



Self-efficacy and Work Commitment of the Private Senior High School Teachers in Time of Pandemic

Dr. Medania T. Malagsic^{a*}, Dr. Marisa B. Petalla^b, Dr. Araceli D. Doromal^c

^a*St. Therese-MTC Colleges, Iloilo, Philippines*

^{b,c}*University of Negros Occidental-Recoletos, Bacolod City, Philippines*

^a*Email: medaniamalagsic@yahoo.com*, ^b*Email: marshe112582@gmail.com*, ^c*Email: araceli_doromal@yahoo.com*

Abstract

Self-efficacy is known to be vitally essential in teachers' commitment to their work. With the abrupt change of the teaching and learning process brought about by the transformation of the Philippine education system, teachers' self-efficacy and commitment have been put to the test. Several challenges confronted the teachers, creating heightened stress and anxiety with the onset of the COVID-19 pandemic affecting the teaching and learning process. This has created a situation where usually efficacious teachers may not feel efficacious now. This study aimed to determine teachers' self-efficacy and commitment, their relationship, and challenges. Using the descriptive-correlational approaches, the study utilized 319 participants composed of principals and teachers and selected senior high school students utilizing stratified random sampling. Researcher-made questionnaires were utilized to collect the needed data for both the self-efficacy and commitment. In data analyses, mean, standard deviation, frequency count, rank, percentage distribution, and Pearson Product Moment correlation were employed. The findings revealed that the level of self-efficacy of the private senior high school teachers in a time of pandemic is very high, with student engagement area as the highest and classroom management as the lowest. On the one hand, teachers' overall degree of work commitment is exceptionally committed with the commitment to the profession and commitment to the school as the highest and commitment to the teaching and learning as the lowest. Meanwhile, the findings reveal a significant relationship between self-efficacy and work commitment. Relative to the challenges, teachers' top self-efficacy issue is the absence of direct teaching-learning interactions.

* Corresponding author.

In terms of commitment, the top identified challenge is teachers' balancing work with other responsibilities. The findings of the study provided baseline information in the formulation of the Human Resource Faculty Development Plan for the private senior high schools incorporating the different areas and domains of self-efficacy and work commitment.

Keywords: Self-efficacy; Work Commitment; Senior High School Teachers; Quantitative Research; Philippine education during the pandemic.

1. Introduction

As perceived by the global literature, self-efficacy is a belief that an individual thinks, acts, and feels [1]. It is also all about one's belief in his abilities as it pertains to dealing with various situations that impact and can play a significant role in his life, not only how he feels about himself but also how successful he might be [2]. In teaching, teachers' self-efficacy positively impacts their behavior towards their profession [3].

Further, self-efficacy is vitally essential in teachers' commitment to their work [4]. Commitment, as defined, refers to an employee's willingness to work positively in an organization and his continuance to work for it [5]. In the school system, dedicated and committed teachers play a vital role in achieving educational goals and objectives because they are the core implementers of teaching and learning. Teachers' multi-dimensional tasks as facilitators, role models, guides, and parents cannot be completely carried out without a high level of commitment, enthusiasm, love, sacrifice, and affection to students, schools, and teaching [6].

Moreso, it is perceived that teachers in private and public schools who are highly committed can perform better, are likely to stay on the job, and have a full of excitement to contribute to school success rather than uncommitted colleagues [6]. Significantly, teachers' perception of programs helpful to their roles and practices, social environment, and the teachers' connections with the parents greatly influence their commitments at work. Thus, such programs must be receptive to the teachers' values to create the teachers' critical teaching perspectives to work with more commitment [7].

However, teachers are confronted with adjusting to the paradigm shift of the teaching and learning procedure brought about by the transformation of the Philippine system, affecting their self-efficacy, which is indispensable for preserving and boosting teachers' commitment at work [8]. Again, several challenges confronted the teachers, creating heightened stress and anxiety with the onset of the COVID-19 pandemic affecting the teaching and learning process. This has created a situation where usually efficacious teachers may not feel efficacious now [9]. This pandemic has reshaped its educational system, affecting its teaching workforce's livelihood and commitment [10].

Several studies on self-efficacy and work commitment are conducted in the Philippines [4, 11, 12, 13, and 14]. However, there has been limited local literature on self-efficacy and work commitment during the pandemic, especially in private schools, specifically in a progressing city in the Philippines. Thus, this study is conducted to fill the global and local literature gap.

