



TRAIN TO REMAIN: ASSESSING IMPACT OF FACULTY TRAINING ON ACADEMIC RESILIENCE DURING PANDEMIC

Christian M. Santiago^{*1}

Research and Extension Coordinator, Academic Department, Midway Colleges Inc., Philippines,
cmsantiagoauthorship@gmail.com

Jomar L. Alipio^{*2}

Mobile Teacher 1, Department of Education, Alternative Learning System, Science City of Munoz, Philippines,
jomar.alipio@deped.gov.ph

Glofern B. Ignacio^{*2}

Teacher 1, Department of Education, Sto. Domingo National Trade School, Nueva Ecija, Philippines,
glofern.ignacio@deped.gov.ph

Sharmaine M. Javier^{*2}

Teacher 1, Department of Education, Habitat Elementary School, San Jose City, Philippines,
sharmaine.javier@deped.gov.ph

Alden Neil M. De Leon^{*2}

Teacher 1, Department of Education, San Agustin Integrated School, San Jose City, Philippines,
aldenneil.deleon@deped.gov.ph

Frank BJ L. Huliganga^{*2}

Teacher 1, Department of Education, Munoz National High School, Science City of Munoz, Philippines,
frank.huliganga@deped.gov.ph

Mark Apolo B. Natividad^{*2}

Teacher 1, Department of Education, San Jose City National High School, San Jose City, Philippines,
markapolo.natividad@deped.gov.ph

Article history:	Abstract:
<p>Received: 28th April 2021 Accepted: 20th May 2021 Published: 15th June 2021</p>	<p>Pandemic has brought about drastic change in the educational system affecting different stakeholders such as the faculty in different aspect of professional life. This study indulged in measuring the impact of conducted training on faculty's academic resilience during the pandemic.</p> <p>This study used a post-test pre-test one sample design employing the academic resilience scale (ARS-30) (Cassidy, 2016), administered before and after the series of training on faculty (N=54) during pandemic education.</p> <p>Results using paired t-Test analysis suggests a positive effect on increasing the academic resilience of the faculty, $t(202)$. Two of the sub-category of academic resilience was found significantly increased namely, perseverance, $t(52) = -6.418$, $p < .05$; Reflecting and adaptive help-seeking, $t(52) = -2.275$, $p < .05$. however, Negative affect and emotional response, $t(52) = -1.322$, $p > .05$.</p>

Keywords: Faculty Training, Academic Resilience, Academic Perseverance, Adaptive Help Seeking, Reflection, Emotional Response

1. INTRODUCTION

Resilience has been defined by psychology as an account for success over tasks, activities, etc during adversity such as transition of educational system and its instructional approach due to pandemic [3]. However, various resilience has been constructed was questioned due to unidimensional and generalized approach to assessing resilience resulting to favorability to multidimensional context-specific approach thus emergence of specialized approach of assessment [14- 25-28], one of which is specific to academic resilience [3-7], this has been argued to produce a greater evaluation and prediction to individuals psychological capacity to be productive when dealing with challenges, changes and adversity in an academic setting. It is vital to measure faculty's resilience during adversities that can be a basis of professional development plans, training and seminars conducted by concern authority, ensuring that not just the knowledge, skills and pedagogies of teachers are developing but also their psychological capacity like their academic resilience. Resilience has also been defined as structure of positive adaptive capability of an individual in the face of challenges [25] and when it comes to academic resilience it can be simplified as pattern of positive that results to increase in coping mechanism, lower suicidal tendencies due to work stress and pressure, increase academic productivity and capacity for and our result due to successful [5-7]

Even with the growing interest on the area, researches focusing on evaluating academic resilience has been low in number that causes slow advances in terms of defining the construct and its factors [9-19-24]. Moreover the lack of instrument to assess the construct has not fully been developed giving more challenges in understanding the construct [4]. With this limitation the Directorate of Psychology and Public Health of the University of Salford, UK, Simon Cassidy in 2016 has created an instrument to measure the construct in a specific multi-dimensional approach, which was used by this research.

