

Moderating Effect of Social Support to Self-efficacy and Stress Management Strategies Toward Teachers' Resiliency

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Abstract

Amidst the challenges that teachers are facing nowadays, teachers' resiliency in this new tough learning environment seemed to be an unexplored area. Thus, it is crucial to conduct studies that would explore factors that increase teachers' resiliency particularly amidst teacher's work-related stress and emotional exhaustion. This study explores the moderating effect of social support to self-efficacy and stress management strategies toward teachers' resiliency employing descriptive-correlational with moderation design. teachers' resiliency. The respondents were one hundred one (101) public elementary school teachers who are currently associated with the four (4) public elementary schools in San Francisco District for the school year 2022-2023 using online survey questionnaire as the main instrument in gathering the data. The findings revealed that both teachers' self-efficacy and stress management strategies have a significant relationship in teacher's resiliency. This suggests that teachers must also be persistent in strengthening their self-efficacy and developing their stress management strategies to sustain their resiliency. Results also showed that social support effectively moderates the relationship between self-efficacy and teachers' resilience. At the same time, it indicated that the higher self-efficacy of teachers was associated with a lower level of social support. Likewise, social support effectively moderates the relationship between stress management strategies and teachers' resilience. Results also indicated that the higher level of stress management strategies was associated with lower level of social support. Individuals in the workplace especially supervisors and co-workers must consider providing their colleagues especially those with lower level of self-efficacy and stress management strategies with the necessary social support that they need to be resilient.

Keywords: self-efficacy; stress management strategies; resiliency; social support

1. Introduction

In real life, educators experience various issues when instructing, which demotivates them and contributes to burnout and stress. According to Kelly et al. (2018), this could result from an excessive workload, inadequate assistance, fear of encountering difficulties, poor project planning and project scheduling, and a lack of understanding of supervising the pupils' actions and meeting their expectations. It suggests that educators need to be flexible, responsive to alterations, and holistically healthy even in the face of hardships.

One of the essential elements of success is resilience, which can be a fundamental skill for dealing with the challenges that come with life. It is crucial to processing and overcoming adversity. Hence it plays an important role in education. It reduces stress and burnout among teachers in particular. Teachers who are resilient use their abilities and networks of support to get through difficulties.

To successfully achieve the stated aims and objectives of the school, cultivating a positive connection and encouraging support for the teachers is necessary. Social assistance in the workplace might have an

advantageous impact on both people and the organization. Teachers who struggle to stay driven can benefit from having interactions with others. When individuals are surrounded by caring and encouraging people, they become more resilient in times of strain, disappointment, or loss. Additionally, it can enhance their outstanding moments. Coworkers and supervisors have vital responsibilities to encourage and assist each other at work.

The Coronavirus (COVID-19) pandemic has seriously affected all facets of the country, including the educational system. As an outcome of the virus's interruption and threat, educators were forced to work harder than usual to continue teaching. Numerous kinds of research have established the obstacles and challenges experienced by teachers and school administrators in the new learning set-up. As a direct consequence of this, the workload of educators is now significantly more stressful than it was before the COVID-19 pandemic. Their physical well-being, psychological stability, spiritual health, and emotional health were all at compromise. (Dabrowski, 2020).

Nowadays, coping and adjusting to the new educational standard is a big challenge for everyone. Teachers strive to do their best to manage their stress and boost their self-efficacy to perform efficiently and be resilient teachers as part of the new challenging learning environment. By using their coping mechanisms, teachers overcame the problems and obstacles posed by the resumption of classes and the transition of public schools to face-to-face instruction. Teaching can be a demanding and tedious profession, especially in settings with as much severity as these, but as these educators have shown, nothing is impossible. As a result, educators have an obligation to ensure that they are well-prepared for any potential scenario. (Agayon, A. J. et al., 2022)

Atmaca et al. (2020) claimed that stress, burnout, and emotional exhaustion impair teachers' mental and physical health and how well they execute their duties at work. Fernandez-Castro et al. (2017) added that stress and emotional exhaustion make employees less driven and active at work. They are elements that affect their satisfaction, work efficiency, and performance and occasionally cause them to deviate.

Each educator might encounter stress at work, although their reasons may vary. However, even though they were experiencing comparable levels of work stress, some teachers might be more resilient and better equipped to handle their problems than everyone else. This one caught the researcher's interest and curiosity to push through with the study.

The struggles that today's teachers encounter make it seem like there is insufficient information on how resilient they are in this new, challenging learning environment. Therefore, it is necessary to carry out investigations that would examine variables that boost teachers' resiliency, particularly in the face of teacher stress and emotional exhaustion linked with their jobs.

Thus, this study aimed to examine teachers' self-efficacy, stress management strategies, and resiliency in this challenging learning environment, correlate them, and determine the effect of social support among them.

2. Literature Review

2.1 .Self-efficacy

Maddux and Kleiman (2022) stated that a person's trust in his or her capacity to effectively execute the activities necessary to attain their objective is referred to as self-efficacy. Bandura, as cited by Lopez-Garrido (2020) asserted that self-efficacy refers to a person's unique set of beliefs that determine how successfully they can carry out a plan of action in prospective circumstances. Self-efficacy can be defined as an individual's belief in their capacity to achieve in a specific situation.