The study aimed to assess the level of self-efficacy of private senior high school teachers in the areas of student engagement, instructional strategies, and classroom management as assessed by administrators, teachers, and students, when taken as a whole and when grouped according to the Demographics of teachers in terms of age, sex, length of service and educational attainment during the School Year 2020-2021. It also assessed the teachers' degree of work commitment relative to the domains of teachers' commitment to the teaching profession, teachers' commitment to school, and teachers' commitment to teaching/learning when taken as a whole and grouped according to the demographics. Further, it also sought to identify the teachers' different challenges in self-efficacy and work commitment in the pandemic.

2. Framework of the study

This study theorizes that teachers' self-efficacy influences one's commitment to work. It posits that the higher the self-efficacy towards work, the higher is work commitment. This study is anchored on Albert Bandura's Social Cognitive Self-Efficacy Theory 1979. It emphasizes that people's beliefs in their efficacy influence everything they do: how they think, motivate themselves, and behave. This is a person's beliefs on how they determine how well one can execute a plan of action to succeed in one particular situation [15]. Further, the teacher's commitment can be linked to the research undertaken into organizational commitment by the authors [16, 17]. It emphasized commitment as a firm belief in and acceptance and agreement of the organization's aims and values, enthusiasm to exercise substantial effort to support the organization, and great enthusiasm for renewing membership [16, 18]. Further, this conception of teacher commitment discusses this relationship as a reference to certain dimensions. These dimensions or centers are external to the teachers themselves and refer to a commitment to school or organization, students, career continuance, professional knowledge base, and the teaching profession [19].

Thus, in this study, it can be assumed that teachers' commitment can be described in terms of commitment to school, to the profession, and to teaching/learning. An employee may be committed to the profession because of one of the above single mental states or a combination of two or even three of them [20]. This descriptive correlational study also explored the possible connection between the two constructs: teachers' self-efficacy and work commitment. Further, it also looked into the different challenges of teachers in terms of self-efficacy and work commitment during the pandemic. Thus, in the context of this study, teachers who have strong, positive beliefs about their capabilities and efficacy are likely to persist and be committed to the teaching profession. Those who are highly capable but do not believe they are likely to leave or not commit to the profession even though they have a vast knowledge base and are highly skilled. Additionally, teachers should have confidence, determination, and perseverance in overcoming obstacles to achieve goals, especially in these changes in the educational paradigm due to the pandemic.

3. Materials and Method

This study employed the quantitative research design, particularly the descriptive-correlational approaches [21]. The descriptive approach particularly described the level of self-efficacy and degree of work commitment. The correlational approach determined the relationship between self-efficacy and work commitment. The study

respondents were the whole population of the private administrators, Grade 12 teachers, and grade 12 Senior High School students of the private secondary schools for the school year 2020-2021. The students were proportionally determined using the random sampling technique, and samples were determined using the Raosoft calculator. Further, students were under the sampled teachers.

The study utilized the researcher-made survey questionnaires for both self-efficacy and work commitment. To assess the level of self-efficacy of private senior high school teachers in the 1st district of Iloilo, the teacher's self-efficacy scales were in the light of these three domains: student engagement, instructional strategies, and classroom management. To assess teachers' degree of work commitment in the private schools in the 1st district of Iloilo, the researcher-made survey questionnaire was utilized, namely, Teachers' Commitment to the Teaching Profession, Commitment to School, Teacher's Commitment to Teaching/Learning. Meanwhile, the questionnaires were subjected to reliability and validity tests. This was validated by the panel of experts and used content validity ratio (CVR) to calculate each item by employing Lawshe's (1975) method. All items are valid or significant with the CVR= .75. Moreover, it was subjected to Cronbach's Alpha using SPSS. The students' results yielded the following results: self-efficacy .967, work commitment .947, and .973 for self-efficacy and work commitment. While for the teachers' results were: self-efficacy .965, work commitment .852, and .973 for self-efficacy and work commitment. Descriptive- correlational analyses were employed in analyzing the data. The descriptive analysis determined the level of self-efficacy, degree of work commitment, and the teachers' challenges, particularly Mean, Standard Deviation, Percentage Distribution, Rank, and Frequency Count. Pearson Product Moment was used to determine if there exists a relationship between self-efficacy and work commitment. Meanwhile, the used of Shapiro Wilk test tools to determine the test of normality. Test results showed that the data for self-efficacy [SW= p= .158] and work commitment [SW=p=.49] are normally distributed.