Recent researches on teacher’s experience during the sudden shift of educational system revealed that teachers has experience higher workloads and stress than in the conventional instruction and stipulated various consequences of suspending face to face instruction [18-22-26], even though conversion of classes to distance learning was crevice-filling to most individuals due to the latency educational technology to create virtual classrooms, live lectures, online tests and quizzes, the sharing of documents, and doing so in a way that was effective [7], evidences suggest the pressing issues of stress brought about by communication, student assessment, use of technology tools, online experience, pandemic-related anxiety or stress, time management, and technophobia [10-11-23].

Thus, it is vital to assess the levels of academic resilience of faculty during this pandemic education and evaluate if essential trainings are increasing resilience among teachers. That is why this study is guide by the following questions:

1. What is the initial level of faculty’s academic resilience during pandemic education?
2. What is the post level of faculty’s academic resilience after the series of trainings?
3. Is there a significant difference between the initial and post level of faculty’s academic resilience after the series of trainings?

2. MATERIALS AND METHODS

2.1 Research Design

This study used pre-test post-test one group, quasi-experimental design. Wherein pre-test was administered, two weeks after the opening classes, then series of trainings were then conducted two hours every Friday (Table 1) of each week as faculty development session, then post-test was administered.

Trainings includes webinar series from the free webinar series of the University of the Philippines- College of Education entitled Education Resilience and Learning Continuity in the Time of COVID19 and Midway’s Faculty Training and Faculty Development Sessions.

Table 1. List of Trainings Provided During the Semester.

Trainings	General Objective of Training
Charged Up: Prioritizing Self-care for the New Normal	Provide training on how to prioritize self-care during the pandemic.
Providing Psychosocial Support	Provide training on how to conduct psychosocial support among faculty themselves and to the students.
The Learner during the Pandemic: Implications to Student-centered Emergency Education	Give an overview of learners during the pandemic and its implication to education
Enacting Flexible Learning Options	Deliver key flexible learning strategies that can be used during pandemic.
Using High Technologies for Remote Learning	Provide training on technologies that can be augmented in teaching remotely.
Leading for Resilience and Innovation	Deliver informative talk on becoming leading for resilience and innovation.
Learning Continuity During Pandemic: An Overview	Orient the faculty on how to continue learning during pandemic.
Course Material Development: Principles, Approaches and Strategies	Situate the faculty on principles and approach on course material development
Psychological First Aid (PFA)	Acquaint the faculty in the procedure of psychological first aid.
Flipped Learning Approach through experiential training	Demonstrate to the faculty how to conduct flipped learning during remote online teaching.

2.2 Respondents of the Study:

The sample was composed of faculty (N=54) across all Colleges, College of Business, College of Maritime, Institute of Technical Skills Development, General Education and Senior High School, 1st semester, AY 2020-2021 of Midway Colleges, Inc. Cabanatuan City, Philippines.

2.3 Instrumentation:

This study used the Academic Resilience Scale developed by Cassidy in 2016, which is composed of thirty (30) item, Likert-scale test with a 5-point range from (1) unlikely to (5) very likely, the test also includes a short vignette, a short example of real-life situation that focuses of academic adversity and in this study, crafted appropriately for faculty during pandemic education.

Short vignette, used in the study:

“You have received your mark for a recent faculty evaluation during this pandemic education and it is a ‘fail.’ The marks for two other category were also poorer than you would want as you are aiming to get as good as you can because you have clear career goals in mind and don’t want to disappoint your family. The feedback from the superior/department heads for the evaluation is quite critical, including reference to ‘lack of subject mastery’ and ‘poor writing and expression,’ but it also includes ways that your work could be improved. Similar comments were made by the other evaluators”

Participants were then asked to place themselves in the given scenario and rate what would they do for statements indicated in the test. Furthermore, the test was divided into three category that measures different dimension. Questions 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 15, 16, 17, 19, 30 measures academic perseverance, questions 18, 20, 21, 22, 24, 25, 26, 27, 29 evaluated academic reflecting and adaptive help-seeking of faculty, and 6, 7, 12, 14, 19, 23, 28 assess negative affect and emotional response.

2.3.1 Reliability

The test was tested for internal consistency using Cronbach’s alpha that scored 0.91 surpassing the acceptable score (Cronbach, 1990; Field, 2013). Moreover, an acceptable alpha for factor level reliability analysis was conformed at 0.79 and 0.86.