Lopez- Garrido (2020) stated that a high level of self-efficacy has been linked with positive outcomes in many areas of life, including overcoming obstacles and stress, maintaining a healthy lifestyle, performing better at work, and succeeding in school.

Schwarzer and Warner (2012) argued that an individual cannot be resilient without a stressor. Self-efficacy, however, can exist even if the stressor hasn't happened yet or won't happen at all, such as when a person plans and thinks about their future without any particular obstacles to be afraid of. Therefore, even

in the absence of particular stressors, high self-efficacy beliefs might still favor motivational processes. Self-efficacy, however, may also be useful in demonstrating resilience in the face of difficulties. Self-efficacy beliefs can foster resilience by stimulating affective, motivational, and behavioral mechanisms in trying circumstances. As a result, self-efficacy has occasionally been viewed as a component of resilience. Resilient people have a greater capacity to manage the challenges of life.

2.2. Stress Management Strategies

Stress management, according to Amalu and Bekomson (2022), is a combination of approaches, activities, and treatments aimed to help people cope with stress better by assessing particular sources of stress and implementing constructive behaviors to lessen their impact. Effective management will assist teachers in breaking the grip that stress has on their lives, allowing them to be more cheerful and more fulfilled. Stress management solutions are diverse and include a wide range of topics. Stress causes physical and psychological damages to an individual. A stressed-out teacher cannot provide advantageous lessons for the learners because he has less time to focus on them and his fulfillment with his work and inspiration levels decline.

According to the findings of a study conducted by Galindo-Domnguez and Bezanilla (2021) on the necessity of character and self-efficacy for controlling stress in educational institutions, people with excellent academic self-efficacy can benefit from tension and regulate dissatisfaction more successfully than people who have inadequate academic self-efficacy. Some personality characteristics contribute to both distress and eustress.

Agarwal (2020) included the following in his "4As of Stress Management" list of stress management strategies that can assist individuals in establishing a better work-life balance either by controlling the stressors in their lives, dealing with the strains, or doing both of these things: If you want to minimize excessive stress, you should strive to manage the things that are within your control. For example, you could avoid people who disturb you and learn how to say "no" if you can't handle that additional piece of work. Attempting to improve the situation is what we mean when we talk about altering the situation. You have no capacity to control the behavior of others, but you may definitely and politely urge individuals to modify the aspect of their behavior that bothers you; in the process of doing so, you will learn to convey your sentiments in an open manner, which will help to keep the frustration at bay. Adapting implies diminishing your expectations and modifying your standards because you feel you won't be able to fulfill them. One of the most successful approaches to handle stress and frustration is to readjust your expectations for yourself. Taking things and situations for what they are, as they are, is a critical component of accepting the things that cannot be changed, especially if you have no other option.

2.3. Teachers' Resiliency

According to Riopel (2021), resilience enables us to thrive in the face of difficulty. Resilient people have a greater capacity to deal with life's challenges. Lucey (2022) stated that resilience is often seen as emotional flexibility, the capacity to stretch under pressure, and the ability to recover after a difficult event. It is not about always being "tough." As a result, resilience enables us to maintain our well-being under trying conditions, especially since schools and classrooms can be challenging settings, partly because not every student enters the classroom prepared to learn. At the same time, effective teaching and learning involve a significant investment of time and energy on all fronts—cognitive, social, and emotional. Resilience can enable teachers to respond effectively to these challenges and help them handle difficulties they may encounter.

Similarly, resilience is crucial for leadership roles. It is more than a personality trait. It is a skill that develops due to interactions between individuals within organizations. Fostering the development of collective and individual resilience is an essential responsibility of school managers. Administrators and educators might be better able to sustain their energy and develop better ideas to innovate and solve problems if they had the resources and assistance to enhance their resilience. (Zwart, Korthagen and Attema-

Noordewier, 2014).

Numerous issues have been raised, with solutions that have shifted what education looks like today. Teachers' resilience has been characterized by their passion and commitment to helping others learn, develop, and grow. Teachers have demonstrated their resilience through the development of applications and technology, the sharing of ideas on social media, webinars, and training programs, the integration of technology, their willingness to learn, the adoption of new methods and techniques in teaching, and the list goes on. Teachers who are thriving in this setting and have mastered the concept of resilience continue to advance, unafraid of change and danger, and actively pursue developmental chances to succeed. (O'Scanail, 2020).

Based on the findings of the study conducted by Lagat (2021), it can be concluded that teachers are highly optimistic amidst the pandemic, with a relatively lower level of COVID-19-induced job stress and emotional exhaustion. Furthermore, this study also validated claims that lower levels of job stress contribute to lower incidents of emotional exhaustion.

2.4. Social Support

According to Cherry (2022), social support is the psychological and material resources offered by a social network to aid people in managing stress. Such social support comes in a variety of forms, such as providing care, empathy, and concern for others who are in need, assisting a sick person with various daily tasks, providing financial support when necessary, advising a friend in a challenging situation, etc. People can survive through trying times and even mature as a result of the support they receive from the people around them.