4. Results and Discussion

4.1 Level of Self-Efficacy of Private Senior High School Teachers

Table 1 presents the level of self-efficacy of the private senior high school teachers at the pandemic. As a whole, the level of self-efficacy (M=3.33, SD= 0.26) is very high, with the area of student engagement (M= 3.38, D =0.28) as the highest and classroom management (M= 3.30, SD= 0.28) as the lowest in terms of the mean rating. The overall very high self-efficacy rating indicates that teachers are exceptionally confident with certainty that they can increase their performance, particularly on their student engagement, instructional strategies, and classroom management. The data revealed that the private senior high school teacher's self-efficacy in a time of pandemic is exceptionally confident. This very high rating of self-efficacy could be attributed to the self-determination and positive outlook of the private senior high school teachers for the success of the teaching-learning process even in time of the pandemic. Further, this is implied with a positive outlook in the teaching-learning process also increase their confidence. Teachers need to observe the protocols to protect them at work during the pandemic [6]. Moreso, Reference [22] concluded that teachers' feeling of self-efficacy generates interest, profound involvement, and a strong commitment to carrying out the planned activities.

The area of student engagement has the highest rating since maintaining student engagement in a pandemic is a top priority of the schools. Thus, the implication is that teachers saturated their efforts to connect with the students and their families because the sudden shift of the educational paradigm can leave some students disoriented and unmoored from the schools. Research has shown that teachers can strategize and establish their instruction to positively influence student self-efficacy and, in turn, the learning process in the classroom and student engagement [23]. However, in classroom management, teachers have to strengthen the use of the virtual classroom and look for a better strategy. More and more educators and professors are required to teach their students using the online platform. Specifically, this refers to virtual classroom management. Many teachers join the profession without adequate preparation in classroom management and continue to encounter challenges during their careers [24]. Further, this very high rating of teacher's shows that they provide a balanced student engagement strategy by making their classes fun and easy to assist students to be more involved that will lead to desirable results. As revealed in the results of the recent study, by utilizing technology in the classroom skillfully and interacting productively using the online platforms in learning, we can give virtual learning activities to our students that equal or even exceed their traditional face-to-face classroom experiences [25].

Significant results specific to demographics can be found on sex where male teachers obtained a very high level of self-efficacy as a whole ($M=3.45$) compared to females who only obtained a high level ($M=3.25$). This shows that male teachers were perceived to be more self-efficacious than female teachers. This indicates that male teachers in private schools are confident to teach students using flexible learning, modular, or online approaches or uses varied learning styles in the areas of instructional strategies. This contradicts to the References [26, 27] studies on the sense of teacher efficacy between males and females, claiming that better self-efficacy skills go with female teachers than with male teachers. Female teachers were observed to have a greater value of self-efficacy that influences instructional strategies, student engagement, and classroom management.

Moreover, specific to educational attainment, teachers with Bachelor's degrees were found to have a very high level of self-efficacy ($M=3.40$) compared to Master's degree holders who only obtained a high level ($M=3.22$). This indicates that those with a bachelor's degree feel more confident in their ability to teach successfully through a virtual class in this time of the pandemic. Further, teachers in private schools continue attending an online webinars to become fully equipped with the latest skills to adapt to the new normal even without a master's degree. This contradicts the study of Reference [28], showing that education provides employees with the essential skills and a relevant professional character and, thus, a higher level of self-confidence. Thus, manage their classroom properly than the teachers with low qualifications. Several studies also contradict the findings of this study. Reference [28] discovered an existing significant correlation between employees' self-efficacy and educational background. The researchers also observed that higher educational achievement effects a higher sense of self-efficacy. They suitably maintain their classroom compared with the teachers of low degree qualifications.

Table 1: Level of Self-Efficacy of Private Senior High School Teachers.

