

Coping style, anxiety level, organizational support, and work commitment of educators during the COVID-19 pandemic in the Philippines: A mixed-methods study

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Abstract

Background: The emergence of the COVID-19 pandemic has distorted the education system, which greatly challenged educators in the pursuit of the continuity and quality of education. Commitment to perform duties and responsibilities are bounded in coping with the situation, emotional state, and the support from the organization.

Objective: To analyze and understand the presumed interrelationship of modeled variables, such as the coping style, anxiety level, organizational support, and work commitment of educators during the COVID-19 pandemic.

Methods: It is a mixed-methods study through an explanatory sequential approach. The path analysis technique was applied for quantitative with 116 educators as sample respondents guided by selection criteria. Digital immigrant educators with extreme responses were identified and asked permission for an interview. Open-access adapted questionnaires used were Simplified Coping Style Questionnaire (SCSQ), Beck Anxiety Inventory (BAI), Perceived Organizational Support (POS), Allen and Meyer's Organizational Commitment Questionnaire (OCQ). Data were processed and analyzed using SPSS and AMOS for descriptive and inferential statistics. A four-domain semi-structured questionnaire served as a guide in interviewing participants in the context of coping, anxiety, support, and work commitment. Thematic analysis was performed to generate themes.

Results: This study shown that educators often used coping style (1.87 ± 0.84 ; Mean \pm SD), have a low level of anxiety (0.58 ± 0.69 ; Mean \pm SD), have perceived uncertainty related to organizational support (4.03 ± 1.37 ; Mean \pm SD), and neither agree nor disagree in terms of their work commitment (3.02 ± 0.93 ; Mean \pm SD). The presumed model through path analysis has significantly predicted 28% plausibility ($R^2 = 0.28$) with only organizational support that shown significant influence towards educators' work commitment ($\beta = 0.22$). The themes that emerged are challenging adjustment, predestined situation, fear of getting infected, difficulty teaching effectively, technologically challenged, psychosocial assistance, uncertainty, and willingness to explore.

Conclusion: Educators during the COVID-19 pandemic were able to cope and control their anxiety through the test of time, seamless work commitment, and presence of support. This study can be considered a framework for situational analysis of nurse educators in the academic realm in times of emergency and disaster.

Keywords

COVID-19; coping; anxiety; organizational support; work commitment; educators; nursing; Philippines

Unprecedented challenges have been very evident since the emergence of this world health crisis, the COVID-19 pandemic. Such unimaginable death toll has been rising

globally due to its rapid transmission, undiscovered treatment, and unavailable medical intervention and preventive measures such as vaccines (Flores & Swennen,

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2020). With this, the pandemic has been evident to be a stressful event for almost all people worldwide (Daniel, 2020; Mertens, Gerritsen, Duijndam, Salemink, & Engelhard, 2020). Affecting a large number of populations, this pandemic has even brought an evident change in many academic institutions, which includes a new mode of instruction and a new method of learning and teaching, and has somehow believed to impact and overwhelm both the educators and the students (Ali, 2020; Donohue & Miller, 2020; Talidong & Toquero, 2020).

Accordingly, 88% of workers reported experiencing moderate to extreme stress over the past 4 to 6 weeks related to the COVID-19 pandemic after its spread. Among those reporting stress, 62% noted losing at least one hour a day in productivity, and 32% lost at least two hours a day due to COVID-19-related stress (Labrague & de Los Santos, 2021; Reimers, Schleicher, Saavedra, & Tuominen, 2020). Researchers also highlighted that prescriptions filled per week for antidepressant, anti-anxiety, and anti-insomnia medications increased by 21% (Daniel, 2020). The rise in new cases may indicate a troubling association with COVID-19-related stress. Prior to the pandemic, the use of anti-anxiety and anti-insomnia medications were both on the decline from 2015 to 2019. However, in the time frame examined in the study, new prescriptions for anti-anxiety medications exhibited a 37.7% increase, stressing the vital need for therapeutic intervention (Hamouche, 2020).

