing them with more control over their work. Increased autonomy can enhance job satisfaction and reduce the feeling of being constantly consumed by work. By implementing this recommendation, schools can help teachers better manage their work-life balance, reduce workplace loneliness, and improve overall well-being.

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