Demographics	AREAS											
	Student Engagement			Instructional Strategies			Classroom Management			As a Whole		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Age												
Younger	3.38	0.30	VH	3.31	0.28	VH	3.33	0.28	VH	3.34	0.27	VH
Older	3.37	0.24	VH	3.33	0.27	VH	3.24	0.28	H	3.31	0.24	VH
Sex												
Male	3.46	0.32	VH	3.44	0.29	VH	3.47	0.27	VH	3.45	0.27	VH
Female	3.32	0.24	VH	3.24	0.22	H	3.19	0.23	H	3.25	0.21	H
Length of Service												
Shorter	3.40	0.30	VH	3.33	0.29	VH	3.36	0.29	VH	3.54	0.18	VH
Longer	3.32	0.22	VH	3.28	0.23	VH	3.16	0.21	VH	3.26	0.20	VH
Educational Attainment												
Bachelor's Degree	3.45	0.24	VH	3.39	0.27	VH	3.35	0.26	VH	3.40	0.24	VH
With MA Units	3.25	0.30	H	3.20	0.22	H	3.21	0.29	H	3.22	0.26	H
As a Whole	3.38	0.28	VH	3.32	0.27	VH	3.30	0.28	VH	3.33	0.26	VH

Note: VH= Very High, H=High

4.2 Degree of Commitment of the Private Senior High School Teachers

Table 2 presents the degree of work commitment of the private senior high school teachers at the pandemic. As a whole, the degree of work commitment is very high ($M=3.50$, $SD=0.16$), which means that teachers are exceptionally committed. All domains were very high, with the commitment to the profession ($M=3.51$, $SD=0.16$) and commitment to school ($M=3.51$, $SD=0.21$) higher than the commitment to teaching/learning ($M=3.47$, $SD=0.20$). The overall rating indicates that the teacher's commitment is very high, which means that teacher's work commitments are exceptionally committed to working positively in the school with enthusiasm, love, sacrifice, and affection for students, schools, and teaching. This indicates that teachers in private schools sustained a solid commitment to achieving and fulfilling the quality teaching and learning that students deserve, notwithstanding the pandemic. On the other hand, teachers with a low degree of commitment appear more disoriented, threatened to be challenged, unable to manage responsibilities, and display complexity in handling student concerns [29].

Further, the areas of commitment to the profession were the highest rating. This is the indication that teachers in the private schools are still devoted to their profession and can adopt the various innovative method of teaching, taking into consideration how best to learn and bring about effective learning, although we are facing uncertainty in this time of the pandemic. This finding supports the findings of many similar studies in the literature [20, 30, 31]. On the other hand, the area of commitment to the school is also the highest rating. It

indicates that teachers have a higher commitment to their respective schools and activities in their schools despite the pandemics. It was further revealed that teachers have an emotional attachment to their schools. Reference [32] concluded that teachers with a high level of commitment would be more loyal to schools where they work. Additionally, the areas of commitment to teaching/learning got a very high rating but with the lowest mean among the three areas. This means that teachers have encountered some challenges in the teaching-learning process because they have to prepare a plan to become effective, which adds to their workloads. Commitment in teaching is necessary to high-quality instruction. It entails responsibility and dedication to the school, students, profession, knowledge, and love for learning [19]. Teachers with these qualities like managing and serving their students and worry concerning improvement. These teachers strive for efficiency in pedagogy and instruction by applying various strategies. Without the love of the profession, there will be no effective education. A high commitment equates love with teaching [33].

Additionally, they have high regard for students. They remarkably develop a strong connection with their students, a hallmark of exceptional teachers. Committed teachers are considered more satisfied and happy with the teaching profession. They always strive to accomplish good instruction [34]. They give importance to students' performance and always strive for high standards of teaching delivery. Committed teachers constantly strive for excellence to improve students [35].

Table 2: Degree of Commitment of Private Senior High School Teachers.

Demographics	DOMAINS									to As a Whole		
	Commitment to Profession			Commitment to School			Commitment teaching/learning					
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Age												
Younger	3.53	0.18	VH	3.57	0.20	VH	3.51	0.21	VH	3.53	0.17	VH
Older	3.48	0.12	VH	3.39	0.17	VH	3.37	0.17	VH	3.41	0.10	VH
Sex												
Male	3.47	0.18	VH	3.53	0.19	VH	3.53	0.16	VH	3.51	0.15	VH
Female	3.54	0.14	VH	3.50	0.22	VH	3.42	0.22	VH	3.49	0.17	VH
Length of Service												
Shorter	3.54	0.18	VH	3.58	0.19	VH	3.51	0.21	VH	3.54	0.16	VH
Longer	3.46	0.12	VH	3.36	0.17	VH	3.38	0.16	VH	3.40	0.10	VH
Educational Attainment												
Bachelor's Degree	3.56	0.16	VH	3.60	0.18	VH	3.52	0.17	VH	3.56	0.20	VH
With MA Units	3.44	0.14	VH	3.37	0.19	VH	3.38	0.23	VH	3.40	0.17	VH
As a Whole	3.51	0.16	VH	3.51	0.21	VH	3.47	0.20	VH	3.50	0.16	VH

Note: VH= Very High, H=High

4.3 Relationship between the Self-Efficacy and Work Commitment

Table 3 presents the relationship between the self-efficacy and work commitment of the private senior high school teachers during the pandemic. The results have shown that the teacher's self-efficacy perceptions increase and their work commitment. Thus, teachers with strong, extensive self-beliefs in the institution will increase motivation and develop work commitment 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 commitment to their work. If there is thrust and self-efficacy, it signals high work productivity is high and low turnover [36].