This scenario has somehow brought the education system into a total drastic change. From normal face-to-face classes, the instruction inside the four corners of the room has turned into virtual learning, making all institutions challenged and unprepared (Daniel, 2020; Talidong & Toquero, 2020). Hence, in the field of academic institutions, the dilemma of educators to adhere to this new mode of instruction, amid the pandemic, at the same time imparting the quality education the learners deserve remains under progress and unanswered. This somehow will account for the fact that educators may face unprecedented anxieties and stresses during this drastic academic change, let alone the mental stress brought by the pandemic. Also, some educators, as part of an organization, may alter their willingness to serve, which can influence their individual coping in the situation and the level of support from the organization to sustain and commit to their work (Flores & Swennen, 2020; Yu et al., 2020). Unstable coping of educators may significantly affect their sound functioning and their atmosphere inside the organization, specifically their work commitment and the knowledge they impart (Adedoyin & Soykan, 2020; Flores & Swennen, 2020). Such is the reason why mental health should always be prioritized (Hamouche, 2020).

It is of important significance to establish the connection of nurse educators work commitment with the ways on how they cope and manage their anxiety with the support at hand from the organization during the pandemic that springboards strategic management in the continuity of promoting quality education and a step forward towards 4th

industrial revolution (Pangandaman, Ali, Lambayong, & Ergas, 2019a). This research has centered its inquiry on the commitment of educators at work that subjected to a state of disequilibrium during the COVID-19 pandemic in which, based on literature, could be influenced by the interplay of educators' anxiety, coping in the situation, and the support from the organization (Hamouche, 2020; Mertens et al., 2020; Talidong & Toquero, 2020). The lack of assessment of such a situation has led to the closure of schools in the Philippines (Reimers et al., 2020), which consequently contributed to the loss of jobs (Liu, Lithopoulos, Zhang, Garcia-Barrera, & Rhodes, 2021; Talidong & Toquero, 2020), devastated hopes and dreams of students (Adedoyin & Soykan, 2020; Ali, 2020), and the likelihood of a famine in the future. This study aimed to analyze and understand the presumed interrelationship of modeled variables such as the coping style, anxiety level, organizational support, and work commitment of educators during the COVID-19 pandemic. A mixed-methods through an explanatory sequential phase of path analysis of studied variables to establish its interconnectedness followed by interviews to clarify, understand and explain extreme situations experienced by educators. It can serve as a framework for situational analysis of nurse educators in the academic realm in times of emergency and disaster, such as the COVID-19 pandemic.

Methods

Study Design

This study utilized a mixed-methods design, particularly an explanatory sequential approach through a follow-up explanations model. According to Ivankova, Creswell, and Stick (2006), this approach focuses on specific quantitative results that require further explanation, such as extreme or unpredicted findings with highly statistical differences between or among groups or individuals. As such, a qualitative approach is needed to best help explain quantitative results. As applied in this study, the quantitative strand was primarily established through path analysis followed by the qualitative strand through interview. A path analysis approach was conducted to analyze the presumed interrelationship of modeled variables between coping style, anxiety level, organizational support, and work commitment of educators during the outbreak of COVID-19 in Mindanao, Philippines. The qualitative strand was instituted through interviews with the digital immigrant health educators since they are the most challenged in adopting flexible learning as technology-driven pedagogy. They have been interviewed to verify their responses on the research instrument and provided enrichment in understanding the studied phenomenon.

Participants and Study Setting

Quantitative Strand

A non-health and health-related faculty members were selected from the 17 colleges of Mindanao State University (MSU), Philippines, through stratified simple random

sampling in which the yielded sample size ($n = 116$) was calculated through the Raosoft online sample size calculator website upon inputting 165 total population under 95% confidence level and 0.05 margin of error (Omair, 2014). Respondents were selected based on criteria that (1) they have been working as faculty in the university for more than one academic year regardless of the employment status, (2) not holding middle managerial position or higher, and (3) have regular or at least 18 units teaching load. Exclusion criteria were faculty not willing to be part of the study and could not be able to reach.

Qualitative Strand

In the quantitative sample size ($n = 116$) who participated in the quantitative strand, 31 digital immigrant educators (born before 1985) were identified. They have been chosen as participants for the interview in the qualitative strand, aside from being presumed as technologically challenged educators (Salazar-Márquez, 2017) was also to follow-up their extreme responses in the quantitative data. They were notified and invited to participate in the study through their institutional email and social media accounts like Facebook. Unfortunately, only five expressed interest and assured commitment for an interview due to myriad personal and professional responsibilities.

