

Self-Efficacy and Job Satisfaction of Teachers in Public Elementary Schools in the Division of Mandaluyong City: Basis for Capacity-Building Enhancement Program

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ABSTRACT

This study examined the self-efficacy and job satisfaction of teachers in public elementary schools in the Division of Mandaluyong City as a basis for developing an intervention program. Guided by Bandura’s Self-Efficacy Theory and Herzberg’s Two-Factor Theory, the study employed a descriptive research design using a structured survey questionnaire with a five-point Likert scale. Data were gathered from supervisors, school heads, and teachers and analyzed using frequency distribution, weighted mean, Analysis of Variance (ANOVA), and Multiple Linear Regression. Findings revealed that self-efficacy was highly evident, with an overall composite weighted mean of 4.54, while teachers’ job satisfaction was highly satisfactory, with an overall composite weighted mean of 4.37.

Significant differences were found among the assessments of supervisors, school heads, and teachers across all dimensions of self-efficacy. Regression analysis further showed a moderately strong relationship among the variables, with workplace conditions and workload emerging as significant predictors. Despite generally positive levels of self-efficacy and job satisfaction, teachers moderately encountered challenges related to workload, communication, instructional support, and work-life balance. Based on these findings, an intervention program was developed to strengthen teacher competence, improve working conditions, enhance institutional support, and address identified concerns. The proposed program was rated highly acceptable, with an overall composite weighted mean of 4.42, indicating its perceived relevance, applicability, and potential effectiveness in promoting teacher well-being, professional confidence, job satisfaction, and a supportive and productive educational environment.

Keywords: *self-efficacy, job satisfaction, public elementary school teachers, workload, working environment, teacher well-being, institutional support, intervention program*

INTRODUCTION

Education as the foundation of the Philippine’s national development, with teachers serving as the primary agents in shaping learners’ academic achievement and holistic development. In the Philippine context, the public elementary schools’ mandates in ensuring equitable access to quality education, particularly for learners from socio-economically disadvantaged backgrounds. Hence, teachers in these schools often work under challenging conditions such as overcrowded classrooms, limited instructional resources, and expanding administrative responsibilities. These conditions place substantial demands on teachers and directly influence two critical dimensions of their professional lives: self-efficacy and job satisfaction. Teacher self-efficacy refers to educators’ confidence in their ability to effectively manage

classrooms and facilitate meaningful learning, while job satisfaction affects their motivation, commitment, well-being, and decision to remain in the profession. When self-efficacy and job satisfaction are diminished, the quality of instruction and overall educational outcomes may be adversely affected.

It is acknowledged the importance of teacher competence and well-being, the Department of Education (DepEd) has introduced several initiatives, including the Philippine Professional Standards for Teachers (PPST) and the Basic Education Research Agenda, which emphasize continuous professional development, accountability, and evidence-based practice. Despite these institutional efforts, many public school teachers continue to face persistent systemic challenges such as inadequate compensation, excessive workload demands, and limited opportunities for sustained professional development. These issues often contribute to heightened levels of stress and burnout, which can undermine teachers' professional confidence and decrease job satisfaction. Such challenges are further intensified in urban school divisions, where high population density, socio-economic diversity, and resource constraints intersect and amplify the demands placed on teachers.

In the Division of Mandaluyong City, teachers operate within complex socio-economic and organizational environments that require sustained motivation, resilience, and professional support. Although international studies consistently demonstrate a positive relationship between teacher self-efficacy and job satisfaction—indicating that confident and satisfied teachers are more resilient, innovative, and effective—local empirical studies within the

Philippine public elementary school context remain limited. Existing Philippine based research often focuses on isolated variables such as leadership styles, teacher engagement, or instructional practices without examining self-efficacy and job satisfaction as interconnected constructs. Moreover, many studies generalize results across regions without adequately considering the distinct challenges faced by teachers in highly urbanized school divisions, thereby limiting the contextual relevance of research findings and policy recommendations.

These limitations reveal several significant research gaps that justify the conduct of the present study. First, there is a scarcity of integrative local research that simultaneously examines self-efficacy and job satisfaction among public elementary school teachers. Second, city-focused studies remain underrepresented, particularly those addressing the unique socio-economic realities of densely populated cities like Mandaluyong. Third, organizational factors such as workload distribution, institutional support, and interpersonal relationships within schools are often underexplored despite their substantial influence on teachers' morale, confidence, and professional satisfaction. Finally, few studies translate empirical findings into concrete, context-specific intervention programs that can guide policy formulation and institutional practice. Addressing these gaps is crucial to enhancing teacher well-being and sustaining quality education in urban public schools.

Based on Bandura's Self-Efficacy Theory and Herzberg's TwoFactor Theory, this study seeks to assess the levels of self-efficacy and job satisfaction of teachers in public elementary schools within the Division of Mandaluyong City, examine the relationship between these constructs, and identify challenges that affect teachers' professional experiences. More importantly, the study aims to generate evidence that will serve as the basis for developing a context-specific intervention program that addresses both the psychological and organizational dimensions of teaching. By providing localized and integrated insights, the study endeavors to support informed policy development, enhance professional learning initiatives, and promote teacher well-being and instructional quality.

Furthermore, research objectives are supported by the legal and institutional frameworks governing the teaching profession in the Philippines. The primary law regulating the profession is Republic Act No. 7836, or the Philippine Teachers Professionalization Act of 1994, which formally recognized teaching as a regulated profession under the supervision of the Professional Regulation Commission (PRC). This law established clear standards for entry into the profession through mandatory licensure, institutionalized the Licensure Examination for Teachers (LET), and created the Board for Professional

Teachers to oversee professional standards and ethical conduct. By enforcing licensure and ethical guidelines, RA 7836 safeguards the competence and integrity of teachers and reinforces their critical role in nationbuilding. Complementing RA 7836 is Republic Act No. 4670, also known as the Magna Carta for Public School Teachers, which serves as the foundational legal framework protecting the rights, welfare, and working conditions of public-school teachers. This law limits actual classroom instruction to six hours per day, provides economic benefits such as hardship and cost-of-living allowances, ensures access to medical services, and upholds teachers' security of tenure through due process protections. These provisions are designed to promote humane working conditions, enhance job satisfaction, and support teachers' overall wellbeing. More recently, Republic Act No. 11713, or the Excellence in Teacher Education Act of 2022, was enacted to further strengthen teacher preparation and professional development.

This law reinforces the role of the Teacher Education Council (TEC) and institutionalizes the National Educators' Academy of the Philippines (NEAP) as the primary body responsible for coordinating pre-service and in-service teacher education. By aligning teacher education and training with global standards and emphasizing lifelong learning, RA 11713 underscores the importance of continuously enhancing teachers' competence, self-efficacy, and professional growth. Taken together, these legal frameworks underscore the state's recognition of teachers as professionals whose competence, satisfaction, and continuous development are essential to the delivery of quality education. While these laws establish strong regulatory and welfare mechanisms, the persistence of professional challenges among teachers highlights the need for empirical, context-specific research. This study responds to that need by examining self-efficacy and job satisfaction among public elementary school teachers in an urban setting, thereby contributing evidence that can inform policy, strengthen institutional support systems, and enhance the overall quality of education.

Theoretical Framework

The study is based on Bandura's Self-Efficacy Theory and Herzberg's Two-Factor Theory of Motivation, which both theories provide an understanding both the psychological and organizational determinants of teachers' performance and wellbeing. Bandura's theory explains how teachers' internal beliefs shape their professional behaviors and resilience; Herzberg's model elucidates how workplace conditions and intrinsic motivators influence satisfaction and morale. The integration of these theories allows for a more holistic examination of how individual confidence and institutional support interact to affect teaching effectiveness. Albert Bandura's Self-Efficacy

Theory (1977) emphasizes an individual's belief in their capacity to organize and execute actions necessary to achieve desired outcomes. In educational settings, teacher self-efficacy refers to educators' confidence in managing classrooms, delivering effective instruction, and positively influencing student learning. According to Bandura's social cognitive framework, self-efficacy strongly influences the amount of effort individuals exert, their persistence in the face of difficulties, and their resilience when confronted with professional challenges. Teachers with high self-efficacy are more likely to embrace instructional innovations, manage classroom disruptions effectively, and sustain engagement even in demanding conditions. Recent empirical evidence underscores the critical role of self-efficacy in promoting teacher wellbeing and job satisfaction. A large-scale meta-analysis encompassing 39 studies across 18 countries revealed a strong positive relationship between teacher self-efficacy and job satisfaction, highlighting its protective role against burnout and its contribution to professional resilience (Xiao & Zheng, 2025). Furthermore, intervention studies demonstrate that self-efficacy can be enhanced through mastery experiences, reflective practices, and targeted professional development, resulting in improved instructional quality and teacher confidence (Täschner et al., 2024). Other studies consistently show that teachers with strong self-efficacy beliefs are more adaptive, maintain effective classroom discipline, and foster student engagement even in adverse teaching environments (Lazarides & Warner, 2020; Fryer & Leenknicht, 2023). Additionally, Herzberg's Motivation-Hygiene Theory (1959) explains job satisfaction and

dissatisfaction through two distinct categories of workplace factors. Motivators, which include intrinsic elements such as achievement, recognition, responsibility, and opportunities for growth, are directly associated with job satisfaction and increased motivation. In contrast, hygiene factors, such as salary, working conditions, job security, and organizational policies, do not necessarily enhance satisfaction but can cause dissatisfaction when inadequate (Nickerson, 2025). This distinction is particularly relevant in educational contexts, where both intrinsic fulfillment and basic work conditions shape teachers' experiences.

Recent applications of Herzberg's theory in teaching contexts affirm that intrinsic motivators which professional recognition, autonomy, and opportunities for development that are strong predictors of teacher satisfaction and commitment. Conversely, insufficient compensation, excessive workload, and poor working environments remain primary sources of dissatisfaction (Ajikere, 2024; Escollada, 2025). In the Philippine educational setting, studies centered on the fact that basic physiological and economic conditions remain pressing concerns, motivators such as achievement,

responsibility, and professional growth significantly enhance teacher morale, performance, and retention (Escollada, 2025). Collectively, Bandura's and Herzberg's theories offer a complementary and integrated lens for understanding teachers' professional experiences. Self-efficacy empowers teachers to navigate challenges and perform effectively, while motivational and hygiene factors create the organizational conditions that either support or undermine these personal beliefs. When teachers possess strong self-efficacy and operate within environments that provide motivation and adequate support, higher levels of job satisfaction, wellbeing, and instructional effectiveness are more likely to emerge. This theoretical integration strengthens the study's foundation by acknowledging that teacher performance is shaped by the dynamic interaction between individual psychological beliefs and institutional realities.

Conceptual Framework

The study utilizes a conceptual paradigm based on the *Input–Process–Output (IPO)* model to guide the research framework.

The **Input (I)** includes relevant literature such as books, journals, theses, legal materials, and online sources; survey results on teachers' self-efficacy and job satisfaction in public schools in the Division of Mandaluyong City; challenges related to self-efficacy and job satisfaction; the acceptability of the proposed intervention program; and the respondents of the study.

The **Process (P)** involves data gathering through survey questionnaires to assess teachers' self-efficacy in terms of classroom management, instructional materials, institutional policies, interpersonal relationships, and individual support, as well as job satisfaction in terms of working environment, workload, salary and recognition, and work-life balance. It also includes the assessment of challenges encountered, the acceptability of the proposed intervention program, and the statistical treatment and analysis of data.

The **Output(O)** of the study is a proposed intervention program designed to address the identified issues on teachers' self-efficacy and job satisfaction.