This finding confirms past research showing a favorable relationship between self-efficacy and organizational commitment [37, 38]. Thus, it can be said that as teachers' self-efficacy perceptions increase, so does their professional commitment. Further, this also agrees with Reference [4]. They discovered that self-efficacy positively influences academic staff's organizational commitment. Additionally, Reference [38] conducted research that reveals correlation results that link between crisis self-efficacy and the work commitment of teachers amid pandemics. This is a good indication that teachers are responsive to the changing world around them. Also, this study highlighted the value of teachers' work commitment during the pandemic.

Additionally, it was established that self-efficacy of work employees results in maintaining and promoting work commitment. Also, this study strongly affirmed the significance of teachers' work commitment during the COVID-19 pandemic. Moreover, during the pandemic, private 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 [39].

Table 3: Relationship between Self-Efficacy and Work Commitment.

Variables	r	df	p
self-efficacy vs. work commitment	0.436	46	0.002

5 Note: *the correlation is significant when $p < 0.05$

4.4 Challenges on Self-Efficacy Encountered by Teachers

Table 4 presents the challenges on self-efficacy encountered by the private senior high school teachers during the pandemic. The top self-efficacy issues are teachers are no more direct teaching-learning interactions and lively classroom discussions, not seeing nor hearing real-time reactions or processes from students, and too difficult to check students' behavior. The least challenges are teachers are not proficient in computer knowledge and skills, have no confidence in teaching virtually and have difficulty meeting individual needs. The transition to the modular or online teaching platform due to COVID-19 brings about several challenges from both the teachers' and the students' perspectives. In terms of teachers' no more direct teaching-learning interactions and

lively classroom discussions, teachers have to shift to the digital or modular approach of delivering lessons. Online learning in a crisis is the best option for private schools to continue providing excellent education in times of crisis. This challenge was associated with separating teachers and their students instead of conventional classroom teaching [40]. The division creates challenges for teachers to communicate efficiently with students and reduces the generalization of the teaching ability acquired in the natural classroom into the online platform [41].

Further, one also of the teachers' top challenges is not being able to directly observe or understand actual results or processes from the student. Teachers give lessons online but cannot keep a check on the students. In the study conducted by Reference [42], the challenges teachers encounter are revealing that they wanted to see their students, their eagerness to communicate with them face-to-face rather than in an online setting, and the challenge of succeeding communication barriers to facilitate consistent connection. On the other hand, one of the least challenges to self-efficacy is that teachers are not proficient in computer knowledge and skills. Due to the pandemic, teachers experienced a digital gap when they moved their classes online. Thus, demands on technology are not constant in education. As with any revolution, teachers who deliver online teaching must continue to be updated on the technological advances associated with the online platform. Thus, professors need constant insight through quality professional development to achieve the most modernized technology possible [43].

Table 4: Challenges on Self-Efficacy Encountered by Teachers.

Rank	Challenges	f	%
1	No more direct teaching-learning interactions and lively classroom discussions.	452	8.46
2	Not being able to see nor hear real-time reactions or processes from students.	450	8.43
3	Challenging to check students' behavior.	449	8.41
4	Difficulty controlling class attendance and discipline.	447	8.37
5	Losing tangible and timely opportunities to communicate with students.	424	7.94
6	Cannot measure students' needs to ensure success in learning.	421	7.88
7	Difficult to motivate struggling learners (ex. students who may not have reliable Internet access).	418	7.83
8	Not all parents can sit and work with their children.	411	8.82
9	Difficult to intervene with those who are having trouble.	389	7.28
10	Difficult to organize effective group discussions	385	7.21
11	Insufficient technical support.	368	6.89
12	Not proficient in computer knowledge and skills.	240	4.49
13	No confidence in teaching virtually.	231	4.33
14	Too difficult to meet individual needs.	169	3.16