The term "workplace social support" refers to the willingness of several individuals in the workplace to assist an employee and the actual adoption of that support by the person receiving it. It is frequently viewed as a method of managing work stress. The sources of social support are a key point of distinction. Support can come from those within the organization, such as managers, employees, coworkers, customers, or individuals outside the company, like family or friends. According to research, social support from colleagues within the workplace, and especially support from supervisors, has an immense effect on employees' well-being. (IResearchNet, 2016)

Jolly, Kong, and Kim (2020) stated that social support can help to alleviate the negative effects of stressful demands and develop stronger bonds, better affective reactions, and enhanced personal performance.

Towey (2016) added that social support, whether from a dependable organization or a close individual, has been revealed to alleviate stress's adverse physical and psychological consequences and even boost immune function. Social networks promote a sense of belonging, stability, and community, whether formal (like a church or social club) or informal (like hanging out with friends). Individuals with profound connections and relationships with their friends, family, coworkers, or other support systems are less likely to suffer from illness or pass away before their time. Social support and well-being indicators are very closely related. People that are close to one another handle stress better in general.

3. Methodology

3.1. Research Design

For this study, descriptive-correlational with moderation method of quantitative research was used to describe the moderating effect of social support to teachers' self-efficacy and stress management strategies toward teachers' resiliency. Likewise, this method was also employed to determine if there is a significant relationship between self-efficacy and stress management strategies and resiliency of teachers. Furthermore, the correlation method was also employed in this study as it measured the relationship between two variables without the researcher controlling either of them (McCombes, 2022).

3.2. Respondents of the Study

This study was conducted in the elementary schools of San Francisco District situated in San Pablo City, province of Laguna. The respondents were one hundred one (101) public elementary school teachers who are currently associated with the four (4) public elementary schools in San Francisco District. This study employed a random sampling technique in choosing the required number of respondents. It used the samples from the total population of the elementary school teachers from four schools in San Francisco District, Division of San Pablo City. Table I shows the distribution of the respondents.

As shown in the table, majority of the respondents were 31-40 years old, female, married, teaching for 10 years and below, having Teacher III position, and with masteral degree.

Profile		Sex		Civil Status		
		Female	Male	Married	Single	Widow/er
School	Bernardina A. Deveza MS	25	-	17	8	-
	Don Enrique Bautista ES	38	4	31	9	2
	San Antonio 1 ES	16	3	11	8	-
	San Vicente ES	14	1	14	1	-
Age	30 and below	12	3	9	6	-
	31-40	49	4	37	16	-
	41-50	25	1	20	4	2
	51 and above	7	-	7	-	-
Educational Attainment	Bachelor Degree Holder	12	3	11	4	-
	With MA Units	36	2	27	11	-
	Master Degree Holder	41	3	33	9	2
	With Doctorate Units	3	-	2	1	-
	Doctorate Degree Holder	1	-	-	1	-
Designation	Master Teacher I	3	-	2	1	-
	Master Teacher II	1	-	1	-	-
	Teacher I	21	6	18	9	-
	Teacher II	18	-	12	6	-
	Teacher III	50	2	40	10	2
Years in Service	1-10 years	49	7	38	18	-
	11-20 years	31	1	25	5	2
	21-30 years	13	-	10	3	-

3.3. Instrumentation and Data Collection

The researcher utilized the researcher-made online survey questionnaire as the main instrument in gathering the data and information about teachers' self- efficacy, stress management strategies, resiliency, and social support. This method was used to simplify the data gathering. As a result of the reliability test it was found out that the items in each of the parameter posted good and excellent internal consistency. The parameters on teacher's self- efficacy, stress management strategies, resiliency, and social support posted Cronbach's alpha of 0.89, 0.80, 0.91, and 0.93 respectively. The data was collected through an online survey which lasted for a month. The researchers received 101 responses from 119 total number of teachers for the four schools in the district.

3.4. Data Analysis

Simple descriptive statistics like frequency, percentage, mean and standard deviation were used to describe the person-related factors and perceptions of the respondents while the Pearson-product-moment-correlation was used to identify relationships between (1) teachers' self-efficacy and teachers' resiliency and (2) stress management strategies teachers' resiliency. Hypothesis was tested at 0.05 probability level. Regression analysis was also used to examine the role of social support in the relationship among them.

4. Results

This section presents the teachers' perceived self-efficacy, stress management strategies, and resiliency, their relationships, and the effect of social support among them.

Table 2. Summary of Perceived Self-efficacy of Teachers

Variables	Mean	SD	VI
Job Accomplishment	4.58	0.25	Excellent
Skill Development	4.44	0.26	Very Satisfactory
Social Interaction	4.73	0.22	Excellent
Coping with Job Stress	4.46	0.25	Very Satisfactory
Overall	4.55	0.25	Excellent

Legend: 4.50-5.00 Strongly Agree / Excellent, 3.50-4.49 Agree / Very Satisfactory, 2.50-3.49 Moderately Agree / Satisfactory, 1.50-2.49 Disagree/ Unsatisfactory, 1.00-1.49 Strongly Disagree/ Very Unsatisfactory

As revealed in the table 2, it is observed that most teachers who participated in the survey considered themselves to have "excellent" levels of self-efficacy, particularly in their ability to communicate with others and do tasks successfully on the job. It suggests that educators have confidence in their abilities to deal with the demands of their profession, particularly in terms of their capacity to communicate with others and produce results. It may also imply that educators value helping their students improve academically, emotionally, socially, and face stress successfully. Miller (2019) argued that one's sense of self-efficacy influences their performance in school, fulfillment at work, health, and relationships at home. Improvements in competence and resilience may result from interventions intended to increase a group's sense of self-efficacy.