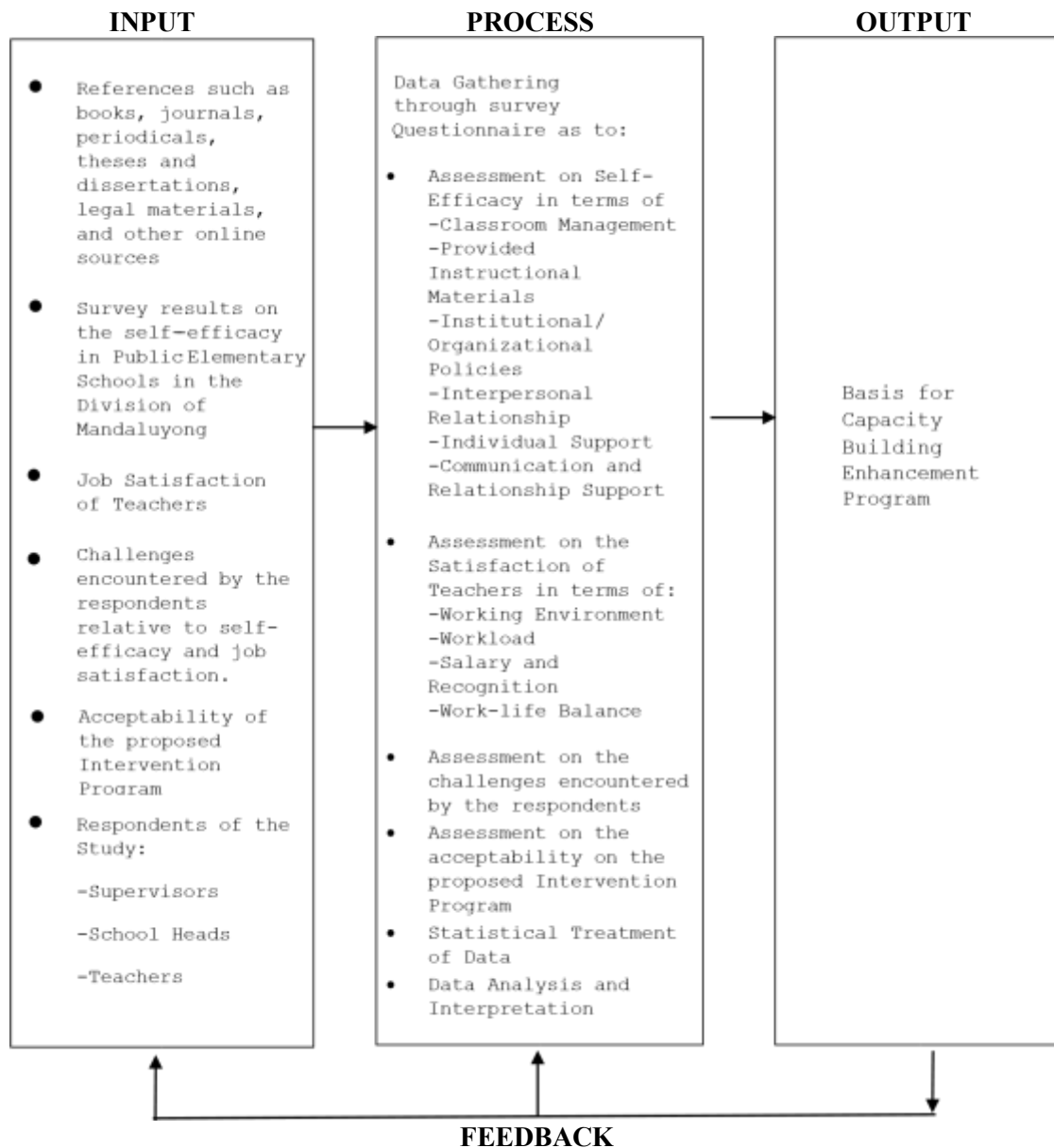


Figure 1. *The Research Paradigm of the Study*

Statement of the Problem

The study aims to determine the Self Efficacy and Job Satisfaction of Teachers in the Public Elementary Schools in the Division of Mandaluyong City.

Specifically, it sought to answer the following subproblems:

- How do the supervisors, school heads and teachers assess the self efficacy in Public Elementary Schools in the Division of Mandaluyong City in terms of:
 - Classroom Management;
 - Provided Instructional or References Materials;
 - Institutional/Organizational Policies;

- 1.4. Interpersonal Relationship;
- 1.5. Individual Support; and
- 1.6. Communication and Relationship Support?
2. Is there any significant difference among the assessments of the three groups of respondents using the above-mentioned variables?
3. How do the three groups of respondents assess the job satisfaction of teachers in terms of:
 - 3.1. Working Environment;
 - 3.2. Workload;
 - 3.3. Salary and Recognition; and
 - 3.4. Work-life Balance?
4. Is there a significant relationship between self efficacy and job satisfaction of teachers?
5. What are the challenges encountered by the respondents relative to self efficacy and job satisfaction of teachers?
6. Based on the findings, what intervention program may be proposed?
7. How acceptable is the proposed intervention program?

Literature Review

Local Literature

The Department of Education (DepEd) serves as the primary government agency responsible for formulating, implementing, and coordinating policies, plans, programs, and projects in both formal and non-formal basic education (DBM, 2025). As such, it oversees elementary and secondary schools to ensure the provision of a learner-centered environment that actively engages families and stakeholders while promoting lifelong learning. Through these efforts, DepEd aims to develop individuals who contribute meaningfully to national development and societal progress. Central to this mandate is the agency's commitment to maintaining quality management practices, particularly in supporting educators and fostering workplace well-being.

DepEd Order No. 9, s. 2021 institutionalized a Quality Management System (QMS) within the Department, aligning its processes with ISO 9001 standards. This initiative ensures the consistent, effective, and efficient delivery of basic education services across all governance levels, including the Central Office, Regional Offices, Division Offices, and schools or community learning centers. The QMS provides standardized guidelines for both internal and external processes to ensure quality service delivery and continuous improvement across the organization.

The DepEd Quality Policy Statement affirms that: "The Department of Education is committed to provide learners with quality basic education that is accessible, inclusive, and liberating through: Proactive leadership. Shared governance. Evidence-based policies, standards, and programs. Responsive and relevant curricula. Highly competent and committed personnel. An enabling environment.

The Department upholds the highest standards of conduct and performance to meet stakeholders' expectations by adhering to constitutional, statutory, and regulatory requirements and sustaining client satisfaction through continuous improvement of the Quality Management System."

This policy reflects the organization's vision, mission, and core values, and underscores its strategic direction toward quality service and organizational excellence.

DepEd Orders for Teachers. Several DepEd policies guide teacher management and professional development: DO No. 007, s. 2023 – Establishes guidelines for recruitment, selection, and appointment (RSA), emphasizing merit, competence, transparency, and equal opportunity. DO No. 019, s. 2022 –

Aligns the Merit Selection Plan with Civil Service Commission (CSC) regulations for human resource management. DO No. 005, s. 2024 – Rationalizes teachers' workload and provides guidelines for teaching overload compensation to ensure a conducive working environment. DO No. 024, s. 2025 – Implements the Expanded Career Progression System (ECP), promoting career advancement based on merit

and professional standards. DO No. 030, s. 2021 – Provides guidelines for the allocation and utilization of the Human Resource Development Fund for teacher and school leader training.

Understanding these policies is essential, as it enables employees to clearly recognize expectations, follow procedures accurately, and perform tasks efficiently. Awareness of workplace policies reduces errors, minimizes conflict, and promotes consistent decision-making.

Furthermore, it fosters a safe and fair work environment, enhancing trust, job satisfaction, and overall productivity. Ultimately, policy awareness improves teamwork, accountability, and organizational performance.

Foreign Literature

Job satisfaction refers to the degree to which employees feel fulfilled and content with their work (Hagwood, 2023). It plays a critical role in enhancing performance, increasing employee retention, and fostering positive workplace relationships.

Job satisfaction is a subjective yet powerful driver of employee engagement and organizational success. Employees who are satisfied with their roles are more motivated, productive, and committed to achieving organizational goals. Conversely, dissatisfaction leads to disengagement, reduced productivity, and a decline in work quality.

High levels of job satisfaction result in numerous positive outcomes. Employees are more likely to demonstrate organizational citizenship behaviors, such as voluntarily assisting colleagues and exceeding expectations. Additionally, it reduces absenteeism and turnover, while fostering collaboration and a positive workplace culture.

Leadership in the workplace has great impact in influencing job satisfaction. Effective leaders ensure fair compensation, provide clear career pathways, and create a transparent and respectful work environment. By helping employees understand how their contributions align with organizational goals, leaders strengthen motivation and engagement.

Alazmi and Al Mahdy (2020) highlighted the role of authentic leadership in education, demonstrating that transparency, ethical practices, and trust-building enhance teacher self-efficacy, which in turn improves engagement. Meanwhile, Li (2021) contributed to the field by examining various tools for measuring cognitive engagement, providing valuable insights into improving instructional practices.

Zhou and Hou (2024) explored the integration of artificial intelligence (AI) in education, finding that AI enhances behavioral and cognitive engagement but also raises concerns regarding overreliance and the potential impact on teacher-student relationships. Similarly, Han et al. (2021) emphasized that student engagement and satisfaction are key indicators of successful learning environments, influenced by teacher support, peer interaction, and motivation.

Prayogo et al. (2023) further underscored the importance of emotional engagement, proposing strategies for integrating it into instructional design, particularly in online learning. Collectively, these studies demonstrate that leadership, engagement, and instructional strategies are interconnected, and that both technological innovation and emotional dimensions are essential in improving educational outcomes.

Alazmi and Al-Mahdy (2020) explored these dynamics within the context of educational reform in Kuwait by investigating the influence of principal authentic leadership (PAL) on teacher engagement (TE), with occupational self-efficacy (OSE) serving as a mediating variable. Using a non-experimental predictive survey design, the researchers collected data from 333 teachers across 25 primary schools. Their findings confirmed the robustness of the proposed model, demonstrating that principals who exhibit authentic leadership practices—such as transparency, ethical decision-making, and relational trust—positively enhance teachers' sense of self-efficacy. This, in turn, leads to higher levels of teacher engagement. The study contributes valuable empirical evidence supporting the role of leadership in strengthening teacher motivation and confidence, while also offering practical implications for policymakers seeking to align leadership development with Kuwait's national educational reform agenda.

In a complementary but methodologically distinct contribution, Li (2021) adopted an analytical approach to examine how cognitive engagement is assessed in educational research. Rather than focusing on leadership or self-efficacy directly, this study provided a comprehensive review of the tools and techniques used to measure cognitive engagement, which is a crucial dimension of learning and instructional effectiveness. Through a systematic literature review, Li categorized engagement measures into several types, including self-report questionnaires, classroom observations, interviews, teacher ratings, experience sampling methods, eye-tracking

technologies, physiological sensors, trace data analysis, and content analysis. Each category was critically evaluated in terms of its methodological strengths and limitations. By highlighting both traditional and emerging assessment tools, the study offered practical recommendations to guide researchers and practitioners toward more precise and contextappropriate measurement strategies, thereby indirectly contributing to improvements in instructional quality and learner engagement.

With the rapid advancement of digital technologies, recent scholarship has also turned attention to the role of artificial intelligence (AI) in education. Zhou and Hou (2024) examined the impact of AI on behavioral, cognitive, and emotional engagement in the context of English as a Foreign Language (EFL) teaching and learning. Their findings revealed that behavioral engagement increased through the frequent and purposeful use of AI tools to support language learning tasks. Cognitive engagement was evident in teachers' and learners' recognition of AI's potential to enhance instructional design, feedback, and learning efficiency; however, participants also expressed concerns regarding excessive reliance on technology.

Emotional engagement reflected a more complex perspective, as positive attitudes toward AI innovation coexisted with anxieties about job displacement and the possible weakening of teacher-student relationships. Overall, the study emphasized that while AI offers substantial potential to transform second language education, its implementation must be thoughtful and ethically grounded. The authors provided important implications for educators, developers, and policymakers by advocating for balanced and informed integration of AI in educational settings.

Engagement has also been widely discussed in the context of online learning environments. Han et al. (2021) highlighted that student engagement and satisfaction serve as critical indicators of online learning effectiveness. Student engagement was conceptualized as active involvement in learning activities, reflected in the time, attention, and effort students invest in the learning process. The authors distinguished between behavioral engagement, which includes effort, persistence, and participation, and emotional engagement, which encompasses interest, enthusiasm, and enjoyment. Student satisfaction, meanwhile, was defined as learners' perceived outcomes and overall evaluation of their learning experiences. The study demonstrated that factors such as instructor performance, peer interaction, perceived support, and motivation significantly influence both engagement and satisfaction. Moreover, students' perceptions of their learning environment—particularly elements like teacher support, involvement, and student cohesiveness—were found to be strong predictors of engagement and satisfaction across both traditional and digital learning contexts. These findings underscore the importance of fostering supportive instructional environments to enhance learning quality and sustainability.

Finally, Prayogo et al. (2023) focused specifically on emotional engagement in online instruction, aiming to bridge the gap between theoretical discussions and practical classroom applications. The authors noted that although emotional engagement that is widely acknowledged as essential for effective learning, its integration into micro-level instructional practices remains underdeveloped, especially in online and digital education. The paper revisited the teacher's role in nurturing students' emotional involvement and emphasized the significance of emotional engagement in higher education contexts. Building on this discussion, the authors proposed a conceptual framework designed to help educators intentionally incorporate emotional engagement into online instructional design and delivery. This framework highlights how emotionally responsive teaching practices can foster stronger teacher-student relationships and more meaningful learning experiences.

Furthermore, this information illustrates that leadership, engagement, instructional design, and emerging technologies are deeply interconnected within educational contexts. Authentic leadership enhances teachers' self-efficacy and engagement, effective engagement measurement informs instructional improvement, and technological innovation reshapes both teaching and learning experiences. At the same time, emotional and social dimensions whether in traditional or online environments remain central to sustaining teacher motivation, learner satisfaction, and overall educational quality.

Local Studies

Recent Philippine studies highlight the interconnected nature of teacher self-efficacy, job satisfaction, leadership practices, and organizational support. Tacbalan et al. (2023) found that leadership support, recognition, and professional growth opportunities significantly influence job satisfaction, while self-efficacy is linked to classroom management and instructional competence.

Similarly, Cabaron and Oco (2023) emphasized the importance of professional development and collegial relationships in enhancing motivation and job satisfaction. Sasan et al. (2024) further demonstrated that self-efficacy significantly predicts job satisfaction, reinforcing Bandura's theory in the Philippine context.

Leung (2025) identified organizational support, fair workload distribution, and strong relationships as key factors in job satisfaction, while challenges such as excessive paperwork undermine teacher well-being. Amiang and Salimaco (2024) revealed that self-efficacy and motivation significantly influence teaching performance, accounting for over 60% of performance variance.

Leadership in the organization as stated by Reyes and Apostol (2024) explains that teamwork mediates the impact of transformational leadership on teacher self-regulation. Iwal and Arenga (2024) concluded that leadership support strongly enhances teacher engagement across cognitive, emotional, and social dimensions.

These findings collectively emphasize that teacher effectiveness depends on a supportive, collaborative, and well-managed work environment.