2.3.2 Validity

The test including the short vignette was evaluated by psychological experts and academician that specializes in psychological tests, confidently rated the tool using a 5-point rubric scales that scored 4.12 at satisfactory level. Furthermore, with the studies confirming strong association between resilience and other relevant construct [4-15]. The ARS-30 is positively correlated with Learning Belief (r = .903, p= .002) and Self-efficacy (r = 0.535, p= .013)

2.4 Data Gathering Procedure

The preparation stage includes the accumulation and assessment of webinars conducted by the other university, evaluating the necessity of the topics to the current educational setting of the school and faculty factors. Moreover, survey on the faculty on their perceived necessary trainings to be employed in preparation for the pandemic education was administered. Hereafter the academic department of the institution crafted the training schedule as above listed in its most appropriate and proper sequence including training objectives, activities and monitoring platforms ensuring that faculty despite remote training are diligently attending webinars and trainings.

Test of reliability and validity was then conducted for the ARS-30. Preparation of the test, converted into online form was done for ease of dissemination.

2.5 Methods of Data Analysis

Descriptive statistics such as frequency counts, percentage was used to describe initial and post level of faculty academic resilience was employed. Paired sample t-Test analysis was used to determine significant increase and difference in the levels before and after the training.

3.0 RESULT AND DISCUSSION

Initially, the faculty were tested across the three categories were found resilient. Perseverance was averaged 4.03 (Table 2), this means initially faculty during adversity rated themselves to be able to motivate themselves, produce positive thoughts, would work harder and always look and work for the long-term goals and ambitions. Post-test score revealed higher resilience after the series of training at 4.31 mean score described as very resilient. This result suggests that teachers can perceive themselves able to persevere during adversities and challenges in the academic setting better than before, this can be accounted for the objectives of the training that focused on increasing skills in preparation for pandemic education and the nature of training that focuses on the faculty’s psychosocial aspect [8,9]

Table 2. Pre-test and post-test score of faculty in the perseverance category of ARS-30.

Statement	Pre-test Score		Post-test Score	
	Average	Description	Average	Description
I would accept the tutors’ feedback	4.12	Resilient	4.26	Very resilient
I would use the feedback to improve my work	4.02	Resilient	4.19	Resilient
I would use the situation to motivate myself	4.00	Resilient	4.25	Very resilient
I would change my career plans	4.11	Resilient	4.11	Resilient
I would see the situation as a challenge	4.20	Resilient	4.2	Resilient
I would do my best to stop thinking negative thoughts	3.96	Resilient	4.03	Resilient
I would see the situation as temporary	3.89	Resilient	4.39	Very resilient
I would work harder	4.00	Resilient	4.18	
I would try to think of new solutions	3.69	Resilient	4.28	Very resilient

I would keep trying	4.12	Resilient	4.43	Very resilient
I would not change my long-term goals and ambitions	4.10	Resilient	4.57	Very resilient
I would look forward to showing that I can improve my work	4.14	Resilient	4.77	Very resilient
Average Total	4.03	Resilient	4.31	Very resilient

Legend:

- 4.20 – 5.00 – Highly Resilient
- 3.40 – 4.19 – Resilient
- 2.60 – 3.39 - Undecided
- 1.80 – 2.59 – Not Resilient
- 1.00 – 1.79 – Very Not Resilient

Equally, faculty were found initially resilient on the reflecting and adaptive help-seeking, at an average of 3.61 (Table 3), this means that faculty initially can motivate themselves, monitor and evaluate achievements, able to adaptively seek help from others to learn and complete tasks whenever needs arise and able to work themselves to impose self-rewards and punishments for various tasks planned ahead of time [8-21]. Notably after the trainings faculty has rated themselves very resilient in general on the reflection and adaptive help-seeking category, this means that the training has provided elements that increased the faculty ability to evaluate themselves, accomplished task and incomplete achievements, furthermore the increase in help-seeking suggests that faculty after training was able to create a characteristics to ask co-employees to understand and perform certain tasks to a degree of completion [1-20-21-27-29,30]. This increase in resilience can be attributed to the training’s characteristics of collaboration and teamwork, moreover, the sessions includes critiquing of experts that provides avenue for self-reflection of the faculty.

Table 3. Pre-test and post-test score of faculty in the reflection and adaptive help-seeking of ARS-30.