Being the highest, that the respondents perceived their self-efficacy in terms of social interaction with parents and students as "excellent". With an overall mean of 4.73, respondents strongly agreed with all the statements. This denotes that teachers believe they have good and strong relationships with parents, students, and colleagues and can interact socially with them very well. Bakkenes et al., as cited by Hurst, Wallace, & Nixon (2013), stated that the best teachers are those who are highly inspired and driven to enhance the learning experiences of their pupils as well as the quality of their interactions with school authorities and parents. If they believe the communication they are having with others will benefit them, they will make an effort to communicate with others and invest their time. In addition, they will participate in educational activities that they believe will assist them in becoming better teachers.

With the overall mean of 4.44, obtaining the lowest mean score, the respondents' perception on their self-efficacy is also "very satisfactory" in terms of skill development on the job. This indicates that they believe that they have the needed skills that are important in their teaching profession. Teachers give importance to skill development for it is needed in their profession. Prodigy (2019) asserted that professional development can help new and experienced teachers develop the skills they need to feel confident in the

classroom. When teachers have access to continuous learning opportunities and professional development resources, they're better equipped to become good teachers — especially if their students have learning needs or are performing below or above grade level.

Table 3. Summary of Stress Management Strategies of Teachers

Variables	Mean	SD	VI
Avoid	4.34	0.27	Very Satisfactory
Alter	4.37	0.27	Very Satisfactory
Accept	4.49	0.27	Very Satisfactory
Adapt	4.47	0.26	Very Satisfactory
Overall	4.42	0.27	Very Satisfactory

Legend: 4.50-5.00 Strongly Agree / Excellent, 3.50-4.49 Agree / Very Satisfactory, 2.50-3.49 Moderately Agree / Satisfactory, 1.50-2.49 Disagree/ Unsatisfactory, 1.00-1.49 Strongly Disagree/ Very Unsatisfactory

As seen in table 3, it is observed that the teacher-respondents perceived their stress management strategies as “very satisfactory” in terms of avoid, alter, accept, and adapt. This indicates that teachers have confidence in their capacity to effectively address and regulate stress using stress management strategies. Teaching can be a rigorous and a challenging profession, but exhibiting these stress management methods and strategies enables teachers to deal with the unavoidable strains of everyday tasks.

Moreover, the respondents agreed on the indicators that describe their stress management strategies when it comes to accept, garnering the highest mean value of 4.49. This indicates that teacher perceived their stress management strategies in terms of accept as “very satisfactory”. This means that teachers believe that they can absorb things and situations as they are especially when they are left with no choice. Robinson & Smith (2023) claimed that the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

It can be seen that the stress management strategies of teachers in terms of avoidance, with an overall mean of 4.34 got the lowest. Respondents agreed with all the statements and viewed their stress management strategies in terms of avoid as “very satisfactory”. This denotes that teachers feel they can keep themselves away from events and situations which might cause them stress and anxiety. It is crucial to develop strategies for handling stress. This entails understanding how to avoid becoming stressed in the first place and knowing what to do when stress does start to build up.

Table 4. Summary of Perceived Teachers' Resiliency

Variables	Mean	SD	VI
Personal Competencies	4.50	0.26	Excellent
Persistence	4.44	0.27	Very Satisfactory
Spiritual Influences	4.78	0.24	Excellent
Family Cohesion	4.77	0.24	Excellent
Social Skills and Peer Support	4.54	0.26	Excellent
Overall	4.61	0.25	Excellent

Legend: 4.50-5.00 Strongly Agree / Excellent, 3.50-4.49 Agree / Very Satisfactory, 2.50-3.49 Moderately Agree / Satisfactory, 1.50-2.49 Disagree/ Unsatisfactory, 1.00-1.49 Strongly Disagree/ Very Unsatisfactory

It is reflected in table 4 that the teacher-respondents perceived their resiliency as “excellent” especially in terms of personal competencies, spiritual influences, family cohesion, and social skills and peer support. This indicates that teachers believe in their ability to resist or bounce back from adversity and effectively handle the tasks, obligations, and challenges especially those that are related to their professional activity. This may also imply that teachers considered personal competencies, persistence, spiritual influences, family cohesion, and social skills and peer support relevant in their teaching profession. Resilience is what gives individuals strength to emotionally withstand adversity and hardship. Hurley (2022) stated that people who are resilient use their abilities to overcome hardships and bounce back from setbacks. People who lack resilience are more probable to depend on inappropriate coping strategies, such as avoidance, isolation, and self-medication, since they are more likely to feel overwhelmed or powerless.