Recent studies conducted in the Philippines collectively highlight the complex and interrelated nature of teacher self-efficacy, job satisfaction, leadership practices, and organizational support within the educational system. Tacbalan, Alcalde, and Modina (2023) emphasized that job satisfaction among teachers is strongly shaped by organizational factors such as leadership support, recognition, and opportunities for professional growth, while self-efficacy is closely associated with teachers' confidence in classroom management and instructional strategies. Their findings suggest that when schools provide adequate structural and emotional support, teachers are more likely to feel competent and satisfied in their roles. Similarly, Cabaron and Oco (2023) found that motivational factors—particularly access to professional development—play a crucial role in fostering job satisfaction among elementary teachers. Their study underscores the importance of collegial relationships and continuous learning opportunities, indicating that a supportive professional environment enhances teachers' morale and commitment to their work.

Further strengthening this perspective, Sasan et al. (2024) demonstrated through multiple regression analysis that teachers' self-efficacy in student engagement, instructional strategies, and classroom management significantly predicts job satisfaction. This finding reinforces Bandura's self-efficacy theory within the local Philippine context, suggesting that teachers who believe in their instructional capabilities are more likely to experience fulfillment and satisfaction in their profession. Complementing these results, Leung's (2025) systematic review on work-life balance among public school teachers identified organizational support, equitable workload distribution, and positive collegial relationships as consistent predictors of job satisfaction.

The review also highlighted persistent challenges such as excessive paperwork and inadequate recognition, which undermine teacher well-being despite existing support mechanisms.

Research has also examined how self-efficacy and motivation translate into teaching performance and engagement. Amiang and Salimaco (2024) revealed that self-efficacy and motivation together account for more than 60% of the variance in mathematics teaching performance, emphasizing the critical role of professional development, mentoring, and sustained motivation in promoting instructional effectiveness. In line with this, Ressor et al. (2024) found that while school heads in Central Philippines generally demonstrate strong leadership skills, further enhancement of ICT competencies and confidence-building activities is necessary to strengthen problem-solving abilities that indirectly support teacher morale and engagement. Meanwhile, Alibangbang and Tagadiad (2023) reported that although servant leadership is highly observed among school heads in Davao del Norte, it does not significantly influence teachers' social and emotional competencies, suggesting that leadership styles must be adaptive and open-minded to better address teachers' relational and emotional needs.

Finally, studies focusing on collaboration and leadership support further illustrate their role in enhancing teacher efficacy and satisfaction. Reyes and Apostol (2024) found that teamwork skills partially mediate the relationship between transformational leadership and teachers' self-regulation, highlighting the importance of collaborative school cultures in strengthening teacher agency and professional control. Likewise, Iwal and Arenga (2024) demonstrated that emotional, professional, and appraisal support from school heads is strongly associated with teachers' cognitive, emotional, and social engagement, reaffirming leadership support as a critical driver of sustained motivation and job satisfaction. Taken together, these studies underscore that teacher self-efficacy and job satisfaction are not isolated constructs but are deeply embedded in leadership practices, professional relationships, and organizational conditions, pointing to the need for holistic, supportive, and collaborative school environments.

Foreign Studies

Foreign research further supports the importance of leadership and organizational practices in education. Farhan (2024) demonstrated that visionary and innovative leadership drives sustainable organizational development. Similarly, Lee et al. (2024) highlighted the importance of effective data use in improving student outcomes, emphasizing trust and professional development.

Morgan et al. (2021) focused on social-emotional learning (SEL), showing that professional development programs like SEE-KS improve both teacher capability and student engagement. Meanwhile, Elugbaju et al. (2024) emphasized the importance of data-driven governance in enhancing institutional effectiveness.

Finally, Venter et al. (2024) established a strong relationship between emotional intelligence and instructional leadership, demonstrating that leaders with high emotional intelligence are more effective in managing instruction and fostering positive school environments.

Synthesis

The allusions presented collectively highlights the importance between organizational policies, leadership practices, teacher self-efficacy, and job satisfaction in shaping educational quality and workplace effectiveness.

Within the Philippine context, the Department of Education (DepEd) establishes a strong institutional foundation through its Quality Management System (QMS) and various policy mandates that promote accessibility, inclusivity, and continuous improvement. These policies not only standardize procedures and expectations but also aim to create a supportive and enabling work environment for teachers. The focus on merit-based recruitment, workload rationalization, professional development, and career progression reflects DepEd's commitment to develop or improve teacher competence, wellbeing, and overall performance.

A key theme emerging across both local and foreign literature is the importance of job satisfaction as a driver of organizational success. Job satisfaction is closely associated with employee motivation,

productivity, and retention. When teachers feel valued, supported, and fairly treated, they are more likely to demonstrate commitment and engage in positive professional behaviors that contribute to school effectiveness. Conversely, dissatisfaction leads to disengagement, reduced productivity, and higher turnover. This underscores the importance of aligning workplace policies with teachers' needs to foster a positive and sustainable work environment.

As leadership emerges as a central factor influencing teacher outcomes, studies consistently show that effective leadership characterized by transparency, support, and shared governance enhances teacher self-efficacy and engagement. Authentic and transformational leadership styles, in particular, build trust and confidence among teachers, enabling them to perform their roles effectively. In the Philippine setting, leadership support, recognition, and collegial relationships are identified as crucial predictors of job satisfaction and motivation. These findings align with international research, which emphasizes the role of leaders in providing clear direction, fostering collaboration, and promoting professional growth.

Teacher self-efficacy is another significant construct highlighted in the synthesis. It refers to teachers' belief in their ability to effectively manage classrooms, implement instructional strategies, and engage students. Strong self-efficacy is consistently linked to higher job satisfaction, improved teaching performance, and increased resilience. Local studies confirm that teachers who feel competent in their instructional roles are more likely to experience professional fulfillment. This relationship is further strengthened by opportunities for continuous professional development and supportive organizational structures.

Additionally, emerging trends such as the integration of technology and data-driven practices are reshaping educational environments. While innovations like artificial intelligence and online learning tools enhance engagement and instructional efficiency, they also introduce new challenges, including concerns about overreliance on technology and its impact on human relationships within the classroom. These developments highlight the need for balanced and ethical implementation of technological advancements.

Overall, the synthesis accentuates that teacher job satisfaction and self-efficacy are not isolated phenomena but are deeply influenced by leadership practices, organizational policies, professional development opportunities, and workplace culture. Creating a supportive, collaborative, and well-structured environment is essential for fostering motivated and competent teachers. Such conditions ultimately contribute to improved student outcomes and the overall quality of education.

The related literature and studies, both local and foreign, are found to be relevant to the present study, for they all focus on the variables of this research.

In the Philippines, the Philippine Professional Standards for School Heads (PPSSH) emphasized 21st-century leadership competencies, including strategic, instructional, and people leadership, supported by career stages and development tools (DepEd Order No. 24, s. 2020). DepEd Orders No. 39, s. 2016 and No. 24, s. 2010 highlighted the importance of research-driven policies and inclusive education for marginalized groups. Atena (2018) found that school managers show adaptability in modern educational demands despite ICT and funding challenges. Parinasan et al. (2024) emphasized the need to align public sector management education with 21st-century governance shifts. Quinal & Dupa (2024) linked decision-making styles to leadership effectiveness, while Imperial et al. (2021) noted emotional intelligence as a key factor in school head performance. International studies support these insights.

Additionally, Alazmi & Al-Mahdy (2020) showed that principal authentic leadership (PAL) enhances teacher engagement via occupational self-efficacy. Li (2021) analyzed cognitive engagement assessment tools, while Zhou & Hou (2024) explored how AI affects behavioral, cognitive, and emotional engagement in EFL contexts. Han et al. (2021) highlighted the role of engagement and satisfaction in online learning, influenced by support and peer interaction. Prayogo et al. (2023) stressed emotional engagement as vital to effective online instruction, calling for its integration into digital teaching practices.

In local studies, Ressor et al. (2024) found that school heads in Central Philippines possess high leadership skills, though ICT training and confidence-building in problem-solving were recommended.

Alibangbang & Tagadiad (2023) highlighted that servant leadership does not significantly influence teachers' social and emotional competencies, stressing open-minded leadership for better relationships. Reyes & Apostol (2024) showed that teamwork skills mediate the relationship between transformational leadership and teachers' self-regulation. Iwal & Arenga (2024) found that school heads' support positively influences teachers' engagement, with professional and appraisal support being key predictors. Dela Pena & Sanial (2022) noted that teachers' research focus is primarily on teaching, with less attention on learners' development and assessment.

Moreover, Farhan (2024) explored how visionary and innovative leadership drive organizational development. Lee et al. (2024) found that while data usage by school leaders affects students' performance, it is most impactful in schools with strong staff trust. Morgan et al. (2021) emphasized the importance of Social Emotional Learning (SEL) for inclusive classrooms. Elugbaju et al. (2024) presented a framework for integrating data analytics into higher education governance to enhance decision-making. Venter et al. (2024) found that emotional intelligence (EI) enhances school principals' instructional leadership, which is crucial in the 4IR.

The cited studies highlighted the crucial role of leadership, support systems, and data-driven practices in enhancing educational outcomes and school effectiveness. They collectively emphasized how transformational leadership and targeted support positively impact teacher performance and student success.

METHOD

Research Design

This study utilizes the descriptive-correlational research design in the assessment of Self-Efficacy and Job Satisfaction of teachers in Public Elementary Schools in the Division of Mandaluyong City.

Descriptive research is usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. The research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem. Before you research why something happens, you need to understand how, when, and where it happens (McCombes, 2023).

The descriptive research method is appropriate to this study because the design helps the proponent collect data from the respondents. The design describes and elaborates the data gathered to assess the Self-Efficacy and Job Satisfaction of Teachers in Public Elementary Schools in the Division of Mandaluyong City.

Population and Sampling

This study was conducted in Public Elementary Schools in the Division of Mandaluyong City. Primarily, the respondents of the study were the Supervisors - 18, School Heads - 18, and Teachers - 510, for a total of 546.

In the selection of the Supervisors and School Heads, the researcher uses the purposive sampling technique. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because of the characteristics needed in the sample. Units are selected "on purpose" (Nikolopoulou, 2022).

The study also uses random sampling in the selection of teachers. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group (Hayes, 2023). The most suitable sampling techniques are purposive and random sampling, as these allow the selection of school supervisors and school heads by purpose and the selection of teachers randomly.

Table 1. *Population and Sample*

Respondents	Population	Sample	Percentage
School Supervisors	20	18	90.00
School Heads	20	18	90.00
Teachers	998	510	51.10
Total	1038	546	52.6

Table 1 presents the population and sample distribution of the respondents involved in the study. The respondents consisted of school supervisors, school heads, and teachers from Public Elementary Schools in the Division of Mandaluyong City. Among the 20 school supervisors, 18 were included in the sample, representing 90.00 percent of the total population. Similarly, 18 out of 20 school heads participated in the study, also comprising 90.00 percent of their population group. Meanwhile, out of 998 teachers, 510 were selected as respondents, accounting for 51.10 percent of the teacher population. In total, the study covered 546 respondents out of the overall population of 1,038, representing 52.6 percent of the total population. This indicates that a substantial proportion of the target respondents participated in the study, thereby providing adequate representation for the assessment of teachers' self-efficacy and job satisfaction in Public Elementary Schools in the Division of Mandaluyong City.

Table 2. *Respondents as to School*

School	Sup. N	Sup. n	Sup. %	Heads N	Heads n	Heads %	Teachers N	Teachers n	Teachers %
Amado T. Reyes ES	1	1	100	1	1	100	8	5	62.5
Doña Basilisa Yangco ES	1	1	100	1	1	100	17	10	58.82
Doña Pilar C. Gonzaga ES	1	1	100	1	1	100	51	15	29.41
Filemon P. Javier ES	1	1	100	1	1	100	17	10	58.82
Mandaluyong Addition Hills ES	1	1	100	1	1	100	67	40	59.7
Mandaluyong ES	1	1	100	1	1	100	51	40	78.43
Nueve de Febrero ES	1	1	100	1	1	100	87	40	45.98
Pedro P. Cruz ES	1	1	100	1	1	100	77	40	51.95
Plainview ES	1	1	100	1	1	100	38	15	39.47
Pleasant Hills ES	1	1	100	1	1	100	55	40	72.73
Renato Lopez ES	1	1	100	1	1	100	14	10	71.43
Addition Hills Integrated School	1	1	100	1	1	100	74	40	54.05
Andres Bonifacio Integrated School	1	1	100	1	1	100	58	30	51.72
Eulogio Rodriguez IS	1	1	100	1	1	100	66	40	60.61
Highway Hills Integrated School	1	1	100	1	1	100	82	40	48.78
Hulo Integrated School	1	1	100	1	1	100	57	15	26.32
Ilaya Barangka Integrated School	1	1	100	1	1	100	40	15	37.5
Isaac Lopez Integrated School	1	1	100	1	1	100	57	30	52.63
Jose Fabella Memorial School	1	1	100	1	1	100	62	30	48.39
Senate President Neptali A. Gonzales IS	1	1	100	1	1	100	20	10	50.0
TOTAL	20	18	90	20	18	90	998	510	51.10

Table 2 employed gathering data through a structured survey using a 5-point Likert scale, which assessed the Self-Efficacy and Job Satisfaction of Teachers in the Public Elementary Schools in the Division of Mandaluyong City. This survey focused on key indicators related to health and wellness, reaching 1038 respondents, including 18 supervisors, 18 school heads, and 510 teachers. The respondents consisted of school supervisors, school heads, and teachers from Public Elementary Schools in the Division of Mandaluyong City. Among the 20 school supervisors, 18 were included in the sample, representing 90.00 percent of the total population. Similarly, 18 out of 20 school heads participated in the study, also comprising 90.00 percent of their population group. Meanwhile, out of 998 teachers, 510 were selected as respondents, accounting for 51.10 percent of the teacher population. To ensure clarity, relevance, and reliability, the research instrument underwent expert validation and was revised accordingly.