Instruments

There were five parts of the questionnaire in this study. The first to fourth part is an adapted self-scoring Likert-scale type questionnaire accessed from an open access journal with permission asked and granted from respective authors. The fifth is a researcher's made open-ended question format, which was validated by five experts in the field of nursing education. The default language used is English since the respondents/participants are professional educators and so not needed for vernacular language translation. Brief description of the questionnaire are as follows:

The Simplified Coping Style Questionnaire (SCSQ) is composed of 2 dimensions of coping: active (item 1 to 12) and passive (item 13 to 20), which response in each item is being measured through a four-point Likert scale (0 = never; 3 = very often). Active and passive coping is the usual response of an individual when stress has encountered. The higher the total SCSQ scores, the more possibility of adopting a relevant coping style. It has good validity and reliability measures (Cronbach's $\alpha = 0.90$ and 0.92) (Yu et al., 2020).

Beck Anxiety Inventory (BAI) is used to a self-report level of anxiety through the calculated summed score of its 21 items. Response in each item is being measured through a four-point Likert scale (0 = not at all; 3 = severely – it bothered me a lot). Scores of the level of anxiety are categorized as follows: low anxiety = 0 to 21 score; moderate anxiety = 22 to 35 score; high anxiety = 36 and above. BAI questionnaire has proven good history of validity and reliability (Cronbach's $\alpha = 0.92$), has been moderately correlated with the revised Hamilton Anxiety

Rating Scale (.51) and mildly correlated with the Hamilton Depression Rating Scale (0.25) (Beck, Epstein, Brown, & Steer, 1988).

Perceived Organizational Support (POS) questionnaire is based on the perception of employees towards the extent to which their organization puts value on their contribution and well-being. It has 36 items, and each is being measured through a seven-point Likert scale (1 = strongly disagree; 7 = strongly agree). It has reported good validity and reliability and has been used by school teachers in Malaysia to assess the level of support being given to them (Rozdi, Othman, Ahmad, & Mohamed, 2017).

Then, Allen and Meyer's Organizational Commitment Questionnaire (OCQ) is comprised of 3 dimensions: affective (6 items), continuance (6 items), and normative (6 items). Each is measured through a 5-point Likert scale (0 = strongly disagree; 4 = strongly agree) with proven validity and reliability. It has been used to assess the commitment of academicians in a university (Wilson, Bakkabulindi, & Ssempebwa, 2016).

Lastly, the fifth part of the questionnaire is an open-ended type. It has statements in a declarative format that inquires on the respondent's phenomenon related to their coping, anxiety, support of the organization, and work commitment despite the COVID-19 pandemic. The content of the declarative statement items was selectively patterned from the adapted questionnaire (i.e., coping, anxiety, organizational support, and work commitment) with extreme responses needing clarification. The construction of the declarative statement items designed for interview has been subjected to face validity through consulting expert validators. They were five nursing educators with more than ten years of experience as an educator in an institution offering a nursing program, at least master's degree holder, and are active in instruction during COVID-19 pandemic. Validators unanimously agreed that all declarative statement items are valid to use for the interview.

Data Collection

Quantitative Strand

Researchers abided by the standard process and protocol of data gathering in the university as the locale of the study. The key officials, administrators, and middle managers have been communicated for permission and assistance to gather data. Respondents of the study have reached by the researchers through the institutional e-mail address in which an attached link for Google form version of the questionnaire. Social media, particularly Facebook Messenger and Instagram, were also used as a platform in reaching out to the respondents. A site visit has been done, and administered the questionnaire to available respondents who preferred the printed type of questionnaire. Standard health protocol has been observed throughout, such as wearing of facemask, face shield, social distancing, and handwashing. Quantitative data gathering happened from 7 September to 2 November 2020, in which the educators have already experienced at

least a semester of academic-related challenges in the midst of the COVID-19 pandemic.

Qualitative Strand

An interview has conducted in agreed available time online with the five digital immigrant faculty of the institution through the most preferred online platform of communication such as Zoom conferencing application, Google Meet, and Facebook Messenger video room. Prior to a formal interview, participants were formally asked for consent in recording the interview. It has been managed from 23 November 2020 to 26 February 2021.

Data Analysis

Quantitative Strand

Quantitative data gathered through Google form has been tabulated and coded in Microsoft Excel and extracted to SPSS version 21 application software to compute for the descriptive statistics (score, mean, and standard deviation). Then data from SPSS has been extended to AMOS software to perform path analysis using statistical regression technique to establish the predictive relationship of the variables and the path analysis model.

Qualitative Strand

Qualitative data then were manually transcribed and matched with the corresponding variable to perform thematic analysis. The processes included transcribing the recorded data, getting to know the data, producing initial codes, searching for themes, reviewing themes, and defining and labeling themes (Vaismoradi, Turunen, & Bondas, 2013). The researchers counter-checked together

closely and verified the truthfulness and accuracy of data through follow-up interviews with the participants.