Furthermore, the respondents perceived their resiliency in terms of spiritual influences as “excellent”. With an overall mean of 4.78 being the highest, respondents strongly agreed with all the statements. This denotes that spirituality plays a large role in their lives. It helps them find more meaning in their lives and in their work. It keeps teachers motivated and inspired in doing their tasks no matter what the situation is. Ahmed (2020) asserted that spirituality can help people feel happier and more engaged at work. Realizing the benefits of spirituality in the workplace will help employers and employees alike perform better in their roles. Spirituality is but one avenue to help employees find fulfilment and satisfaction in their work.

Having the lowest mean response of 4.44, respondents’ perception on their resiliency is “very satisfactory” in terms of persistence. The respondents believe that they are persistent and determined to continue or to finish tasks that may come their way no matter how difficult they are. This indicates that teachers feel that persistence is essential to help them overcome difficulties and be resilient. Power (2020) stated that persistence gives individuals vital experience. When they’re persistent, they learn that each failure gives them another opportunity to learn. With each failure, they’ll become more resilient. They’ll also learn how they can overcome any challenges.

Table 5. Summary Table on the Extent of Social Support Given to Teachers

Variables	Mean	SD	VI
Instrumental Support	4.52	0.21	Highly Practiced
Informational Support	4.56	0.23	Highly Practiced
Emotional Support	4.54	0.23	Highly Practiced
Overall	4.54	0.22	Highly Practiced

Legend: 4.50-5.00 Strongly Agree/ Highly Practiced, 3.50-4.49 Agree/ Practiced,
 2.50-3.49 Moderately Agree/ Moderately Practiced, 1.50-2.49 Disagree/ Rarely Practiced,
 1.00-1.49 Strongly Disagree/ Not Practiced

Table 5 shows the summary on the extent of social support given to teachers. As revealed in table, the respondents perceived the social support given to them by their supervisors and co-workers in terms of instrumental support, informational support, and emotional support as “highly practiced”. Social support enhances quality of life and provides a buffer against adverse life events. This indicates that teachers observed that their supervisors and co-workers are providing them with necessary social support needed in the workplace. Jolly et al. (2020) claimed that social support can benefit both employees and businesses in a variety of ways. Positive emotional responses, stronger connections and relationships, and improved personal performance can all result from social support. Additionally, it can reduce the adverse effects of demanding situations.

Garnering the highest mean of 4.56, the respondents strongly agreed on the statements that describe the social support given by supervisors and co-workers to teachers in terms of informational support as shown in table number 5. This indicates that teachers perceived the social support in terms of informational support given to them by their supervisors and co-workers as “highly practiced”. It is observed that their supervisors and co-workers provide them with guidance, advice, information, and mentoring which can be vital when they are making decisions or changes in their life especially in their career. Cherry (2023) stated that by having this form of support, people may feel less anxious and stressed out about the problems they are trying to solve thanks to the advice of a trusted friend, mentor, or loved one.

Moreover, the social support in terms of instrumental support given to teachers by their supervisors and co-workers obtained the lowest overall mean response of 4.52 indicating that the respondents strongly agreed and perceived the social support given to them by their supervisors and co-workers in terms of instrumental support as “highly practiced”. This implies that they feel that they got the practical help and assistance that they need even in difficult times. This implies that the people in their workplace can provide them with necessary instrumental support that they need. Sourjah (2021) argued that when people get instrumental support in life, they feel like they’re not alone and that they have a strong support system to fall back on. This helps them face challenges with gratitude and optimism.

Table 6. Correlation between Self-efficacy and Teachers’ Resiliency

Teacher’s Efficacy	Self-	Teachers’ Resiliency				
		Personal Competencies	Persistence	Spiritual Influences	Family Cohesion	Social Skills and Peer Support
job accomplishment		.770**	.731**	.618**	.525**	.689**
skill development		.754**	.794**	.560**	.529**	.671**
social interaction		.636**	.552**	.442**	.475**	.604**
coping with job stress		.842**	.779**	.489**	.473**	.703**

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

It can be gleaned from Table 6 that there is a positive significant relationship between teachers’ self-efficacy and teachers’ resiliency. This implies that when teachers are self-efficacious, they are more likely to have higher level of resiliency in terms of personal competencies, persistence, spiritual influences, social skills, and peer support. This is supported by Schwarzer and Warner (2013) as they claimed that self-efficacy is an impression of a person's belief in one's ability to cope with pressures and stresses in life. Self-efficacy beliefs may aid to increase resilience while encountering adversity by activating positive emotional, motivational, and behavioral strategies in challenging circumstances. Therefore, it is crucial for teachers to strengthen their self-efficacy. They can build their self-efficacy by celebrating their success, seeking positive feedbacks, paying attention to their thoughts and emotions, and observing others. They must keep in mind that believing in oneself matters.