Respondents of the Study

The School Supervisors, School Heads, and Teachers from Public Elementary Schools in the Division of Mandaluyong City will be the respondents of the study. They will be described according to their classification in terms of age, sex, civil status, educational attainment, and number of years in service as presented in the following tables:

Table 3. *Respondents as to Age*

Age	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	5	27.78	16	88.89	65	12.75	86	15.75
46–50 years old	10	55.56	1	5.56	114	22.35	125	22.89
41–45 years old	3	16.67	1	5.56	91	17.84	95	17.40
36–40 years old	0	0.00	0	0.00	88	17.25	88	16.12
31–35 years old	0	0.00	0	0.00	45	8.82	45	8.24
26–30 years old	0	0.00	0	0.00	76	14.90	76	13.92
21–25 years old	0	0.00	0	0.00	31	6.08	31	5.68
Total	18	100.00	18	100.00	510	100.00	546	100.00

Table 3 presents the distribution of respondents according to age. Among the supervisors, 10 respondents, or 55.56 percent, belong to the 46–50-year-old age bracket, making it the largest group. This is followed by 5 respondents, or 27.78 percent, who are 51 years old and above, and 3 respondents, or 16.67 percent, who are 41–45 years old.

In terms of school heads, the majority, consisting of 16 respondents or 88.89 percent, are 51 years old and above. Meanwhile, 1 respondent, or 5.56 percent, belongs to the 46–50-year-old group, while another 1 respondent, or 5.56 percent, is within the 41–45-year-old bracket.

Among the teachers, the largest group consists of 125 respondents, or 22.89 percent, who are 46–50 years old, followed by 95 respondents, or 17.40 percent, aged 41–45 years, and 88 respondents, or 16.12 percent, belonging to the 36–40-year-old category. Furthermore, 86 respondents, or 15.75 percent, are 51 years old and above; 76 respondents, or 13.92 percent, are 26–30 years old; 45 respondents, or 8.24 percent, are 31–35 years old; and 31 respondents, or 5.68 percent, are 21–25 years old.

Viewed collectively, the highest number of respondents consists of 125, or 22.89 percent, who are 46–50 years old, followed by 95 respondents, or 17.40 percent, aged 41–45 years, and 88 respondents, or 16.12 percent, within the 36–40-year-old group. In addition, 86 respondents, or 15.75 percent, are 51 years old and above; 76 respondents, or 13.92 percent, belong to the 26–30-year-old bracket; 45 respondents, or 8.24 percent, are 31–35 years old; and 31 respondents, or 5.68 percent, are 21–25 years old. These findings

indicate that most respondents are middle-aged to senior professionals, reflecting a highly experienced workforce in Public Elementary Schools in the Division of Mandaluyong City.

Table 4. *Respondents as to Sex*

Sex	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Male	9	50.00	11	61.11	464	90.98	484	88.64
Female	9	50.00	7	38.89	46	9.02	62	11.36
Total	18	100.00	18	100.00	510	100.00	546	100.00

Table 4 presents the distribution of respondents according to sex. Among the supervisors, there is an equal distribution of male and female respondents, with 9 respondents or 50.00 percent in each group. In contrast, among the school heads, 11 respondents or 61.11 percent are male, while 7 respondents or 38.89 percent are female, indicating a higher proportion of male administrators in this category.

In terms of teachers, the majority are male, with 464 respondents or 90.98 percent, while only 46 respondents or 9.02 percent are female. This indicates a strong predominance of male teachers within the group.

Viewed collectively, the respondents consist of 484 males or 88.64 percent and 62 females or 11.36 percent. These findings indicate that the overall respondent population is predominantly male across supervisors, school heads, and teachers in the Public Elementary Schools in the Division of Mandaluyong City.

Table 5. *Respondents as to Civil Status*

Civil Status	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Single	3	16.67	2	11.11	228	44.71	233	42.67
Married	14	77.78	16	88.89	282	55.29	312	57.14
Widow/Widower	1	5.56	0	0.00	0	0.00	1	0.18
Total	18	100.00	18	100.00	510	100.00	546	100.00

Table 5 presents the distribution of respondents according to civil status. Among the supervisors, the majority, consisting of 14 respondents or 77.78 percent, are married, while 3 respondents or 16.67 percent are single. In addition, 1 respondent or 5.56 percent is classified as a widow or widower.

In terms of school heads, 16 respondents or 88.89 percent are married, comprising the largest proportion, while 2 respondents or 11.11 percent are single. No school head is classified as a widow or widower.

Among the teachers, the majority, consisting of 282 respondents or 55.29 percent, are married, while 228 respondents or 44.71 percent are single. No teacher is classified as a widow or widower.

Viewed collectively, the highest number of respondents consists of 312 or 57.14 percent who are married, followed by 233 respondents or 42.67 percent who are single. Moreover, only 1 respondent or 0.18 percent is classified as a widow or widower. These findings indicate that the majority of the respondents are married, reflecting the predominance of married educational personnel among the respondents in Public Elementary Schools in the Division of Mandaluyong City.

Table 6. *Respondents as to Highest Educational Attainment*

Highest Educational Attainment	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	11	61.11	12	66.67	5	0.98	28	5.13
With Doctorate Units	5	27.78	5	27.78	25	4.90	35	6.41
Master's Degree	2	11.11	0	0.00	119	23.33	121	22.16
With Master's Units	0	0.00	1	5.56	274	53.73	275	50.37
Bachelor's Degree	0	0.00	0	0.00	87	17.06	87	15.93
Total	18	100.00	18	100.00	510	100.00	546	100.00

Table 6 presents the distribution of respondents according to their highest educational attainment. Among the supervisors, the majority, consisting of 11 respondents or 61.11 percent, have earned a Doctorate Degree. This is followed by 5 respondents or 27.78 percent who have Doctorate Units, while 2 respondents or 11.11 percent hold a Master's Degree.

In terms of school heads, 12 respondents or 66.67 percent have completed a Doctorate Degree, comprising the largest proportion. Meanwhile, 5 respondents or 27.78 percent have Doctorate Units, while 1 respondent or 5.56 percent has Master's Units.

Among the teachers, the largest proportion consists of 274 respondents or 53.73 percent who have Master's Units. This is followed by 119 respondents or 23.33 percent who hold a Master's Degree and 87 respondents or 17.06 percent who possess a Bachelor's Degree. Moreover, 25 respondents or 4.90 percent have Doctorate Units, while 5 respondents or 0.98 percent have completed a Doctorate Degree.

Viewed collectively, the largest group consists of 275 respondents or 50.37 percent with Master's Units. This is followed by 121 respondents or 22.16 percent who hold a Master's Degree and 87 respondents or 15.93 percent who possess a Bachelor's Degree. In addition, 35 respondents or 6.41 percent have Doctorate Units, while 28 respondents or 5.13 percent have completed a Doctorate Degree.

These findings indicate that a substantial proportion of the respondents have pursued graduate-level education, with many either completing or earning units toward master's and doctorate degrees. This reflects the respondents' continued pursuit of professional growth and educational advancement in Public Elementary Schools in the Division of Mandaluyong City.

Table 7. *Respondents as to Number of Years in Service*

Number of Years in Service	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
36 years and above	3	16.67	3	16.67	31	6.08	37	6.78
31–35 years	10	55.56	11	61.11	67	13.14	88	16.12
26–30 years	1	5.56	3	16.67	37	7.25	41	7.51
21–25 years	3	16.67	1	5.56	135	26.47	139	25.46
16–20 years	0	0.00	0	0.00	82	16.08	82	15.02
11–15 years	1	5.56	0	0.00	116	22.75	117	21.43
6–10 years	0	0.00	0	0.00	42	8.24	42	7.69
Total	18	100.00	18	100.00	510	100.00	546	100.00

Table 7 presents the distribution of respondents according to their number of years in service. Among the supervisors, 10 respondents or 55.56 percent have rendered 31–35 years of service, comprising the largest group. This is followed by 3 respondents or 16.67 percent who have served for 36 years and

above and another 3 respondents or 16.67 percent who have been in service for 21–25 years. Meanwhile, 1 respondent or 5.56 percent belongs to the 26–30 years category, and another 1 respondent or 5.56 percent has served for 11–15 years.

In terms of school heads, the majority, consisting of 11 respondents or 61.11 percent, have served for 31–35 years. This is followed by 3 respondents or 16.67 percent who have served for 36 years and above and another 3 respondents or 16.67 percent with 26–30 years of service. Only 1 respondent or 5.56 percent belongs to the 21–25 years category.

Among the teachers, the largest group, comprising 135 respondents or 26.47 percent, has rendered 21–25 years of service. This is followed by 116 respondents or 22.75 percent with 11–15 years of service and 82 respondents or 16.08 percent who have served for 16–20 years. Moreover, 67 respondents or 13.14 percent belong to the 31–35 years category, while 42 respondents or 8.24 percent have served for 6–10 years. In addition, 37 respondents or 7.25 percent belong to the 26–30 years category, while 31 respondents or 6.08 percent have served for 36 years and above.

Viewed collectively, the largest group consists of 139 respondents or 25.46 percent who have served for 21–25 years, followed by 117 respondents or 21.43 percent with 11–15 years of service and 88 respondents or 16.12 percent with 31–35 years of service. Furthermore, 82 respondents or 15.02 percent have rendered 16–20 years of service, while 42 respondents or 7.69 percent belong to the 6–10 years category. Meanwhile, 41 respondents or 7.51 percent have served for 26–30 years, and 37 respondents or 6.78 percent have served for 36 years and above.

These findings indicate that a substantial proportion of the respondents have accumulated many years of professional experience, reflecting sustained involvement in educational leadership and teaching practices in Public Elementary Schools in the Division of Mandaluyong City.

Research Instrument

Survey Questionnaire. This is a researcher-made instrument used to gather the needed data. The questionnaire will be subjected to content validation by the expert since this is a self-made survey questionnaire. The research adviser provided guidance in constructing the questionnaire. The incorporation of suggestions and recommendations from those knowledgeable sources enhances the survey's validity and reliability. The pilot testing with teachers not included in the study serves as a step in identifying and addressing any potential issues contributing to the refinement of the questionnaire before distribution to the selected respondents. This comprehensive approach to questionnaire development and validation strengthens the study's methodological integrity and the credibility of the data collected. The following are the parts of the survey questionnaire:

Part I. Profile of the Respondents. This was used to collect data regarding the demographic profile of the respondents in terms of age, sex, highest educational attainment, civil status, and number of years in service.

Part II. Assessment of Self-Efficacy in Public Elementary Schools in the Division of Mandaluyong City. It was utilized to gather information and data on Self-Efficacy.

Part III. Assessment on Job Satisfaction. This was utilized to obtain information on the Job Satisfaction of teachers.

Part IV. Assessment on the Challenges Encountered by the Respondents Relative to Self-Efficacy and Job Satisfaction. It was used to source data as to challenges the respondents experience concerning self-efficacy and job satisfaction of public elementary school teachers as implemented in the elementary public schools setting.

Part V. Assessment on the Acceptability of the Proposed Intervention Program. This part was used to gather information as to the acceptability of the Proposed Intervention Program.

Data Gathering Procedures

The following steps were undertaken in gathering the needed data in the study:

1. Sought approval from the Office of the Schools Division Superintendent and School Heads.
2. After approval, the survey questionnaire was distributed to the selected respondents.
3. Retrieved the survey questionnaire, sorted and tallied the data gathered.
4. Interpreted and analyzed the gathered data.
5. Presented the data in textual and tabular forms for clarity and comprehensiveness.

Statistical Treatment of Data

The data gathered were separated per group, collated, and summarized based on specific problems raised. The following were utilized in the statistical treatment of data:

1. Percentage. This was used to indicate the ratio of the proportion of the frequencies and the different variables to describe the respondents in terms of age, sex, civil status, educational attainment, and number of years in service.

2. Weighted Mean. This is defined as a mean where each observation is weighted according to its relative importance, with the weight reflecting the varying levels of significance of the different data points (Newbold et al., 2019). This was used to answer sub-problem numbers 1, 3, 5, and 7.