Statement	Pre-test Score		Post-test Score	
	Average	Description	Average	Description
I would use my past successes to help motivate myself	3.36	Resilient	4.27	Very Resilient
I would start to monitor and evaluate my achievements and effort	3.45	Resilient	4.89	Very Resilient
I would seek help from my tutors	3.42	Resilient	4.67	Very Resilient
I would give myself encouragement	3.25	Resilient	4.72	Very Resilient
I would try different ways to study	3.96	Resilient	3.89	Resilient
I would set my own goals for achievement	4.04	Resilient	3.98	Resilient
I would seek encouragement from my family and friends	3.36	Resilient	4.54	Very Resilient
I would try to think more about my strengths and weaknesses to help me work better	3.36	Resilient	4.84	Very Resilient
I would start to self-impose rewards and punishments depending on my performance	4.26	Very Resilient	4.12	Resilient
Average Total	3.61	Resilient	4.43	Very Resilient

Legend:

- 4.20 – 5.00 – Highly Resilient
- 3.40 – 4.19 – Resilient
- 2.60 – 3.39 - Undecided
- 1.80 – 2.59 – Not Resilient
- 1.00 – 1.79 – Very Not Resilient

Moreover, Emotional response of the faculty were also observed resilient, average of 3.51 (Table 4), that attest to their positive emotional response during adversities and challenges in the academic community, this provides an understanding of their adaptive emotional counters such as stopping themselves from panicking during situations, getting annoyed, thinking that things will get ruined. However, unlike the above categories, the emotional response of the faculty after the trainings has not increase to higher extent and remained under resilient category [12-16-13].

Table 4. Pre-test score and post-test of faculty on Emotional Response category of ARS-30.

Statement	Pre-test Score		Post-test Score	
	Average	Description	Average	Description
I would probably not get annoyed	3.39	Resilient	3.4	
I would begin to think my chances of success at university were poor	3.45	Resilient	3.5	Resilient
I would probably not get depressed	3.42	Resilient	3.26	Resilient
I would not be disappointed	3.49	Resilient	3.56	Resilient
I would begin to think my chances of getting the job I want were high	3.48	Resilient	3.48	Resilient
I would stop myself from panicking	3.75	Resilient	3.9	Resilient
I would not feel like everything was ruined and was going wrong	3.63	Resilient	3.65	Resilient
Average Total	3.51	Resilient	3.54	Resilient

Legend:

- 4.20 – 5.00 – Highly Resilient
- 3.40 – 4.19 – Resilient
- 2.60 – 3.39 - Undecided
- 1.80 – 2.59 – Not Resilient
- 1.00 – 1.79 – Very Not Resilient

To fully understand if the increase in resilience of faculty significant, paired sample t-test is was conducted and results revealed that the increase in Perseverance and reflection & adaptive help seeking, is significantly different from the initial scores, a conclusive proof of the effectiveness of the training increasing academic resilience of the faculty, however, the emotional response category has been found to be statistically the same with the initial level (Table 5).

Perseverance, $t(52)=-6.418, p>.05$, suggest that after the series of training faculty perceived themselves to be more perseverant during challenges in classroom, academic setting and tasks given to them, this also includes Faculty’s effort and quality of academic behavior, initial and sustained momentum in doing tasks, helpfulness for short-term and long-term achievement that can impacted by academic mindsets, academic skills, learning strategies, personality and with the trainings undergone that include increasing academic skills, develops strategies, focused on expectation of the new normal education teacher has developed increased academic perseverance [8,9-14]. Thus, this coincides with the fact that Training and school contexts that support faculty’s success at tasks and provide students with strategies to make tasks easier tend to encourage academic perseverance, contexts that discourage success can decrease academic perseverance, strategies tied perseverance – time management, managing study environment, rehearsal, effort regulation, contexts can shape academic mindsets which affect perseverance [4,5-24].

Table 5. Paired sample t-Test Analysis fo Pre-test post-test difference after trainings.