Ethical Considerations

An ethics clearance has been secured from the College of Health Sciences Ethics Review Committee (CHS-REC) prior to data gathering and interview. Researchers explained the purpose of the study to the respondents and highlighted their rights, such as the right to withdraw or refuse to participate, the confidentiality of data or information gathered, and the possible risk and benefits. Detailed information of rights in the consent form was provided and signed by respondents.

Results

Quantitative Results

Based on Table 1, the educators as participants often used coping style (1.87 ± 0.84 ; Mean \pm SD) for both active (2.03 ± 0.81 ; Mean \pm SD) and passive (1.64 ± 0.89 ; Mean \pm SD) coping during COVID-19 pandemic. Based on the summed scores (12.18) in the inventory of anxiety, it is shown that educators had a low level of anxiety (0.58 ± 0.69 ; Mean \pm SD), and they had perceived uncertainty or undecided towards support from their organization or institution (4.03 ± 1.37 ; Mean \pm SD). In terms of educators' work commitment, they could neither agree nor disagree in terms of their affective work commitment (3.02 ± 0.93 ; Mean \pm SD), and they agreed on both continuance (3.47 ± 1.09 ; Mean \pm SD) and normative (3.71 ± 0.392 ; Mean \pm SD).

Table 1 Descriptive statistics of the study variables

Variables	Score	Mean	SD	Interpretation
Coping Style				
Active Coping	24.41	2.03	0.81	Often
Passive Coping	13.13	1.64	0.89	Often
Overall:	37.54	1.87	0.84	Often
Anxiety Level	12.18	0.58	0.69	Low anxiety
Organization Support	14.32	4.03	1.37	Undecided
Work Commitment				
Affective	18.14	3.02	0.93	Neither Agree nor Disagree
Continuance	20.87	3.47	1.09	Agree
Normative	22.27	3.71	0.92	Agree
Overall:	61.28	3.40	0.98	Neither Agree nor Disagree

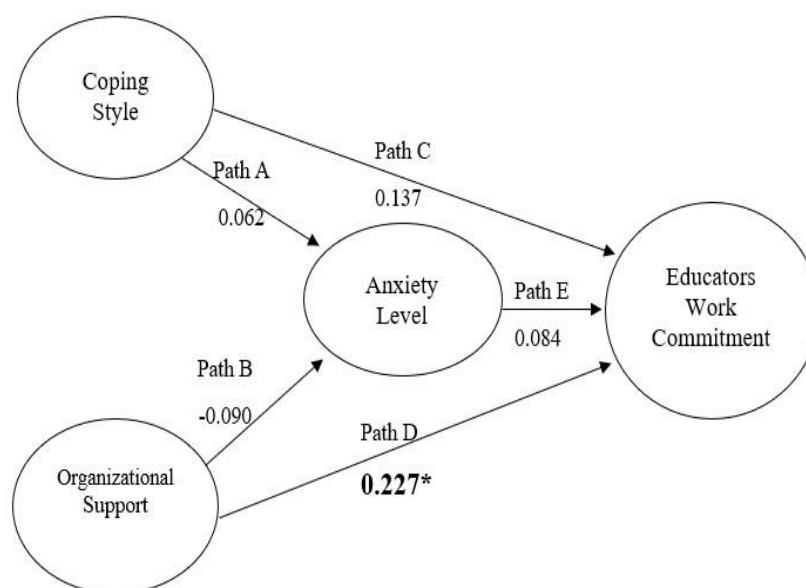
Table 2 shows that the variable coping style (CS) and organizational support (OS) had no significant influence on anxiety level (AL) ($OS \rightarrow AL, \beta = 0.06$; $OS \rightarrow AL, \beta = -0.09$). The variable coping style, organizational support, and anxiety level represented a weak predictive model ($R^2 = 0.102$). On the other hand, the path analyzed towards Educators Work Commitment (EWC) as predicted by coping style, organization support, and anxiety level was a significant model ($R^2 = 0.28$; $F = 2.82^*$; $B = 39.11^{**}$) which

predicted a 28% plausibility of the model ($R^2 = 0.28$). Standardized data showed that coping style and anxiety level did not have a significant influence or effect on educators' work commitment ($CS \rightarrow EWC, \beta = 0.13$; $AL \rightarrow EWC, \beta = -0.08$). Only organizational support yielded a significant influence or effect on educators' work commitment ($OS \rightarrow EWC, \beta = 0.22^*$). Figure 1 shows the final path analysis model of the study.