Formula: $\bar{X} = \sum fx / N$

Where:

$\bar{X}$ = Weighted Mean

$\sum$ = Summation of the product of frequency

fx = Weight score

N = Number of Cases

The **Five-Point Likert Scale**. The Five-Point (5) Likert Scale Method was used to infer the data, and this method will serve as the standard upon which the data clarification is based. The legend presented was used as follows:

A. Assessment on the Self-Efficacy in the Public Elementary Schools in the Division of Mandaluyong City

Scale	Range	Verbal Interpretation	Symbol
5	4.20–5.00	Highly Evident	HE
4	3.40–4.19	Evident	E
3	2.60–3.39	Moderately Evident	ME
2	1.80–2.59	Least Evident	LE
1	1.00–1.79	Not Evident	NE

B. Assessment on the Job Satisfaction of Teachers

Scale	Range	Verbal Interpretation	Symbol
5	4.20–5.00	Highly Satisfied	HE
4	3.40–4.19	Satisfied	S
3	2.60–3.39	Moderately Satisfied	MS
2	1.80–2.59	Least Satisfied	LS
1	1.00–1.79	Not Satisfied	NS

C. Assessment on the Challenges Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20–5.00	Highly Encountered	HE
4	3.40–4.19	Encountered	E

Scale	Range	Verbal Interpretation	Symbol
3	2.60–3.39	Moderately Encountered	ME
2	1.80–2.59	Least Encountered	LE
1	1.00–1.79	Not Encountered	NE

D. Assessment on the Acceptability of the Proposed Intervention Program

Scale	Range	Verbal Interpretation	Symbol
5	4.20–5.00	Highly Acceptable	HA
4	3.40–4.19	Acceptable	A
3	2.60–3.39	Moderately Acceptable	MA
2	1.80–2.59	Least Acceptable	LA
1	1.00–1.79	Not Acceptable	NA

3. Analysis of Variance (ANOVA). It is a statistical formula to compare variances across the means or averages of different groups. This is used to determine if there is a significant difference among the three groups of respondents. It is an extension of the t-test, which is used to compare the mean of two groups (Peck, Olsen & Devore, 2019). This will be used to answer sub-problem number 2.

Formula: $F = MS_{\text{between}} / MS_{\text{within}}$

Where:

MS_{between} = Mean Sum of Square Between

MS_{within} = Mean Sum of Square Within

4. Pearson Product Moment Correlation Coefficient. It is a measure of the linear relationship between two variables that have been measured on interval or ratio scales. It can only be used to measure the relationship between two variables to determine whether there is a significant relationship between the Self-Efficacy and Job Satisfaction of Teachers (Mu & Zhang, 2018). This is used to answer sub-problem number 4.

The formula for Pearson's correlation coefficient (r) is:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where:

r = correlation coefficient

x_i = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

y_i = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

Guide in Interpreting Coefficient Correlation

Range	Verbal Interpretation	Symbol
1.00	Perfect Correlation	PC
0.80–0.99	Very Strong Correlation	VSC
0.60–0.79	Strong Correlation	SC
0.40–0.59	Moderate Correlation	MC
0.20–0.39	Weak Correlation	WC
0.01–0.19	Negligible Correlation	NC

RESULTS AND DISCUSSION

Subproblem No. 1. How do the supervisors, school heads, and teachers assess self-efficacy in Public Elementary Schools in the Division of Mandaluyong City in terms of:

Classroom Management

Table 8. *Assessment on the Classroom Management*

Indicators	School Administrators		Faculty		Non-Teaching Personnel		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence in establishing and enforcing classroom rules to ensure a respectful and productive learning environment.	4.67	HE	4.89	HE	4.51	HE	4.69	HE	1
2. Ability to structure lessons and classroom routines that maximize student engagement and minimize disruptions.	4.67	HE	4.61	HE	4.43	HE	4.57	HE	2
3. Assurance in addressing varying learning styles, abilities, and behavioral challenges effectively.	4.39	HE	4.72	HE	4.52	HE	4.54	HE	3
4. Capability to foster motivation, participation, and emotional safety among learners.	4.44	HE	4.83	HE	4.28	HE	4.52	HE	4
5. Proficiency in resolving classroom conflicts and managing unexpected incidents without losing instructional focus.	4.33	HE	4.89	HE	4.09	E	4.44	HE	5
Overall Weighted Mean	4.50	HE	4.79	HE	4.37	HE	4.55	HE	

Legend:

- 5 — 4.20–5.00 — Highly Evident (HE)
- 4 — 3.40–4.19 — Evident (E)
- 3 — 2.60–3.39 — Moderately Evident (ME)
- 2 — 1.80–2.59 — Least Evident (LE)
- 1 — 1.00–1.79 — Not Evident (NE)

With reference to the data on classroom management, this dimension of self-efficacy is Highly Evident among school administrators, faculty, and non-teaching personnel in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.50, 4.79, and 4.37.

Taken as a whole, the leading indicator is “Confidence in establishing and enforcing classroom rules to ensure a respectful and productive learning environment,” which ranked 1st with a composite weighted mean of 4.69, interpreted as Highly Evident. This is followed by “Ability to structure lessons and classroom routines that maximize student engagement and minimize disruptions,” which ranked 2nd, with a composite weighted mean of 4.57, also interpreted as Highly Evident.

Similarly, “Assurance in addressing varying learning styles, abilities, and behavioral challenges effectively” ranked 3rd, with a composite weighted mean of 4.54. Meanwhile, “Capability to foster

motivation, participation, and emotional safety among learners” ranked 4th, with a composite weighted mean of 4.52. Lastly, “Proficiency in resolving classroom conflicts and managing unexpected incidents without losing instructional focus” ranked 5th, obtaining a composite weighted mean of 4.44. All five indicators were interpreted as Highly Evident based on their composite weighted means. Overall, classroom management obtained a composite weighted mean of 4.55, interpreted as Highly Evident.

The findings indicate that the respondents demonstrate a strong sense of confidence and competence in managing classroom environments effectively. They reflect the respondents’ ability to establish and enforce appropriate classroom rules, implement structured routines, address diverse learner needs, encourage participation, and maintain a positive and orderly learning environment. The consistently high ratings across the indicators further suggest that classroom management practices are well-developed among the respondents.

In essence, the findings indicate that classroom management self-efficacy is highly evident among the respondents. Their confidence in maintaining orderly and supportive learning environments may contribute to the effective implementation of teaching and learning activities in Public Elementary Schools in the Division of Mandaluyong City.

Further strengthening this perspective, Sasan et al. (2024) demonstrated through multiple regression analysis that teachers’ self-efficacy in student engagement, instructional strategies, and classroom management significantly predicts job satisfaction. This finding supports the relevance of Bandura’s self-efficacy theory in explaining how teachers’ beliefs in their instructional capabilities may be associated with professional fulfillment and satisfaction. Complementing these findings, Leung (2025) identified organizational support, equitable workload distribution, and positive collegial relationships as important factors associated with teachers’ job satisfaction and work-life balance. The review also highlighted challenges such as excessive paperwork and inadequate recognition, which may adversely affect teacher well-being despite existing support mechanisms.

Provided Instructional or Reference Materials

Table 9. *Assessment on the Provided Instructional or Reference Materials*

Indicators	School Administrators		Faculty		Non-Teaching Personnel		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence in choosing textbooks, references, and teaching aids that align with lesson objectives and student needs.	4.44	HE	4.83	HE	4.33	HE	4.53	HE	4
2. Ability to modify or tailor materials to suit diverse learners and classroom contexts.	4.78	HE	4.56	HE	4.50	HE	4.61	HE	3
3. Skill in using multimedia, visual aids, and other instructional tools to enhance learning outcomes.	4.67	HE	4.83	HE	4.47	HE	4.65	HE	2
4. Capability to prepare and structure instructional resources in a way that is easy to follow and supports learning.	4.72	HE	5.00	HE	4.39	HE	4.70	HE	1

Indicators	School Administrators		Faculty		Non-Teaching Personnel		Composite Weighted Mean	Rank	
5. Assurance in providing materials that guide students to explore, research, and learn autonomously.	4.28	HE	5.00	HE	4.00	E	4.43	HE	5
Overall Weighted Mean	4.58	HE	4.84	HE	4.34	HE	4.59	HE	

In connection with the data on the provided instructional or reference materials, this aspect of self-efficacy is Highly Evident among school administrators, faculty, and non-teaching personnel in Public Elementary Schools in the Division of Mandaluyong City, as indicated by their respective overall weighted means of 4.58, 4.84, and 4.34.

Taken as a whole, the leading indicator is “Capability to prepare and structure instructional resources in a way that is easy to follow and supports learning,” which ranked 1st with a composite weighted mean of 4.70, interpreted as Highly Evident. This is followed by “Skill in using multimedia, visual aids, and other instructional tools to enhance learning outcomes,” which ranked 2nd with a composite weighted mean of 4.65, also interpreted as Highly Evident.

The indicator “Ability to modify or tailor materials to suit diverse learners and classroom contexts” ranked 3rd, obtaining a composite weighted mean of 4.61. Meanwhile, “Confidence in choosing textbooks, references, and teaching aids that align with lesson objectives and student needs” ranked 4th, with a composite weighted mean of 4.53. Lastly, “Assurance in providing materials that guide students to explore, research, and learn autonomously” ranked 5th, with a composite weighted mean of 4.43. All five indicators obtained a verbal interpretation of Highly Evident based on their composite weighted means. Overall, the dimension obtained a composite weighted mean of 4.59, interpreted as Highly Evident.

The findings indicate that the respondents demonstrate strong competence and confidence in selecting, developing, adapting, and utilizing instructional and reference materials that support the teaching and learning process. Their responses reflect the ability to select appropriate resources, modify materials according to diverse learner needs, utilize multimedia and visual aids, and organize instructional resources in ways that facilitate learning.

The consistently high evaluations across the indicators further suggest that the effective provision and utilization of instructional materials are well-established practices among the respondents. In particular, the high rating given to the preparation and structuring of instructional resources emphasizes the importance of presenting learning materials in an organized, accessible, and learner-centered manner.

Overall, the findings indicate that self-efficacy in the provision and utilization of instructional or reference materials is Highly Evident among the respondents. This suggests that they possess a strong level of confidence in using appropriate instructional resources to support learner engagement, understanding, and meaningful learning experiences in Public Elementary Schools in the Division of Mandaluyong City.

Institutional/Organizational Policies

Table 10. *Assessment on the Institutional/Organizational Policies*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean	Rank	
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence in interpreting rules, regulations, and guidelines established by the school and education division.	4.50	HE	4.89	HE	4.47	HE	4.62	HE	4
2. Ability to apply instructional policies consistently within classroom management and teaching activities.	4.61	HE	4.89	HE	4.43	HE	4.64	HE	2
3. Assurance in following instructions and requirements from supervisors and school heads regarding curriculum and reporting.	4.33	HE	4.72	HE	4.24	HE	4.43	HE	3
4. Capability to help learners understand and follow school rules and expectations.	4.78	HE	4.72	HE	4.45	HE	4.65	HE	1
5. Proficiency in adjusting teaching strategies and routines to align with new or updated institutional policies.	4.61	HE	4.72	HE	4.48	HE	4.60	HE	5
Overall Weighted Mean	4.57	HE	4.79	HE	4.41	HE	4.59	HE	

With regard to the data on institutional or organizational policies, this component of self-efficacy is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.57, 4.79, and 4.41.

Looking at the overall results, the leading indicator is “Capability to help learners understand and follow school rules and expectations,” which ranked 1st with a composite weighted mean of 4.65, interpreted as Highly Evident. This is followed by “Ability to apply instructional policies consistently within classroom management and teaching activities,” which ranked 2nd with a composite weighted mean of 4.64, also interpreted as Highly Evident.

The indicator “Assurance in following instructions and requirements from supervisors and school heads regarding curriculum and reporting” ranked 3rd, obtaining a composite weighted mean of 4.43. Meanwhile, “Confidence in interpreting rules, regulations, and guidelines established by the school and education division” ranked 4th, with a composite weighted mean of 4.62. Lastly, “Proficiency in adjusting teaching strategies and routines to align with new or updated institutional policies” ranked 5th, with a composite weighted mean of 4.60. Overall, the dimension obtained a composite weighted mean of 4.59, interpreted as Highly Evident.

The findings suggest that supervisors, school heads, and teachers demonstrate a strong level of confidence and competence in understanding, implementing, and complying with institutional or organizational policies. The results reflect their ability to interpret established rules and regulations, consistently apply instructional policies, comply with curriculum and reporting requirements, assist learners in understanding school expectations, and adjust teaching practices in response to new or updated policies.

The consistently high ratings across all indicators further indicate that awareness of and adherence to institutional policies are well-established among the respondents. Such practices are essential in

promoting consistency in school operations, maintaining an orderly learning environment, and supporting the effective implementation of instructional and administrative requirements.

In summary, the findings indicate that self-efficacy in relation to institutional or organizational policies is Highly Evident among the respondents. This reflects their confidence in implementing and adapting to institutional guidelines and in supporting a structured and policy-responsive learning environment in Public Elementary Schools in the Division of Mandaluyong City.

Interpersonal Relationship

Table 11. *Assessment on the Interpersonal Relationship*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean	Rank	
	WM	VI	WM	VI	WM	VI		WM	VI
1. Confidence in establishing trust, respect, and rapport with learners.	4.61	HE	5.00	HE	4.42	HE	4.68	HE	1
2. Ability to work effectively with fellow educators and school personnel to achieve shared goals.	4.50	HE	4.67	HE	4.55	HE	4.57	HE	3
3. Assurance in engaging parents constructively regarding student progress, concerns, and school activities.	4.67	HE	5.00	HE	4.33	HE	4.67	HE	2
4. Competence in addressing misunderstandings or disputes among students, peers, or parents without escalating tensions.	4.33	HE	4.89	HE	4.35	HE	4.52	HE	4
5. Confidence in creating an environment where positive interactions, empathy, and cooperation are encouraged.	4.22	HE	5.00	HE	4.00	E	4.41	HE	5
Overall Weighted Mean	4.47	HE	4.91	HE	4.33	HE	4.57	HE	

In relation to the data on interpersonal relationships, this domain of self-efficacy is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.47, 4.91, and 4.33.