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
Pair 1 Perseverance Pre-test and Post test	-0.7966	0.90362	-6.418	52	0
Pair 2 Reflection and Adaptive Help-Seeking Pre-test and Post-test	-0.27038	0.86536	-2.275	52	0.027
Pair 3 Emotional Response Pre-test and Post-test	-0.12604	0.69404	-1.322	52	0.192

On the other hand, reflection and adaptive help seeking, $t(52)= -2.275, p> .05$, suggests that faculty adaptive help seeking which is composed of cognitive, metacognitive, and interpersonal events that maximize the efficiency and effectiveness of assistance for task mastery, understanding, completion and self-directed learning. Ideally, individuals with high adaptive self-seeking can calibrate task difficulty, determine that help is necessary for the tasks at hand, formulate a request for assistance, ask a target person for help, and process the information obtained from the advice and interaction [1-20-21-27].

Moreover, increased reflection suggest that faculty were able to develop the skills necessary to review their effectiveness, that helps them identify weakness and strength they possess that further the development of professional skills and able to address issue on doing tasks resulting to more efficient and effective way of doing things in the academic setting. This also includes questioning, in a constructive manner, that results to self-regulation [5-13-15].

4.0 CONCLUSION

In conclusion, faculty training is a vital part of teacher professional development and that schools, policy makers and administrator, shall provide the most appropriate training for teachers to ensure academic development [25] and that trainings not only adds to teacher's knowledge and skills it also provides strong foundation of psychological capacity such as academic resilience. This research has conclusively revealed that trainings can help teacher's increase their academic resilience especially during sudden shift of education system and instruction due to global adversities.

5.0 REFERENCES

1. Black, S.; Allen, J.D. Part 8: Academic help seeking. *Ref. Libr.* 2019, *60*, 62–76. [CrossRef]
2. Cassidy S (2015) Resilience Building in Students: The Role of Academic Self-Efficacy. *Front. Psychol.* 6:1781. doi: 10.3389/fpsyg.2015.01781
3. Cassidy S (2016) The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Front. Psychol.* 7:1787. doi: 10.3389/fpsyg.2016.01787
4. Cassidy, S. (2015). Resilience building in students: the role of academic self-efficacy. *Front. Psychol.* 6:1781. doi: 10.3389/fpsyg.2015.01781
5. Cassidy, S. (2015). Resilience building in students: the role of academic self-efficacy. *Front. Psychol.* 6:1781. doi: 10.3389/fpsyg.2015.01781
6. Cheng, V., and Catling, J. C. (2015). The role of resilience, delayed gratification and stress in predicting academic performance. *Psychol. Teach. Rev.* 21, 13–24.
7. Colp, S. M., and Nordstokke, D. W. (2014). "Exploring the measurement of academic resilience," in *Proceedings of the Symposium presentation at the Canadian Psychological Association's 75th Annual Convention*. Vancouver, British Columbia.
8. Darby A & Newman G. (2014). Exploring Faculty Members' Motivation and Persistence in Academic Service-Learning Pedagogy. *Journal of Higher Education Outreach and Engagement*, 18(2). p. 91. <https://files.eric.ed.gov/fulltext/EJ1029981.pdf>
9. Edwards, T., Catling, J. C., and Parry, E. (2016). Identifying predictors of resilience in students. *Psychol. Teach. Rev.* 22, 26–31.
10. Faiz Tuma, Aussama K. Nassar, Mohamed K. Kamel, Lisa M. Knowlton, Naseer Kadhim Jawad. (2021). Students and faculty perception of distance medical education outcomes in resource-constrained system during COVID-19 pandemic. A cross-sectional study. *Annals of Medicine and Surgery.* 62. 377-382. <https://doi.org/10.1016/j.amsu.2021.01.073>.
11. Farooq F, Rathore FA, Mansoor SN. Challenges of Online Medical Education in Pakistan During COVID-19 Pandemic. *J Coll Physicians Surg Pak.* 30(6):67-69. doi: 10.29271/jcsp.2020.Supp1.S67. PMID: 32723456.
12. Hwang, G-J., Thomson, M., Turner, J. (2019). The Role of Emotions in Teachers' Professional Development: Attending a Research Experience for Teachers (RET) Program. *Education Research International* - <https://doi.org/10.1155/2019/5856793>
13. J. C. Sánchez-Prieto, S. Olmos Migueláñez, and F. J. García-Peñalvo, (2016) "Enjoyment, resistance to change and mLearning acceptance among pre-service teachers," in *Proceedings of the Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM'16)*, pp. 691–697.
14. Liddle, H. A. (1994). "Contextualizing resiliency," in *Educational Resilience in Inner-City America: Challenges and Prospects*, eds M. C. Wang and E. W. Gordon (Hillsdale, NJ: Erlbaum), 167–177. doi: 10.4324/9780203052723
15. Liu, Neng And Liu, Shaohui And Yu, Nan And Peng, Yunhua And Wen, Yumei And Tang, Jie And Kong, Lingyu. (2018). Correlations Among Psychological Resilience, Self-Efficacy, And Negative Emotion In Acute Myocardial Infarction Patients After Percutaneous Coronary Intervention. *Frontiers In Psychiatry.* 9(1). Doi:10.3389/Fpsyt.2018.00001.
16. M. M. Pop, P. Dixon, and C. M. Grove, (2017). "Research experiences for teachers (RET): motivation, expectations, and changes to teaching practices due to professional program involvement," *Journal of Science Teacher Education*, vol. 21, no. 2, pp. 127–147.
17. Mahalakshmi, K., & Radha, R. (2020). COVID 19: A massive exposure towards web based learning. *Journal of Xidian University*, 14(4), 2405–2411. doi:10.37896/jxu14.4/266
18. Marek, M. W., Chew, C. S., & Wu, W. V. (2021). Teacher Experiences in Converting Classes to Distance Learning in the COVID-19 Pandemic. *International Journal of Distance Education Technologies (IJDET)*, 19(1), 89-109. <http://doi.org/10.4018/IJDET.20210101.oa3>