Table 2 Path analysis model

Path Model	R ²	F	B	SE (B)	95% CI	β
IV: Path a & Path b						
DV: AL	0.10	0.50				
Path a = CS			0.06	0.11	[-0.15, 0.29]	0.06
Path b = OS			-0.06	0.07	[-0.20, 0.08]	-0.09
IV: Path c to Path e						
DV: EWC	0.28	2.82*	39.11**			
Path c = CS			0.11	0.08	[-0.05, 0.27]	0.13
Path d = OS			0.11	0.05	[0.01, 0.22]	0.22*
Path e = AL			0.06	0.07	[-0.08, 0.21]	0.08

Note: $n=116$. B = unstandardized beta; SE = standard error; CI = confidence interval; β = standardized data; DV = dependent variable; IV = independent variable; CS = Coping Style; OS = Organizational Support; AL = Anxiety Level; EWC = Educators Work Commitment; * p -value = 0.05; ** p -value = 0.01

**Figure 1** Path analysis model

Qualitative Results

An interview with digital immigrant educators as the most challenged in the sudden shifts of pedagogy due to the emergence of COVID-19 to gain a deeper understanding of their situation in the context of coping, anxiety, organizational support, and work commitment. Each dimension revealed two major themes. Challenging adjustment and predestined situation for coping; fear of getting infected and difficulty in teaching effectively in the dimension of anxiety; technologically challenged and psychosocial assistance in the context of organizational support; and uncertainty and willingness to explore for a work commitment.

Challenging Adjustment

Participants as an educator expressed challenges in adjusting to cope with the emergence of COVID-19. Part of their coping mechanism is to gradually adjust to the challenges they had experienced due to the necessary and sudden shift of pedagogy. In addition, participants stated that they need to adjust to the challenges of new normal life

and at work to fulfill their responsibilities. The statement below described the experiences of the participants:

- “It is a sudden encounter, but I believe this is a big challenge for everyone” (p1)
- “It is a new life now that we have to dwell and adjust responsively to fulfill our responsibilities” (p5)
- “We should really find ways to have an adjustment” (p1)
- “As an educator, it is important to show to our students that we are coping in the new normal situation. It is challenging, and so we have to be a model to our students” (p3)
- “I am anxious about the unknown to come in thinking that it would get difficult to teach” (p2)

Other participants stated that they have difficulty adjusting because of the challenges in flexible learning as pedagogy in the new normal. There were institutional policies and requirements that they need to comply as an educator. These were described in statements below:

- “The institution prescribed flexible learning as a strategy in the new normal; It is challenging because I am not used to technology in teaching” (p2)

- “I have always been watching a video in YouTube about flexible learning to deal with the complexities of teaching in this new normal” (p4)
- “I asked to be mentored by my millennial daughter to gradually learn with the skills required in teaching in this new normal” (p5)

Predestined Situation

The COVID-19 pandemic situation has been viewed by educators as predestined. Therefore, they cope with the situation by rationalizing that it could not happen without the will of the above almighty. Participants stated that this perception has helped them cope with and adjust to the situation to perform daily functions and their faith as their strength.

- “We need that to function routinely every day. And you know what, it is really a big help having those thoughts like this is predestined (Qadr) which we cannot take control of so we will be the one to adjust” (p1)
- “The pandemic COVID-19 is a given challenge that everyone has to endure with faith” (p4)
- “Our prayer is our hope that everything will be going back to normal” (p3)
- “It’s not that I do not engage in coping, but I rarely think situations like this should shake me. Yes, this is a sudden encounter, but I believe this is a big challenge for everyone that we should not weaken ourselves, right?” (p1)

Fear of Getting Infected

The educators were anxious about the debut of COVID-19 in the country that they are afraid of getting infected. They are scared of going to the institution as the facilities, and the means of transportation may put them at risk of getting infected.

- “What if I get infected? Maybe I won’t be able to bear it” (p2)
- “Because if you’ll look at it, it’s like it is very hard to stop its spread, right? It is really terrifying to be infected” (p3)
- “My fear in coming to the institution to attend an academic meeting is the thought that some could possibly and unknowingly have contact with the facility by an infected” (p5)
- “I would definitely avail vaccine to decrease my fear of possibly acquiring the virus from others” (p4)

The participants also expressed their anxiety in commuting from home to work as they are possibly exposed to and infected by a virus carrier. In addition, they expressed concern about the type of vehicle they avail in commuting as the risk of getting infected could be highly possible in a closed air-conditioned vehicle.