Examining the overall results, the highest-rated indicator is “Confidence in establishing trust, respect, and rapport with learners,” which ranked 1st with a composite weighted mean of 4.68, interpreted as Highly Evident. This is followed by “Assurance in engaging parents constructively regarding student progress, concerns, and school activities,” which ranked 2nd with a composite weighted mean of 4.67, also interpreted as Highly Evident.

The indicator “Ability to work effectively with fellow educators and school personnel to achieve shared goals” ranked 3rd, obtaining a composite weighted mean of 4.57. Meanwhile, “Competence in addressing misunderstandings or disputes among students, peers, or parents without escalating tensions” ranked 4th, with a composite weighted mean of 4.52. Lastly, “Confidence in creating an environment where positive interactions, empathy, and cooperation are encouraged” ranked 5th, obtaining a composite weighted mean of 4.41. Overall, the domain obtained a composite weighted mean of 4.57, interpreted as Highly Evident.

The findings indicate that the respondents demonstrate strong confidence in establishing and maintaining positive interpersonal relationships within the school community. They reflect the respondents’

capacity to build trust and rapport with learners, collaborate effectively with colleagues, engage parents constructively, manage interpersonal conflicts, and foster an environment characterized by empathy and cooperation.

The consistently high composite ratings across the indicators suggest that interpersonal relationship self-efficacy is well-developed among the respondents. Notably, the highest rating for establishing trust, respect, and rapport with learners highlights the importance placed on positive teacher-learner relationships. Likewise, the high rating for constructive parental engagement reflects the respondents' confidence in maintaining productive communication between the school and learners' families.

Overall, the findings indicate that interpersonal relationship self-efficacy is Highly Evident among the respondents. This reflects their confidence in developing collaborative, respectful, and supportive relationships that contribute to a positive learning environment in Public Elementary Schools in the Division of Mandaluyong City.

Individual Support

Table 12. *Assessment on the Individual Support*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence in recognizing the academic, social, and emotional requirements of each student.	4.44	HE	4.72	HE	4.35	HE	4.50	HE	3
2. Ability to adjust teaching approaches to address specific challenges faced by learners.	4.44	HE	4.67	HE	4.39	HE	4.50	HE	3
3. Skill in tracking individual student performance and adjusting support strategies accordingly.	4.39	HE	4.83	HE	4.27	HE	4.50	HE	3
4. Capability to inspire confidence, persistence, and engagement in learning.	4.61	HE	4.56	HE	4.39	HE	4.52	HE	1
5. Proficiency in linking learners to additional academic or support services when necessary.	4.44	HE	4.61	HE	4.28	HE	4.44	HE	5
Overall Weighted Mean	4.47	HE	4.68	HE	4.33	HE	4.49	HE	

Pertaining to the data on individual support, this dimension of self-efficacy is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as manifested by their respective overall weighted means of 4.47, 4.68, and 4.33.

Considering the composite results, the highest-rated indicator is "Capability to inspire confidence, persistence, and engagement in learning," which ranked 1st with a composite weighted mean of 4.52, interpreted as Highly Evident. The indicators "Confidence in recognizing the academic, social, and emotional requirements of each student," "Ability to adjust teaching approaches to address specific challenges faced by learners," and "Skill in tracking individual student performance and adjusting support strategies accordingly" obtained identical composite weighted means of 4.50 and were therefore tied at 3rd rank, with all three interpreted as Highly Evident.

Lastly, “Proficiency in linking learners to additional academic or support services when necessary” ranked 5th, obtaining a composite weighted mean of 4.44, also interpreted as Highly Evident. Overall, the individual support dimension obtained a composite weighted mean of 4.49, interpreted as Highly Evident.

The findings demonstrate that the respondents possess a strong level of confidence in providing individualized support that addresses learners’ diverse academic, social, and emotional needs. In particular, the highest-rated indicator reflects their confidence in inspiring learners to develop persistence, engagement, and confidence in the learning process. The results also indicate their capacity to recognize individual learner needs, adjust teaching approaches in response to specific challenges, and monitor student performance to determine appropriate support strategies.

Furthermore, the consistently high ratings across all indicators suggest that individualized attention and learner-centered support are evident practices among the respondents. Their ability to connect learners with additional academic or support services when necessary further reflects an awareness that some learner needs may require assistance beyond regular classroom instruction.

In summary, the findings indicate that individual support self-efficacy is Highly Evident among the respondents. This reflects their confidence in providing responsive and individualized assistance that supports learners’ academic progress, engagement, and overall development in Public Elementary Schools in the Division of Mandaluyong City.

Communication and Relationship Support

Table 13. *Assessment on the Communication and Relationship Support*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Confidence in conveying instructions, feedback, and ideas clearly to students, colleagues, and parents.	4.39	HE	4.83	HE	4.21	HE	4.47	HE	3
2. Ability to attentively understand and respond to concerns, questions, or feedback from others.	4.56	HE	4.61	HE	4.48	HE	4.55	HE	2
3. Skill in promoting respectful and cooperative behavior among students and staff.	4.56	HE	4.72	HE	4.58	HE	4.62	HE	1
4. Capability to develop and sustain constructive, professional connections with colleagues, administrators, and parents.	4.28	HE	4.83	HE	4.00	E	4.37	HE	4
5. Proficiency in resolving misunderstandings or disputes while maintaining a supportive environment for learning and work.	4.17	E	4.78	HE	4.00	E	4.32	HE	5
Overall Weighted Mean	4.39	HE	4.75	HE	4.25	HE	4.47	HE	

In terms of the data on communication and relationship support, this facet of self-efficacy is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as indicated by their respective overall weighted means of 4.39, 4.75, and 4.25.

Analyzing the overall outcomes, the leading indicator is “Skill in promoting respectful and cooperative behavior among students and staff,” which ranked 1st with a composite weighted mean of 4.62.

Next is “Ability to attentively understand and respond to concerns, questions, or feedback from others,” which ranked 2nd with a composite weighted mean of 4.55. Subsequently, “Confidence in conveying instructions, feedback, and ideas clearly to students, colleagues, and parents” ranked 3rd, with a composite weighted mean of 4.47. The indicator “Capability to develop and sustain constructive, professional connections with colleagues, administrators, and parents” ranked 4th, with a composite weighted mean of 4.37. Lastly, “Proficiency in resolving misunderstandings or disputes while maintaining a supportive environment for learning and work” ranked 5th, with a composite weighted mean of 4.32. The overall composite weighted mean of 4.47 is interpreted as Highly Evident.

This suggests that school personnel demonstrate strong communication skills and the ability to maintain positive professional relationships within the educational community. It reflects their competence in fostering mutual respect, active listening, and collaboration among stakeholders. The consistently high ratings indicate that effective communication and relationship-building practices are evident among the respondents. These findings highlight the importance of clear communication and supportive interactions in enhancing teaching effectiveness and organizational harmony. Overall, the results indicate that communication and relationship support contribute to maintaining a productive and inclusive school environment.

Table 14. *Summary on the Assessment of the Self-Efficacy in Public Elementary Schools in the Division of Mandaluyong City*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
Classroom Management	4.50	HE	4.79	HE	4.37	HE	4.55	HE	4
Provided Instructional or Reference Materials	4.58	HE	4.84	HE	4.34	HE	4.59	HE	1.5
Institutional/Organizational Policies	4.57	HE	4.79	HE	4.41	HE	4.59	HE	1.5
Interpersonal Relationship	4.47	HE	4.91	HE	4.33	HE	4.57	HE	3
Individual Support	4.47	HE	4.68	HE	4.33	HE	4.49	HE	5
Communication and Relationship Support	4.39	HE	4.75	HE	4.25	HE	4.47	HE	6
Overall Weighted Mean	4.50	HE	4.79	HE	4.34	HE	4.54	HE	

With respect to the summary data on self-efficacy, this construct is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.50, 4.79, and 4.34.

Taking into account the overall composite results, the highest-ranked areas are “Provided Instructional or Reference Materials” and “Institutional/Organizational Policies,” which are tied at Rank 1.5, both obtaining a composite weighted mean of 4.59. This is followed by “Interpersonal Relationship,” which ranked 3rd with a composite weighted mean of 4.57.

Subsequently, “Classroom Management” ranked 4th, obtaining a composite weighted mean of 4.55. “Individual Support” ranked 5th with a composite weighted mean of 4.49, while “Communication and Relationship Support” ranked 6th, with a composite weighted mean of 4.47.

Overall, self-efficacy is Highly Evident among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by the overall composite weighted mean of 4.54.

The findings indicate that educators and school leaders consistently demonstrate strong self-efficacy across various professional domains. This reflects their confidence in managing classrooms,

utilizing instructional materials, adhering to institutional policies, fostering interpersonal relationships, providing individualized support, and maintaining effective communication. The consistently high ratings across all areas suggest that self-efficacy is evident in their professional practices. These findings underscore the importance of competence, adaptability, and collaboration in effective teaching and school management.

Similarly, Cabaron and Oco (2023) explored the motivational factors influencing job satisfaction among elementary teachers. Their descriptive-correlational study showed that professional development opportunities are among the factors associated with teacher satisfaction. Furthermore, positive collegial relationships and a collaborative school culture emerged as important elements that enhance motivation and emotional well-being. These findings emphasize that job satisfaction may be influenced not only by material incentives but also by opportunities for professional growth and meaningful professional relationships.

Subproblem No. 2. Is there any significant difference among the assessments of the three groups of respondents using the above-mentioned variables?

The following data present the comparison among the assessments of the respondents on self-efficacy in Public Elementary Schools in the Division of Mandaluyong City.

Table 15. *Comparison among the assessments of the respondents on the Self-efficacy in Public Elementary Schools in the Division of Mandaluyong City*

Area	Source	SS	df	MS	F-value	P-value	Decision	VI
Classroom Management	Between	0.4650	2	0.2325	9.5087	0.0034	Reject H_0	Significant
	Within	0.2934	12	0.0245	—	—	—	—
Provided Instructional or Reference Materials	Between	0.6407	2	0.3203	8.2191	0.0056	Reject H_0	Significant
	Within	0.4677	12	0.0390	—	—	—	—
Institutional/Organizational Policies	Between	0.3538	2	0.1769	11.5537	0.0016	Reject H_0	Significant
	Within	0.1837	12	0.0153	—	—	—	—
Interpersonal Relationship	Between	0.9269	2	0.4634	14.2380	0.0007	Reject H_0	Significant
	Within	0.3906	12	0.0326	—	—	—	—
Individual Support	Between	0.2986	2	0.1493	20.9476	0.0001	Reject H_0	Significant
	Within	0.0855	12	0.0071	—	—	—	—
Communication and Relationship Support	Between	0.6668	2	0.3334	9.0781	0.0040	Reject H_0	Significant
	Within	0.4407	12	0.0367	—	—	—	—

Critical value at $\alpha = 0.05$: 3.89

Classroom Management. The computed F-value of 9.5087, with a p-value of 0.0034, indicates a significant difference among the assessments of supervisors, school heads, and teachers. Since the p-value is less than 0.05, the null hypothesis is rejected.

Provided Instructional or Reference Materials. The computed F-value of 8.2191, with a p-value of 0.0056, indicates a significant difference among the assessments of the three groups. This implies that supervisors, school heads, and teachers differ in their assessments of the provided instructional or reference materials.

Institutional/Organizational Policies. The computed F-value of 11.5537, with a p-value of 0.0016, indicates a significant difference among the assessments of the respondents. This suggests that the three groups differ in their assessments of institutional or organizational policies.

Interpersonal Relationship. The computed F-value of 14.2380, with a p-value of 0.0007, indicates a significant difference among the assessments of supervisors, school heads, and teachers regarding interpersonal relationships.

Individual Support. The computed F-value of 20.9476, with a p-value of 0.0001, indicates a significant difference among the assessments of the three groups regarding individual support.

Communication and Relationship Support. The computed F-value of 9.0781, with a p-value of 0.0040, indicates a significant difference among the assessments of supervisors, school heads, and teachers regarding communication and relationship support.

All computed F-values for the six dimensions—Classroom Management (9.5087), Provided Instructional or Reference Materials (8.2191), Institutional/Organizational Policies (11.5537), Interpersonal Relationship (14.2380), Individual Support (20.9476), and Communication and Relationship Support (9.0781)—exceed the critical value of 3.89. Likewise, all corresponding p-values are less than the 0.05 level of significance. Therefore, the null hypothesis is rejected for all six dimensions.

Overall, the results indicate significant differences among the assessments of supervisors, school heads, and teachers across all dimensions of self-efficacy in Public Elementary Schools in the Division of Mandaluyong City. Among the dimensions, Individual Support obtained the highest F-value of 20.9476, while Provided Instructional or Reference Materials obtained the lowest F-value of 8.2191; nevertheless, both results are statistically significant.