Table 7. Correlation between Stress Management Strategies and Teachers' Resiliency

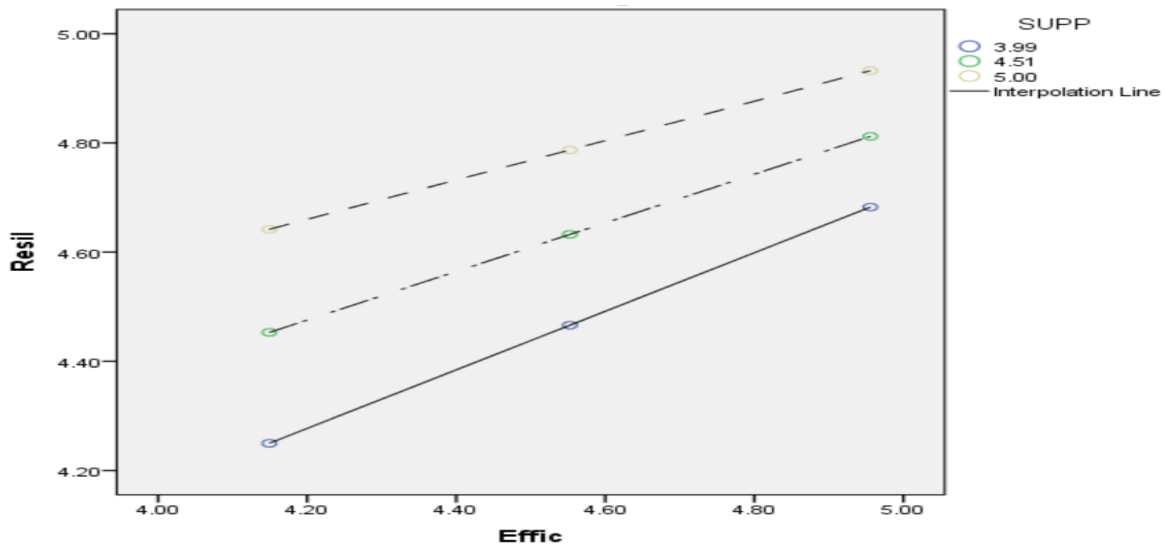
Stress Management Strategies	Teachers' Resiliency				
	Personal Competencies	Persistence	Spiritual Influences	Family Cohesion	Social Skills and Peer Support
Avoid	.762**	.747**	.546**	.515**	.749**
Alter	.750**	.743**	.550**	.479**	.717**
Accept	.733**	.678**	.534**	.638**	.689**
Adapt	.757**	.691**	.550**	.538**	.662**

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

As revealed in table 7, there is a positive significant relationship between the teachers' stress management strategies and teachers' resiliency. It shows that when teachers have excellent stress management strategies which includes avoid, alter, accept, and adapt, they are more likely to have higher level of resiliency in terms of personal competencies, persistence, spiritual influences, social skills, and peer support. This implies that practicing these stress management strategies can help teachers to be resilient. Stress is an inevitable physical, mental, and emotional reaction to a difficult situation. It's a normal part of everyone's life but having these stress management strategies help individuals deal with stress and difficulties in life more effectively. These can help them live a more balanced, healthier life by controlling their stress which in turn help them to withstand or recover quickly from adversities. According to Amalu and Bekomson (2022), stress management is a collection of methods, interventions, and programs created meant to help individuals cope with stress in their lives more skillfully by recognizing the particular factors that cause stress and implementing positive measures to lessen their impact. Effective management can aid teachers in releasing the grip that stress holds in their lives, allowing them to be happier, healthier, and more satisfied, all of which can lead to resiliency.

Table 8: Moderating Effect of Social Support on the Relationship between Self- efficacy and Teacher's Resilience

Model						
	coeff	Se	t	P	LLCI	ULCI
Constant	-2.4284	1.1429	-2.1247	.0362	-4.6968	-.1600
Self-Efficacy	1.2349	.2557	4.8292	.0000	.7274	1.7424
Social Support	1.1151	.2684	4.1539	.0001	.5823	1.6479
Int_1	-.1749	.0585	-2.9911	.0035	-.2910	-.0589
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.9226	.8512	.0205	184.9098	3.0000	97.0000	.0000



Blue circle means lower level of support (3.99)



Yellow means higher level of support (5.00)



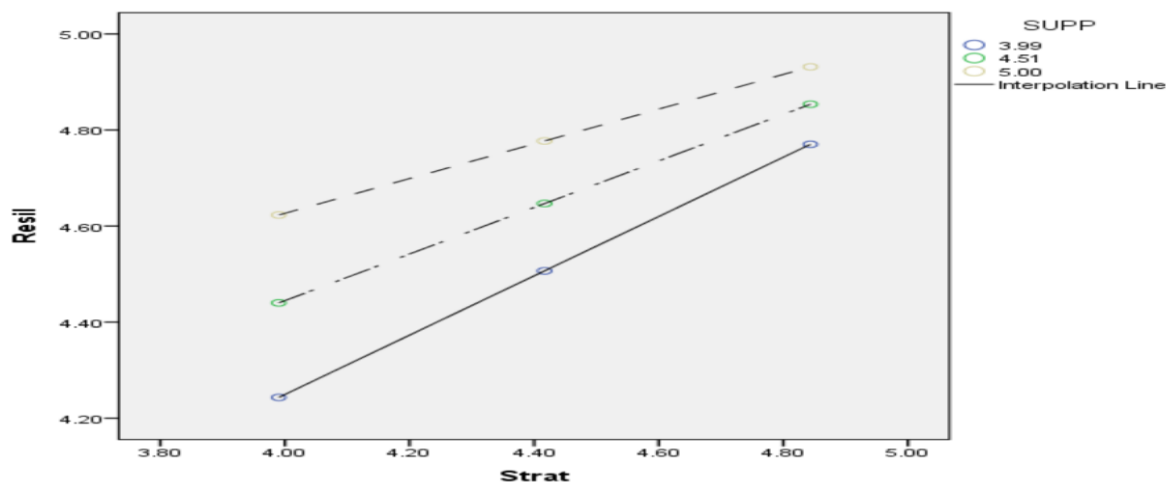
Green means average level of support (4.51)