- “As an educator, I need to attend meetings in the university and comply in the skeleton scheduling assigned, so I have to commute through an open-space vehicle like jeepneys” (p3)
- “I am afraid to ride in a van vehicle going to school as the chance of getting infected is high because it is a close-spaced airconditioned vehicle” (p1)
- “I am in favor of limiting the number of passengers in our college vehicle to minimize the risk” (p5)

- “I have personal handy alcohol to religiously spray before and after entering in a car, the school, and at home as I am afraid to be infected as well as others especially my family”

Difficulty in Teaching Effectively

Educators amidst the COVID-19 pandemic had expressed their manageable level of anxiety in the sudden shift of pedagogy. They are anxious at the beginning of the pandemic due to uncertainty in the direction of the education system in the country. But, with the passing of time and the love for teaching, digital immigrant educators have earned some confidence and competence in flexible learning though they admitted that it had been a difficult time for them.

- “To be honest, when it was the first week of the lockdown, the first thing I thought of was, how can I teach effectively for now?” (p3)
- “Synchronous classes as a flexible type of learning is very easy to think of but difficult to actualize because of constraint in the internet connection and the technology itself” (p2)
- “It has been difficult to teach in flexible learning because of eye strain, back pain and the unfamiliar features of gadgets in smartphone and laptop” (p4)
- “It’s very hard to teach virtually than in face-to-face. I am afraid of being ineffective in the new pedagogy” (p1)

The participants expressed that they love their work as educators and willing to learn to overcome difficulties in teaching in the new normal. They had experienced difficulty in using various online educational platforms such as Zoom, Google Meet, Google Classroom, and social media like Facebook and Messenger.

- “It difficult to teach in this new normal, but I am trying to learn how as I love teaching” (p3)
- “There was a time that I was video conferencing in my lecture, and I realized that there were no virtual students present because I was disconnected” (p1)
- “I can’t start my virtual class without the assistance of my millennial daughter to help me set up my computer and my presentation” (p5)
- “My experience delivering successfully in online class has been dependent on someone to assist me, but I tried to learn although difficult at first. Now, I can operate basic features of the educational platform such as Zoom, Google Meet, Google Classroom” (p2)
- “I have no social media account before, so I made one in Facebook and Messenger to facilitate my online classes. It has been difficult because I’m not used to it” (p4)

Technologically Challenged

Educators expressed their anxiety through having a fear of getting infected, yet they think of their responsibilities at work on how they can teach effectively despite difficulties. It relates to the challenging method of instruction as a technologically driven process. Educators who belong to the digital immigrant group have had to learn a new language and practice when it comes to digital technologies in which support from the institution to this matter has

relevance in the success of educators in the delivery of class instruction and so the students.

- *"It is very challenging to teach. I appreciate the university administration in promoting technological support to the faculty through webinars and training"* (p2)
- *"The internet speed in the University must be upgraded. It is also challenging to look for strong internet reception somewhere"* (p3)
- *"I have bought laptop and gadgets for my classes. Yet, I don't know how to operate unless someone assists me"* (p4)
- *"We have been required to attend training simulations on flexible learning. The experience was challenging but with more opportunities to learn about technology"* (p5)
- *"I am confused in some basic functions of computer like keyboard shortcuts and text instructions"* (P1)

They also share that they mostly have challenging experiences using computers and their smartphones in terms of internet connectivity. They have been requesting assistance in registering to internet promos, accessing and inputting Wi-Fi passwords, and finding a place with a reliable internet connection.

- *"Through staying at schools' office was the only time to have reliable internet connection for me to have my online classes"* (p5)
- *"I conducted my classes sometimes in a coffee shop to access because of internet. It was a tough situation for me to have that set-up sometimes"* (p3)
- *"I have been always asking assistance from my millennial co-educators in availing internet promos"* (p2)
- *"The password needed to access a Wi-Fi or hotspot internet is confusing"* (p1)

Psychosocial Assistance

The sudden shift of pedagogy being implemented in the new normal and the needed adjustment because of challenges in the quarantine measures being imposed has been mentally, socially, physically, and financially taxing. The situation of educators loaded with academic responsibilities seems to be mentally draining that needed psychosocial assistance. The statements presented below are the manifestation of the struggles of digital immigrant educators.