Table 16. *Post-Hoc Pairwise Comparison on the Self-efficacy in Public Elementary Schools in the Division of Mandaluyong City*

Area	Groups	Tk-Test	Verbal Interpretation
Classroom Management	Supervisors – School Heads	4.1185	Significant
	Supervisors – Teachers	1.9162	Not Significant
	School Heads – Teachers	6.0347	Significant
Provided Instructional or Reference Materials	Supervisors – School Heads	3.0129	Not Significant
	Supervisors – Teachers	2.7184	Not Significant
	School Heads – Teachers	5.7313	Significant
Institutional/Organizational Policies	Supervisors – School Heads	4.0119	Significant
	Supervisors – Teachers	2.7469	Not Significant
	School Heads – Teachers	6.7588	Significant
Interpersonal Relationship	Supervisors – School Heads	5.5277	Significant
	Supervisors – Teachers	1.6856	Not Significant
	School Heads – Teachers	7.2133	Significant
Individual Support	Supervisors – School Heads	5.6683	Significant
	Supervisors – Teachers	3.3904	Not Significant
	School Heads – Teachers	9.0587	Significant

Area	Groups	Tk-Test	Verbal Interpretation
Communication and Relationship Support	Supervisors – School Heads	4.2238	Significant
	Supervisors – Teachers	1.6102	Not Significant
	School Heads – Teachers	5.8340	Significant

Tukey-Kramer Pairwise Comparisons Critical Value ($\alpha = 0.05$, 3, 15) = 3.673

In relation to the data, Table 16 presents the post-hoc pairwise comparison of self-efficacy among respondents in Public Elementary Schools in the Division of Mandaluyong City.

Classroom Management. The post-hoc analysis reveals a significant difference between supervisors and school heads (Tk = 4.1185), as well as between school heads and teachers (Tk = 6.0347). However, no significant difference exists between supervisors and teachers (Tk = 1.9162). This indicates that school heads differ in their assessment of classroom management self-efficacy compared with the other two groups.

Provided Instructional or Reference Materials. No significant differences are observed between supervisors and school heads (Tk = 3.0129) and between supervisors and teachers (Tk = 2.7184). However, a significant difference exists between school heads and teachers (Tk = 5.7313). This suggests that school heads and teachers differ in their perceptions regarding instructional and reference materials.

Institutional/Organizational Policies. The findings show significant differences between supervisors and school heads (Tk = 4.0119) and between school heads and teachers (Tk = 6.7588). Meanwhile, supervisors and teachers do not significantly differ (Tk = 2.7469). This indicates that school heads differ from the other respondent groups in their assessments of institutional and organizational policies.

Interpersonal Relationship. A significant difference is evident between supervisors and school heads (Tk = 5.5277) and between school heads and teachers (Tk = 7.2133). Conversely, no significant difference exists between supervisors and teachers (Tk = 1.6856). This indicates that school heads differ from the other two groups in their assessments of interpersonal relationships within the school environment.

Individual Support. The results indicate significant differences between supervisors and school heads (Tk = 5.6683) and between school heads and teachers (Tk = 9.0587). However, supervisors and teachers do not significantly differ (Tk = 3.3904). This suggests that school heads assess individual support differently from supervisors and teachers.

Communication and Relationship Support. Significant differences are found between supervisors and school heads (Tk = 4.2238) and between school heads and teachers (Tk = 5.8340). In contrast, supervisors and teachers show no significant difference (Tk = 1.6102). This indicates that school heads differ from the other groups in their assessments of communication and relationship support.

Overall, the Tukey-Kramer post-hoc analysis shows that significant differences are generally observed between school heads and the other respondent groups across the self-efficacy dimensions. In contrast, supervisors and teachers generally show no significant differences in their assessments.

The findings indicate differences in the assessments of self-efficacy according to respondent group, particularly involving school heads. These results highlight the importance of considering the perspectives of the different respondent groups when examining self-efficacy in Public Elementary Schools in the Division of Mandaluyong City.

Subproblem No. 3. How do the three groups of respondents assess teachers' job satisfaction in terms of:

Working Environment

Table 17. *Assessment on the Working Environment*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Ability of the learning spaces to support effective teaching, student engagement, and overall comfort.	4.28	HS	4.50	HS	5.00	HS	4.59	HS	1
2. Opportunities to utilize textbooks, instructional tools, and technology that enhance lesson delivery.	4.28	HS	4.33	HS	5.00	HS	4.54	HS	3
3. Effectiveness of school protocols in ensuring a secure environment for personnel and students.	4.22	HS	4.50	HS	5.00	HS	4.57	HS	2
4. Quality of collaboration, encouragement, and professional interactions among educators and school leadership.	4.17	S	4.17	S	5.00	HS	4.45	HS	5
5. Standard of cleanliness, order, and functional upkeep of classrooms and common areas that promote a productive learning environment.	4.22	HS	4.33	HS	5.00	HS	4.52	HS	4
Overall Weighted Mean	4.23	HS	4.37	HS	5.00	HS	4.53	HS	

Legend:

- 5 — 4.20–5.00 — Highly Satisfied (HS)
- 4 — 3.40–4.19 — Satisfied (S)
- 3 — 2.60–3.39 — Moderately Satisfied (MS)
- 2 — 1.80–2.59 — Least Satisfied (LS)
- 1 — 1.00–1.79 — Not Satisfied (NS)

In relation to the data on the working environment, the level of satisfaction is Highly Satisfied among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.23, 4.37, and 5.00.

Examining the composite results, the leading indicator is “Ability of the learning spaces to support effective teaching, student engagement, and overall comfort,” which ranked 1st with a composite weighted mean of 4.59. This is followed by “Effectiveness of school protocols in ensuring a secure environment for personnel and students,” which ranked 2nd with a composite weighted mean of 4.57. Next is “Opportunities to utilize textbooks, instructional tools, and technology that enhance lesson delivery,” which ranked 3rd with a composite weighted mean of 4.54.

Subsequently, “Standard of cleanliness, order, and functional upkeep of classrooms and common areas that promote a productive learning environment” ranked 4th with a composite weighted mean of 4.52.

Lastly, “Quality of collaboration, encouragement, and professional interactions among educators and school leadership” ranked 5th, with a composite weighted mean of 4.45. All composite weighted means are interpreted as Highly Satisfied.

The overall composite weighted mean of 4.53 is interpreted as Highly Satisfied.

The findings indicate that the respondents are generally highly satisfied with the working environment in their schools. This reflects favorable conditions in terms of learning spaces, safety protocols, instructional resources, professional interactions, and the cleanliness and maintenance of school facilities. Overall, the results indicate that the working environment provides conditions that support teaching and learning processes in Public Elementary Schools in the Division of Mandaluyong City.

Workload

Table 18. *Assessment on the Workload*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Ability to handle classroom instruction, lesson planning, and student assessments without feeling overwhelmed.	3.94	S	4.72	HS	5.00	HS	4.55	HS	1
2. Level of ease in completing reports, documentation, and other nonteaching duties alongside instructional responsibilities.	3.89	S	4.17	S	5.00	HS	4.35	HS	4
3. Fairness and clarity in how tasks, projects, and responsibilities are assigned among school personnel.	4.06	S	4.33	HS	4.00	S	4.13	S	5
4. Adequacy of available time to plan lessons, conduct teaching, and provide individual support to learners.	4.00	S	4.56	HS	5.00	HS	4.52	HS	3
5. Capacity to adjust and prioritize tasks to meet instructional, administrative, and extracurricular responsibilities effectively.	4.11	S	4.50	HS	5.00	HS	4.54	HS	2
Overall Weighted Mean	4.00	S	4.46	HS	4.80	HS	4.42	HS	

With regard to the data on workload, the level of satisfaction is Highly Satisfied among school heads and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.46 and 4.80. In contrast, supervisors rated the workload as Satisfied, with an overall weighted mean of 4.00.

Analyzing the composite results, the leading indicator is “Ability to handle classroom instruction, lesson planning, and student assessments without feeling overwhelmed,” which ranked 1st with a composite weighted mean of 4.55. This is followed by “Capacity to adjust and prioritize tasks to meet instructional, administrative, and extracurricular responsibilities effectively,” which ranked 2nd with a composite weighted mean of 4.54. Next is “Adequacy of available time to plan lessons, conduct teaching, and provide individual support to learners,” which ranked 3rd with a composite weighted mean of 4.52.

The indicator “Level of ease in completing reports, documentation, and other nonteaching duties alongside instructional responsibilities” ranked 4th with a composite weighted mean of 4.35. Lastly, “Fairness and clarity in how tasks, projects, and responsibilities are assigned among school personnel”

ranked 5th, with a composite weighted mean of 4.13, interpreted as Satisfied. The overall composite weighted mean of 4.42 is interpreted as Highly Satisfied.

The findings indicate that respondents generally perceive their workload conditions as manageable, particularly in handling instructional responsibilities and prioritizing tasks. However, the comparatively lower rating for fairness and clarity in task assignment suggests that workload distribution may require further attention. Overall, the results indicate that respondents are Highly Satisfied with the workload conditions in Public Elementary Schools in the Division of Mandaluyong City.

Salary and Recognition

Table 19. *Assessment on the Salary and Recognition*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Perception of whether financial remuneration fairly reflects responsibilities and workload.	4.22	HS	4.56	HS	4.00	S	4.26	HS	5
2. Reliability of receiving salaries, allowances, and other benefits on schedule.	4.39	HS	4.33	HS	5.00	HS	4.57	HS	1
3. Availability of promotions, increments, and professional growth linked to performance.	4.44	HS	4.39	HS	4.00	S	4.28	HS	4
4. Frequency and meaningfulness of recognition for accomplishments, innovations, or contributions to the school.	4.17	S	4.22	HS	4.48	HS	4.29	HS	3
5. Fairness in the distribution of bonuses, awards, and incentives among school personnel.	4.44	HS	4.39	HS	4.34	HS	4.39	HS	2
Overall Weighted Mean	4.33	HS	4.38	HS	4.36	HS	4.36	HS	

In relation to the data on salary and recognition, the level of satisfaction is Highly Satisfied among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by their respective overall weighted means of 4.33, 4.38, and 4.36.

Examining the composite results, the leading indicator is “Reliability of receiving salaries, allowances, and other benefits on schedule,” which ranked 1st with a composite weighted mean of 4.57. This is followed by “Fairness in the distribution of bonuses, awards, and incentives among school personnel,” which ranked 2nd with a composite weighted mean of 4.39. Next is “Frequency and meaningfulness of recognition for accomplishments, innovations, or contributions to the school,” which ranked 3rd with a composite weighted mean of 4.29.

Subsequently, “Availability of promotions, increments, and professional growth linked to performance” ranked 4th with a composite weighted mean of 4.28. Lastly, “Perception of whether financial remuneration fairly reflects responsibilities and workload” ranked 5th, with a composite weighted mean of 4.26. All five composite weighted means are interpreted as Highly Satisfied.

The overall composite weighted mean of 4.36 is interpreted as Highly Satisfied.

The findings indicate that respondents are generally highly satisfied with salary and recognition. The highest assessment was given to the reliability of receiving salaries, allowances, and other benefits on

schedule, while the lowest was given to whether financial remuneration fairly reflects responsibilities and workload. Overall, the results show a high level of satisfaction with salary and recognition among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City.

Work-life Balance

Table 20. *Assessment on the Work-life Balance*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Capacity to fulfill teaching duties while maintaining personal and family commitments.	4.33	HS	4.33	HS	4.29	HS	4.32	HS	2
2. Opportunities to adjust work hours or responsibilities to accommodate personal needs without compromising job performance.	4.00	S	4.33	HS	4.00	S	4.11	S	3
3. Effectiveness in handling professional demands without excessive stress or burnout.	4.06	S	4.06	S	4.00	S	4.04	S	5
4. Availability of guidance, resources, or policies that facilitate a healthy balance between work and personal life.	4.00	S	4.17	S	4.00	S	4.06	S	4
5. Opportunities to pursue hobbies, further education, or self-care alongside teaching responsibilities.	4.06	S	4.33	HS	4.61	HS	4.33	HS	1
Overall Weighted Mean	4.09	S	4.24	HS	4.18	S	4.17	S	

In relation to the data on work-life balance, school heads are Highly Satisfied, with an overall weighted mean of 4.24. Meanwhile, supervisors and teachers are Satisfied, with respective overall weighted means of 4.09 and 4.18. Overall, these results show that the level of satisfaction with work-life balance ranges from Satisfied to Highly Satisfied among respondents in Public Elementary Schools in the Division of Mandaluyong City.

Reviewing the composite results, the leading indicator is “Opportunities to pursue hobbies, further education, or self-care alongside teaching responsibilities,” which ranked 1st with a composite weighted mean of 4.33, interpreted as Highly Satisfied. This is followed by “Capacity to fulfill teaching duties while maintaining personal and family commitments,” which ranked 2nd with a composite weighted mean of 4.32, also interpreted as Highly Satisfied.

The indicator “Opportunities to adjust work hours or responsibilities to accommodate personal needs without compromising job performance” ranked 3rd, with a composite weighted mean of 4.11, interpreted as Satisfied. This is followed by “Availability of guidance, resources, or policies that facilitate a healthy balance between work and personal life,” which ranked 4th with a composite weighted mean of 4.06, interpreted as Satisfied. Lastly, “Effectiveness in handling professional demands without excessive stress or burnout” ranked 5th, with a composite weighted mean of 4.04, likewise interpreted as Satisfied.

The overall composite weighted mean of 4.17 is interpreted as Satisfied.

The findings indicate that respondents are generally satisfied with their work-life balance. The highest assessment was given to opportunities to pursue hobbies, further education, or self-care alongside teaching responsibilities, while the lowest was given to handling professional demands without excessive

stress or burnout. Overall, the results indicate a generally satisfactory level of work-life balance among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City.