4.4 Challenges on Work Commitment Encountered by Teachers

Table 5 presents the challenges on work commitment encountered by the private senior high school teachers during the pandemic. The top work commitment issues are personal challenges. They struggle to balance work with other responsibilities, stress due to economic uncertainty, and difficulty taking responsibility virtually. The least issues on the work commitment are lowered attempt to leave the profession, low participation and influence on school policy, and the pandemic situation has added to the workload. In terms of the difficulty of balancing work with other responsibilities, it indicates that teachers' work has been added. The study revealed that the urgent move to online mode of learning affected by the recent pandemic has added to the pressures and workloads undergone by faculty and staff who already strived for a balanced teaching-research-service obligation, not to discuss the work-life balance [44]. Further, as to teachers' stress due to economic uncertainty, in this pandemic, the learners, teachers, and parents go through a great deal of anxiety. Due to the low number of enrolment of the private schools, teachers' salaries were also affected. Some schools have to force teachers to work in a skeletal force, and some are no work, no pay. They may have improved family or financial obligations and are likely to be stressed out about the health conditions and security of their loved ones and themselves [45]. As to difficulty taking responsibility virtually, teachers challenge the continuation of teaching and learning. Learners have abruptly demanded to undertake and improve their learning and become digitally savvy. Parents have had to morph into double roles as parent-educators. Additionally, teachers have a work overload because they have to shift between prepared videos and PowerPoint lessons and entertaining live teaching via Google Classroom, Zoom, Microsoft Teams, and others. They need to develop lesson plans and adapt worksheets, assessment sheets, and other materials [46]. On the other hand, one of the least challenges encountered is that teachers attempted to leave their profession. Therefore, only a few of the teachers encountered the feeling of leaving the profession in this time of the pandemic. It simply shows that many teachers are still committed to their teaching profession. Lastly, as too low participation and influence on school policy, this data shows that some teachers have not participated in the strategic planning and making of the policies and procedures. It seemed that teachers' involvement in decision processes is necessary to improve and innovate education. It was observed that there is a connection between cooperation in school policy implementation and teachers' adjustments towards their work [47].

Table 5: Challenges on Work Commitment Encountered by Teachers.

Rank	Challenges	F	%
1	Struggled to balance work with other responsibilities.	528	12.23
2	Stress due to economic uncertainty.	497	11.51
3	Difficult to take responsibility virtually.	496	11.48
4	Lowered salary due to low enrolment	452	10.47
5	Poor in the performance evaluation.	414	9.58
6	Difficult to balance many obligations.	383	8.87
7	The sense of success in teaching dropped substantially.	367	8.50
8	No deep concern and commitment towards the school.	344	7.97
9	Attempt to leave the profession.	316	7.32
10	Low participation and influence on school policy.	285	6.60
11	The pandemic situation has added to the workload.	236	5.46

5. Conclusions and Recommendation

Teachers in the private schools had a very high self-efficacy and very high work commitment during the pandemic. This study provides a big picture of the current status of private senior high school teachers. With their very high level of self-efficacy, teachers also have a very high commitment to their current institution. Teachers gave extraordinary time for learning despite these overwhelming feelings brought by the pandemic and uplifted themselves to easily adapt to these abrupt changes of the paradigm shift of education. However, despite its very high-level results, teachers still have challenges about their self-efficacy and work commitment. With this, the private school also considers the different challenges of teachers regarding their self-efficacy and work commitment to be addressed. Through the high level of the virtual classroom management skills of the teachers in this time of the pandemic creates better interactivity in online or modular classes to enhance the success class rate and provide opportunities for students to think critically and connect with their classmates, and be motivated about learning again. Moreso, the findings of the study provided baseline information in the formulation of the Human Resource Faculty Development Plan for the Private senior high schools incorporated are areas on student engagement, instructional strategies, and classroom management, commitment to the profession, commitment to teaching/ learning, and commitment to the school.

Therefore, it is recommended that private schools sustain teachers' self-efficacy and work commitment because teachers are motivated and very committed to getting students back in the time of the pandemic. Private schools may also provide education for teachers' well-being by giving time for unwinding and relaxation, counseling units, and other activities to divert teachers from the stressful work. Meanwhile, teachers may continue being more optimistic, efficacious, and more committed because this will become the new normal for education. Future researchers may conduct a qualitative study on the self-efficacy and work commitment of the teachers in the time of pandemic to validate this current study's claims.

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