- *"Occasional face-to-face academic meetings is socially beneficial and sometimes mentally refreshing"* (p4)
- *"The 1-week academic break allowed by the University paved mental break to us educators"* (p3)
- *"I admired a very responsive academic administration in responding to our queries related to academic concerns"* (p5)
- *"What is missing in this new normal is the socialization with co-workers and students. Virtual interactions can be boring, especially when you have a poor internet connection. I hope to have limited face-to-face classes or back to normal the soonest"* (p1)

The educators also wished to have an outlet in the academe or organization to channel their psychosocial

concerns. It seems to be meaningful for them to have something that they could socially and mentally rely on.

- *"I need sometimes to talk to discuss about academic concerns"* (p3)
- *"I'd love to come in the institution to personally share my struggles whom an educator can relate to"* (p1)
- *"The kind of teaching amidst pandemic is so mentally draining. I love the kind of socialization in teaching"* (p5)

Feeling of Uncertainty

Educators have shared a feeling of uncertainty on their commitment. It is because of the challenging teaching process in the new normal and the perception of the support that they need to would outstand the unknown duration of the COVID-19 pandemic.

- *"I don't know if I could still work and teach in this new normal"* (p1)
- *"Pandemic may last longer, and I am not sure with my commitment because of the need to balance between competence and support"* (p4)
- *"I am certain with my work commitment before the pandemic, but now, I could not say"* (p3)
- *"There could be instances wherein you will be just wanting to stop, but of course, that isn't a permanent decision. Just human nature to feel hopeless. So that's it, I can't be hundred percent sure for now if I can say whether or not I am committed (in my organization)"* (p5)
- *"It's not appropriate to discuss work commitment"* (p3)
- *"All of a sudden, academic realm, the process...we need more time and so to think of commitment"* (p1)
- *"Commitment is a big word. Since I was just hired around 2018, it would be too early for me to conclude to myself whether or not I am committed to staying. But part of me is actually willing to find that commitment because, from the very first place, I wanted to enter this university very badly"* (p5)

Willingness to Explore

Despite the uncertainty, educators share their feelings and willingness to explore and learn new strategies to adopt the new normal in the academic realm. Participants stated that they have been attending online webinars, and with the assistance, they are willing to always watch videos at YouTube and do research at Google to learn more ideas and to enrich the visual content of their lecture presentation online.

- *"Always eager to attend webinars because you would learn a lot and explore"* (p4)
- *"My partner directs me to the right content to watch in YouTube for instructional strategies...I like the process"* (4)
- *"In Google, you would explore everything...just type the word/s"* (p2)
- *"Sometimes I spent about 4 to 5 hours screen time. More to research for work and I am always into it now"* (p1)
- *"You can search more pictures in google to enrich visuals of lecture presentation online"* (p3)
- *"I have to explore in this kind of work today. I am committed to doing it"* (p1)

Discussion

This study aimed to analyze the presumed model, particularly the interrelationship between coping style, organizational support, anxiety level, and work commitment of educators in a university during the COVID-19 pandemic. It has shown that educators were able to apply both active and passive coping styles during the pandemic as the provision of the situation becomes part of their daily routine that made them find ways to adjust. The participants expressed that the adjustment period was challenging and presumed it was predestined as part of their coping. They described a positive remark in accepting the reality and be strong enough to adjust to such situations to function well. These imply that it is the responsibility of an individual to deal with things that can affect one's emotions, and it depends on a person to use certain coping styles. Educators' acknowledgment of the global crisis, challenges, and understanding of the essential role and responsibilities in the trying times of pandemic are able to adjust and cope (Flores & Swennen, 2020).

Educators have shared a low level of anxiety in the pandemic situation, but they have reservations over the fear of possibly getting infected. Also, with the sudden shift of pedagogy as responsive to the situation, the educators have expressed their concern in difficulty to be an effective teacher in the new normal. However, the concept of possible terrific situations, fear of dying, a state of nervousness, and anxiety-related feelings do not bother them. Educators acknowledged that fear is normal during this pandemic but at a controllable condition. Though fear of COVID-19 is typical in the pandemic (Mertens et al., 2020), they expressed that there is nothing to be afraid of as long as health protocols are strictly practiced. It enjoins a study that Filipino teachers or educators adhere to health protocol requirements and has found purposeful activities in dealing with anxiety, such as spending time on social media and newly discovered hobbies during quarantine (Talidong & Toquero, 2020). However, they expressed important concerns on the effect of the pandemic in society and the directions of the system of education in the future, which also mentioned in other studies (Daniel, 2020; Flores & Swennen, 2020; Talidong & Toquero, 2020).