A multiple regression model was tested to investigate whether the association between teachers' self-efficacy and teachers' resiliency depends on the social support given by supervisors and co-workers. After centering self-efficacy and social support and computing the self-efficacy-by- social support interaction term, the two predictors and the interaction were entered into a simultaneous regression model. Results indicated that the higher level of self-efficacy of teachers ($B = 1.2349$, $t(97) = 4.8292$, $p < .001$) was associated with lower level of social support . This means that teachers with higher self-efficacy were given less social support since they already have the strong beliefs in their ability to effectively handle the tasks, obligations, and challenges. While those with lower self-efficacy were given higher level of social support since they need more assistance to help them cope with challenges and difficulties that may come their way. As highlighted by Wool et al. (2022), social support is an important resource that can help individuals cope with stress, enhance self-confidence and improve self-efficacy. If individuals can make good use of social support, then self-efficacy can be significantly enhanced.

The interaction between teachers' self-efficacy and the social support given to them was also significant ($B = -0.1749$, $t(97)$, $p < .05$), suggesting that the effect of self-efficacy on resiliency depended on social support given by their supervisors and co-workers. Together, the variables accounted for approximately 85% of the variance in teachers' resiliency, $R^2 = .8512$, $F(3,97) = 184.9098$, $p < .001$. This means that social support given by the supervisor and co-workers affects the relationship between self-efficacy and resiliency. It implies that social support in the workplace is crucial to sustain teachers' self-efficacy or their beliefs in their ability to effectively handle the tasks, obligations, and challenges as well as their ability to bounce back after an adversity. The study on The Influence of Perceived Social Support and Self-Efficacy on Resilience among First Year Malaysian Students conducted by Narayanan et al (2016) indicated that both perceived social support and self-efficacy were significant predictors of resilience as higher scores on perceived social support and on self-efficacy scales predicted higher resilience.

Table 9: Moderating Effect of Social Support on the Relationship between Stress Management Strategies and Teacher's Resilience

Model						
	coeff	Se	T	P	LLCI	ULCI
Constant	-3.7803	1.1052	-3.4204	.0009	-5.9739	-1.5868
Stress Management	1.6333	.2630	6.2098	.0000	1.1113	2.1554
Social Support	1.3922	.2443	5.6997	.0000	.9074	1.8770
Int_1	-.2544	.0567	-4.4892	.0000	-.3668	-.1419
Model Summary						
R	R-sq	MSE	F	df1	df2	P
.9312	.8670	.0183	210.8639	3.0000	97.0000	.0000



Blue circle means lower level of support (3.99)



Yellow means higher level of support (5.00)



Green means average level of support (4.51)

A multiple regression model was also tested to investigate whether the association between teachers' stress management and teachers' resiliency depends on the social support given by supervisors and co-workers. After centering stress management strategies and social support and computing the stress management strategies by- social support interaction term, the two predictors and the interaction were entered into a simultaneous regression model. Results indicated that the better the stress management strategies of teachers ($B = 1.6333$, $t(97) = 6.2098$, $p < .001$) was associated with lower level of social support. This means that teachers who exhibit higher level of stress management strategies were given less social support since

they already know how to effectively manage and handle their stress. While those who exhibit lower level of stress management strategies were given higher level of social support since they need more assistance to cope with stress and handle challenges and difficulties that they may encounter. People who have supportive social networks are better able to deal with stress and difficulties that may come their way. Scott (2020) noted that the results of numerous studies on social support as a component known to lessen the impact of stress are remarkable. Not only can social support reduce stress, but it also has an advantageous effect on health and minimizes the likelihood of mortality.

The interaction between teachers' stress management strategies and the social support given to them was also significant ($B = -0.2544$, $t(97)$, $p < .05$), suggesting that the effect of teachers' stress management strategies on teachers' resiliency depended on the given social support of supervisors and co-workers. Together, the variables accounted for approximately 87% of the variance in teachers' resiliency, $R^2 = .8672$, $F(3,97) = 210.8639$, $p < .001$. This means that social support given by the supervisor and co-workers affects the relationship between stress management strategies and resiliency. Social support is found to aid people in dealing with stress and life's challenges more skillfully. By reducing their stress, these can assist them in leading a more rounded, healthier life, making them even more resilient. Studies have shown that individuals with high levels of social support seem to be more resilient when faced with of difficult circumstances. Additionally, they experience stress less intensely and react to stresses in life less physiologically (Reid, 2023).