19. Martin, A. J. (2013). Academic buoyancy and academic resilience: exploring 'everyday' and 'classic' resilience in the face of academic adversity. *Sch. Psychol. Int.* 34, 488–500. doi: 10.1177/0143034312472759
20. Micari, M.; Calkins, S. Is it OK to ask? The impact of instructor openness to questions on student help-seeking and academic outcomes. *Act. Learn. High. Educ.* 2019. [CrossRef]
21. Parnes, M.F.; Kanchewa, S.S.; Marks, A.K.; Schwartz, S.E.O. Closing the college achievement gap: Impacts and processes of a help-seeking intervention. *J. Appl. Dev. Psychol.* 2020, 67, 101121. [CrossRef]
22. Petzold, A. M. (2020). Letter to the editor: Resources and recommendations for a quick transition to online instruction in physiology. *Advances in Physiology Education*, 44, 217-219. doi:10.1152/advan.00049.2020
23. Rajab, M. H., Gazal, A. M., & Alkattan, K. (2020). Challenges to Online Medical Education During the COVID-19 Pandemic. *Cureus*, 12(7), e8966. <https://doi.org/10.7759/cureus.8966>
24. Ricketts, S. N., Engelhard, G. Jr., and Chang, M. –L. (2015). Development and validation of a scale to measure academic resilience in mathematics. *Eur. J. Psychol. Assess.* 1–8. doi: 10.1027/1015-5759/a000274
25. Riley, J. R., and Masten, A. S. (2005). "Resilience in context," in *Resilience in Children, Families, and Communities: Linking Context to Practice and Policy*, eds R. D. Peters, B. Leadbeater, and R. McMahon (New York: Kluwer Academic/Plenum), 13–25.
26. Ruf, J. (2020) Report: Pandemic may put financial, enrollment strain on colleges. *Diverse: Issues in Higher Education*. <https://diverseeducation.com/article/169894/>
27. Surr, C.A.; Gates, C.; Irving, D.; Oyebode, J.; Smith, S.J.; Parveen, S.; Drury, M.; Dennison, A. Effective dementia education and training for the health and social care workforce: A systematic review of the literature. *Rev. Educ. Res.* 2017, 87, 966–1002. [CrossRef] [PubMed]
28. Waxman, H. C., Gray, J. P., and Padron, Y. N. (2003). *Review of Research on Educational Resilience: Research Report*. Washington, DC: Institute of Education Sciences.
29. Won, S.; Hensley, L.C.; Wolters, C.A. Brief research report: Sense of belonging and academic help-seeking as self-regulated learning. *J. Exp. Educ.* 2019, 89, 112–124. [CrossRef]
30. Xie, D.; Xie, Z. Effects of undergraduates' academic self-efficacy on their academic help-seeking behaviors: The mediating effect of professional commitment and the moderating effect of gender. *J. Coll. Stud. Dev.* 2019, 60, 365–371. [CrossRef]