Moreover, educators have a different perception of the existing organizational support during the pandemic. Some claimed that providing a complete monthly salary is invaluable support that helps them survive and overcome challenges in the trying times of the pandemic. During this time being an educator, the digital immigrants have expressed support for their challenging situation in dealing with technology and psychosocial assistance. Accordingly, there is no playbook or appropriate guide in contextualizing support to educators in the quintessential adaptive and transformative challenge in the COVID-19 pandemic (Reimers et al., 2020). Institutions adapt and flex their resources based on the existing gaps and problems, which may be perceived as deficient or unsatisfactory. This can be attributed to the shifting of methods of instruction to

online or distance learning, which competency differs among educators, especially that changing landscape of education is technologically driven along with innovative classroom pedagogy (Pangandaman et al., 2019b). Accordingly, digital immigrants reported various challenges than digital natives because the mode of navigation in pedagogy has suddenly changed that made them difficult to adapt due to time constraints (Adedoyin & Soykan, 2020; Ali, 2020).

With the unprecedented challenges of the COVID-19 pandemic in the system of education, educators' work commitment has been shaken and put to the test of time. Educators had expressed uncertainty in sharing the insights about their work commitment and so willing to explore to find their confidence and purpose. However, there are times that they feel a sense of hopelessness and yet finding passion along the way. This could be related to the various aspect of challenges met by educators in the stringent response of the government to contain and prevent the spread of the virus during its debut in the country. The period of adjustment and adaptation in the situation could then make a renewal of commitment based on the proactive response of the institutional administrators or leaders (Donohue & Miller, 2020).

Based on the analysis of the variables of educators coping style, anxiety level, and organizational support during pandemic has found no significant relationship with each other nor coping style and organizational support can influence anxiety level of educators. It is consistent in another study revealed that coping, anxiety, and support have no clearly established significant relationship or associations between such variables (Mahmoud, 2011). However, in the model of the variables analyzed, organizational support has been found to significantly influence the work commitment of educators. It relates to a study that commitment is significantly influenced by their insights of organizational support they receive directly from the organization they work (Rahaman, 2012). It is also enjoined by studies that adequate organizational support, or the degree to which the organization recognizes employees and values their well-being, has been related to high levels of job performance and commitment, both of which are important when dealing with a disease outbreak (Labrague & De los Santos, 2020, 2021), as much as the pandemic is concerned.

This study has ramifications for nursing education and practice. Educators' situation during the trying times of pandemic COVID-19 could be partially understood through the lens of their coping, anxiety, and support that may define directions of their work commitment and the quality of education. The study's analyzed concept could also serve as a springboard for academic strategic planning and educator preparation for education 4.0, or the fourth industrial revolution (Pangandaman et al., 2019a). As a result, quality education is promoted for students to experience, which may impact their practice. It presumes to have future implications for the quality of nursing practice as a result of changing circumstances.

Part of the study's limitation is the number of participants in the qualitative strand due to the challenging set-up of the online interview as expected from digital immigrant participants. Also, the analyzed path of the study has centered on participants coping styles, organizational support, and anxiety level as predictors of educators' work commitment. There could be outlier variables that are best predictors of the variable being predicted, which are interesting to be undertaken for further studies. As part of the weakness of the study is the presumed matching of data gathered in the qualitative with the quantitative strand. The variables examined through path analysis as statistically measured have a weak in-depth translation in the qualitative findings, which could be a focus for further studies.

Conclusion

The emergence of the COVID-19 pandemic has greatly challenged educators in the pursuit of the continuity of education. They are able to cope and control their anxiety with the test of time, which found then to have no significant influence on their work commitment. The perceived variations in the organizational support have significantly influenced the latter, which is also similarly highlighted in other studies. Organizational or institutional support is important to renew and sustain the commitment of educators to overcome the challenges and adapt to the situation in promoting and possibly providing quality education.

Declaration of Conflicting Interest

The authors have no conflict of interest to declare.

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Authors' Contributions

NA and HP conceptualized the article, carted and reviewed literature, and decided on the methods. NA conducted the data gathering and interview of participants and analyzed the data with HP. Several revisions were made by the authors and agreed on its final version and for publication.

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Data Availability Statement

All data collected and analyzed during the conduct of this study are included in this published article. However, for the purpose of data privacy, data or information are not publicly accessible or available to avoid compromise to the research participants.

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