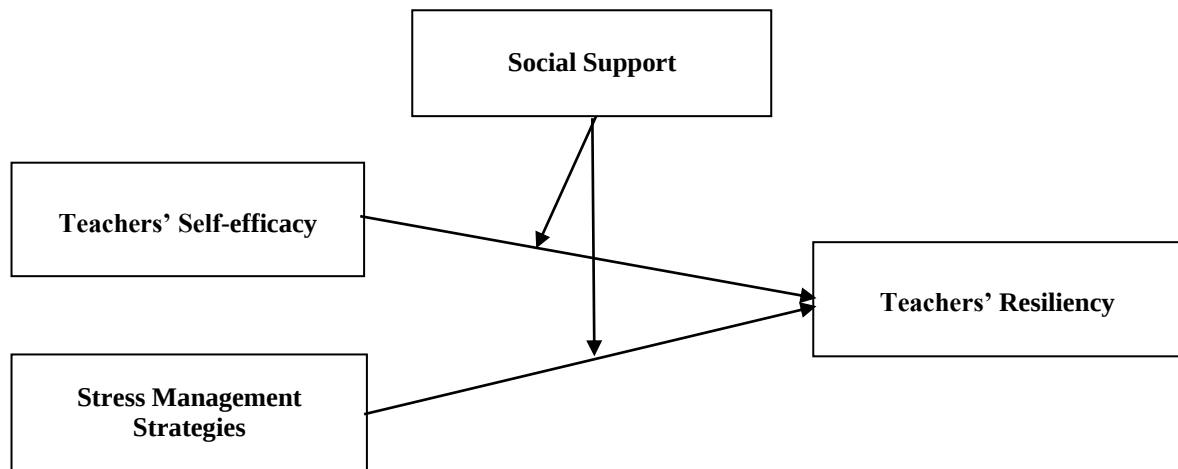


Figure 1. Proposed Model for the Moderation of Social Support to Self-efficacy and Stress Management Strategies Toward Teachers' Resiliency.

This model is offered as means to show the moderation of social support on the relationship between self-efficacy and teachers' resiliency and the relationship between stress management strategies and teachers' resiliency. Since the result of this study reveals that teachers' self-efficacy and stress management strategies were significantly related to teachers' resiliency, the moderating effect of social support on their relationship was also tested. The result of this study led to this proposed model. As seen in figure 2, social support effectively moderates the relationship between self-efficacy and teachers' resilience. . This implies that social support in the workplace is crucial to sustain teachers' self-efficacy or their beliefs in their ability to effectively handle the tasks, obligations, and challenges as well as their ability to bounce back after an adversity. Moreover, this model reflects that social support effectively moderates the relationship between stress management strategies and teachers' resilience. The level of social support provided by the

supervisor and coworkers has an impact on how well people are able to manage their stress. People who have social support tend to handle stress and life's challenges more effectively. These can help individuals live a more balanced, healthier life with lower stress levels, making them even more resilient. Reid (2023) posited that those who receive social support appear to be better equipped to handle unpleasant circumstances. They also experience stress less severely and respond to life's pressures less intensely.

5. Conclusions and Recommendations

Amidst the challenges that teachers are facing nowadays, teachers' resiliency in this new tough learning environment seemed to be an unexplored area. Thus, it is crucial to conduct studies that would explore factors such as self-efficacy and stress management strategies that increase teachers' resiliency particularly amidst teacher's work-related stress and emotional exhaustion. In this study, it is revealed that teachers perceived their self-efficacy and resiliency as "excellent". This indicates that teachers believe in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity and that they can also easily bounce back from adversity. Furthermore, it is also observed that they perceived their stress management strategies as "very satisfactory" in terms of avoid, alter, accept, and adapt which indicates that teachers believe in their ability to effectively handle and manage stress through these stress management strategies. Furthermore, it is concluded that teachers' self-efficacy and stress management strategies were significantly related to teachers' resiliency. Therefore, the hypothesis of this study is not sustained. It was also revealed that social support effectively moderates the relationship between self-efficacy and teachers' resilience. Results also indicated that the higher self-efficacy of teacher was associated with lower level of social support therefore those who exhibit lower level of stress management strategies should be given higher level of social support since they need more assistance to cope with stress and handle challenges and difficulties that may come their way. In addition, it was revealed that social support effectively moderates the relationship between stress management strategies and teachers' resilience. Results also indicated that the higher level of stress management strategies was associated with lower level of social support therefore who exhibit lower level of stress management strategies were given higher level of social support since they need more assistance to cope with stress and handle challenges and difficulties that they may encounter.

In the light of the findings and conclusions of the study, it is recommended for teachers to be persistent in developing and strengthening their self-efficacy to sustain their resiliency. Teachers must also consider practicing stress management strategies and attending trainings regarding stress management strategies to sustain their resiliency. Individuals in the workplace especially supervisors and co-workers must consider providing their colleagues especially those with lower level of self-efficacy and stress management strategies with the necessary social support that they need to be resilient. Future researchers may also conduct follow-up studies to sustain and verify the relationship between self-efficacy, stress management strategies and teachers' resiliency and the moderating effect of social support on the relationship among them.

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