Table 21. *Summary on the Assessment of the Job Satisfaction of Teachers*

Indicators	Supervisors		School Heads		Teachers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
Working Environment	4.23	HS	4.37	HS	5.00	HS	4.53	HS	1
Workload	4.00	S	4.46	HS	4.80	HS	4.42	HS	2
Salary and Recognition	4.33	HS	4.38	HS	4.36	HS	4.36	HS	3
Work-Life Balance	4.09	S	4.24	HS	4.18	S	4.17	S	4
Overall Weighted Mean	4.16	S	4.36	HS	4.59	HS	4.37	HS	

With regard to the summary data on job satisfaction, the level of satisfaction ranges from Satisfied to Highly Satisfied among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City. School heads and teachers obtained overall weighted means of 4.36 and 4.59, respectively, both interpreted as Highly Satisfied. Meanwhile, supervisors obtained an overall weighted mean of 4.16, interpreted as Satisfied.

Looking at the composite results, the leading domain is “Working Environment,” which ranked 1st with a composite weighted mean of 4.53, interpreted as Highly Satisfied. This is followed by “Workload,” which ranked 2nd with a composite weighted mean of 4.42, also interpreted as Highly Satisfied. Next is “Salary and Recognition,” which ranked 3rd with a composite weighted mean of 4.36, interpreted as Highly Satisfied. Lastly, “Work-Life Balance” ranked 4th with a composite weighted mean of 4.17, interpreted as Satisfied.

Overall, the job satisfaction of the respondents is Highly Satisfied, as reflected by the overall composite weighted mean of 4.37.

The findings indicate that respondents generally experience a positive level of job satisfaction across the major dimensions of their professional work. The highest level of satisfaction was observed in the working environment, followed by workload and salary and recognition. In contrast, work-life balance received the lowest composite weighted mean and was interpreted as Satisfied. Overall, the results indicate favorable levels of job satisfaction among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City.

Lastly, Amiang and Salimaco (2024) examined job satisfaction, self-efficacy, and motivation as predictors of mathematics teaching performance. Their findings revealed that self-efficacy and motivation significantly influenced teaching performance, collectively accounting for more than 60 percent of the variance in performance. The study highlighted the importance of sustained professional development, mentoring, and instructional support in enhancing teacher competence and motivation.

Subproblem No. 4. Is there a significant relationship between teachers' self-efficacy and job satisfaction?

Table 22. *Correlation Between Self-Efficacy and Job Satisfaction of Teachers*

Section / Variable	Value / Coefficient	df	SS	MS	F / t Stat	p-value / Significance F	Standard Error	Lower 95%	Upper 95%
Regression Statistics									
Multiple R	0.773	—	—	—	—	—	—	—	—
R Square	0.597	—	—	—	—	—	—	—	—
Adjusted R Square	0.473	—	—	—	—	—	—	—	—
Standard Error	0.066	—	—	—	—	—	—	—	—
Observations	18	—	—	—	—	—	—	—	—
ANOVA									
Regression	—	4	0.083	0.021	4.822	0.013	—	—	—
Residual	—	13	0.056	0.004	—	—	—	—	—
Total	—	17	0.139	—	—	—	—	—	—
Regression Coefficients									
Intercept	-66.707	—	—	—	-2.149	0.051	31.047	-133.781	0.367
Working Environment	-6.637	—	—	—	-3.129	0.008	2.121	-11.219	-2.055
Workload	22.462	—	—	—	3.317	0.006	6.772	7.831	37.092
Salary and Recognition	-0.622	—	—	—	-0.894	0.387	0.696	-2.125	0.881
Work-Life Balance	-0.206	—	—	—	-0.450	0.660	0.459	-1.197	0.784

The regression analysis reveals a moderately strong relationship between the variables included in the model, as indicated by the Multiple R value of 0.773. The R Square value of 0.597 indicates that approximately 59.7 percent of the variation in the dependent variable is explained by the combined contribution of working environment, workload, salary and recognition, and work-life balance. The remaining 40.3 percent of the variation may be associated with other factors not included in the model. The Adjusted R Square of 0.473 indicates that approximately 47.3 percent of the variation is explained by the model after adjustment for the number of predictors.

The ANOVA results show an F-value of 4.822 with a Significance F of 0.013. Since the significance value is less than the 0.05 level of significance, the overall regression model is statistically significant. Thus, the null hypothesis for the overall regression model is rejected.

In terms of the individual predictors, Working Environment obtained a coefficient of -6.637 with a p-value of 0.008, indicating a statistically significant relationship with the dependent variable. The negative coefficient indicates an inverse relationship, holding the other predictors constant. Workload obtained a coefficient of 22.462 with a p-value of 0.006, also indicating a statistically significant relationship. Its positive coefficient indicates a positive relationship with the dependent variable, holding the other predictors constant.

On the other hand, Salary and Recognition obtained a coefficient of -0.622 with a p-value of 0.387, while Work-Life Balance obtained a coefficient of -0.206 with a p-value of 0.660. Since both p-values are

greater than 0.05, these two variables are not statistically significant individual predictors in the regression model.

Overall, the regression model is statistically significant. Among the four predictors, Working Environment and Workload show statistically significant relationships with the dependent variable, whereas Salary and Recognition and Work-Life Balance do not show statistically significant individual relationships when the other variables in the model are held constant.

More recent studies further reinforce the relationship between teacher self-efficacy and job satisfaction. Sasan et al. (2024) examined these constructs among teachers and reported relationships involving self-efficacy dimensions and job satisfaction. Such findings provide additional context for examining how teachers' perceptions of their professional capabilities may relate to their satisfaction with their work.

Subproblem No. 5. What are the challenges encountered by the respondents relative to self-efficacy and job satisfaction of teachers?

Table 23. *Challenges Encountered as to Self-Efficacy*

Indicators	Supervisors WM	VI	School Heads WM	VI	Teachers WM	VI	Composite WM	VI	Rank
1. Difficulty maintaining discipline when students do not follow classroom rules consistently.	2.94	ME	2.83	ME	4.27	HE	3.35	ME	3.5
2. Struggling to organize lessons and routines that engage all learners effectively.	3.17	ME	2.39	LE	3.79	E	3.11	ME	14.5
3. Challenges in addressing diverse learning styles, abilities, and behavioral issues.	3.17	ME	2.72	ME	4.11	E	3.33	ME	5
4. Problems managing conflicts or unexpected incidents without disrupting instruction.	2.78	ME	3.17	ME	3.98	E	3.31	ME	6
5. Difficulty selecting instructional materials that align with lesson objectives and learners' needs.	2.50	ME	2.56	LE	4.27	HE	3.11	ME	14.5
6. Challenges in adapting or modifying resources to suit diverse classroom contexts.	2.94	ME	2.40	LE	4.02	E	3.12	ME	13
7. Limited ability to integrate multimedia or supplementary tools to enhance learning outcomes.	2.72	ME	2.72	ME	4.11	E	3.19	ME	11
8. Problems understanding and interpreting school rules, regulations, and policies.	2.67	ME	2.28	ME	4.00	E	2.98	ME	19.5
9. Difficulty applying institutional policies consistently in classroom and instructional practices.	2.89	ME	2.28	ME	4.27	HE	3.15	ME	12
10. Challenges adapting teaching strategies when policies are updated or changed.	3.00	ME	2.78	ME	3.84	E	3.21	ME	10

Indicators	Supervisors WM	VI	School Heads WM	VI	Teachers WM	VI	Composite WM	VI	Rank
11. Difficulty building trust and rapport with students.	2.83	ME	2.33	LE	4.06	E	3.07	ME	16
12. Challenges collaborating effectively with colleagues or school staff.	2.72	ME	2.28	LE	3.98	E	2.99	ME	18
13. Problems engaging parents constructively regarding students' progress or concerns.	3.22	ME	2.61	ME	4.22	HE	3.35	ME	3.5
14. Difficulty identifying students' academic, social, or emotional needs.	3.17	ME	2.61	ME	4.02	E	3.27	ME	8
15. Challenges in providing personalized guidance to learners with unique difficulties.	2.89	ME	2.72	ME	4.06	E	3.22	ME	9
16. Limited ability to monitor individual student progress and adjust support strategies.	2.61	ME	2.33	LE	4.00	E	2.98	ME	19.5
17. Difficulty conveying instructions, feedback, or ideas clearly to students, colleagues, or parents.	2.67	ME	2.56	LE	5.00	HE	3.41	ME	1
18. Challenges actively listening and responding to concerns or feedback.	2.72	ME	2.39	LE	4.00	HE	3.04	ME	17
19. Problems promoting respectful and cooperative interactions among students or staff.	2.61	ME	2.28	LE	5.00	HE	3.30	ME	7
20. Difficulty mediating conflicts while maintaining a supportive and professional environment.	2.72	ME	2.44	LE	5.00	HE	3.39	ME	2
Overall Weighted Mean	2.85	ME	2.53	LE	4.20	HE	3.19	ME	—

Legend:

Option	Range	Interpretation
5	4.20–5.00	Highly Encountered (HE)
4	3.40–4.19	Evident (E)
3	2.60–3.39	Moderately Encountered (ME)
2	1.80–2.59	Least Encountered (LE)
1	1.00–1.79	Not Encountered (NE)

In relation to the data on challenges encountered as to self-efficacy, the challenges are Moderately Encountered among supervisors, Least Encountered among school heads, and Highly Encountered among teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected in their respective overall weighted means of 2.85, 2.53, and 4.20. The overall composite weighted mean of 3.19 is interpreted as Moderately Encountered.

Analyzing the composite results, the most prominent challenge is “Difficulty conveying instructions, feedback, or ideas clearly to students, colleagues, or parents,” which ranked 1st with a composite weighted mean of 3.41. This is followed by “Difficulty mediating conflicts while maintaining a

supportive and professional environment,” which ranked 2nd with a composite weighted mean of 3.39. Two indicators tied at Rank 3.5: “Difficulty maintaining discipline when students do not follow classroom rules consistently” and “Problems engaging parents constructively regarding students’ progress or concerns,” both with a composite weighted mean of 3.35.

Next, “Challenges in addressing diverse learning styles, abilities, and behavioral issues” ranked 5th with a composite weighted mean of 3.33, followed by “Problems managing conflicts or unexpected incidents without disrupting instruction” at 6th with 3.31 and “Problems promoting respectful and cooperative interactions among students or staff” at 7th with 3.30. “Difficulty identifying students’ academic, social, or emotional needs” ranked 8th with 3.27, while “Challenges in providing personalized guidance to learners with unique difficulties” ranked 9th with 3.22.

The remaining indicators obtained composite weighted means ranging from 3.21 to 2.98. The lowest-ranked challenges were “Problems understanding and interpreting school rules, regulations, and policies” and “Limited ability to monitor individual student progress and adjust support strategies,” which tied at Rank 19.5 with composite weighted means of 2.98.

The overall composite weighted mean of 3.19 indicates that challenges related to self-efficacy are Moderately Encountered. This suggests that self-efficacy-related difficulties are present but generally encountered at a moderate level. Communication, conflict management, and instructional clarity emerged among the more prominent concerns. Overall, the findings indicate areas where communication skills, classroom management strategies, and instructional support may be strengthened to address the challenges encountered by school personnel.

Table 24. *Challenges Encountered as to Job Satisfaction*

Indicators	Supervisors	School Heads	Teachers	Composite Weighted Mean	Interpretation	Rank
1. Learning spaces are inadequate or uncomfortable, making teaching and student engagement difficult.	2.39 (LE)	2.72 (ME)	4.27 (HE)	3.13	ME	5.5
2. Limited access to textbooks, instructional tools, or technology hinders effective lesson delivery.	2.33 (LE)	2.33 (LE)	3.79 (E)	2.82	ME	20
3. School safety protocols are insufficient, causing concerns for staff and student security.	2.39 (LE)	2.22 (LE)	4.11 (E)	2.91	ME	17
4. Lack of collaboration, support, or professional interaction among colleagues and school leadership.	2.33 (LE)	2.22 (LE)	3.98 (E)	2.84	ME	19
5. Poor maintenance, disorder, or unclean classrooms and common areas disrupt teaching and learning.	2.78 (ME)	2.00 (LE)	4.27 (HE)	3.02	ME	8
6. Feeling overwhelmed by classroom instruction, lesson planning, and student assessments.	2.78 (ME)	2.56 (LE)	4.02 (E)	3.12	ME	7
7. Difficulty completing reports, documentation, and other administrative tasks alongside teaching responsibilities.	3.06 (ME)	2.22 (LE)	4.11 (E)	3.13	ME	5.5
8. Tasks, projects, or responsibilities are assigned unfairly or without clarity.	2.50 (LE)	2.28 (LE)	4.00 (E)	2.93	ME	14

Indicators	Supervisors	School Heads	Teachers	Composite Weighted Mean	Interpretation	Rank
9. Insufficient time to prepare lessons, teach effectively, or provide individual support to students.	2.22 (LE)	2.39 (LE)	4.27 (HE)	2.96	ME	11
10. Challenges in prioritizing or managing multiple instructional, administrative, and extracurricular responsibilities.	2.72 (ME)	2.39 (LE)	3.84 (E)	2.98	ME	10
11. Financial remuneration does not reflect responsibilities or workload adequately.	2.22 (LE)	2.56 (LE)	4.06 (E)	2.95	ME	12
12. Delays or inconsistencies in receiving salaries, allowances, or benefits.	2.28 (LE)	2.44 (LE)	3.98 (E)	2.90	ME	18
13. Limited opportunities for promotion, increments, or professional growth based on performance.	2.56 (LE)	2.22 (LE)	4.22 (HE)	3.00	ME	9
14. Achievements, contributions, or innovations are rarely recognized or acknowledged.	2.44 (LE)	2.33 (LE)	4.02 (E)	2.93	ME	14
15. Distribution of bonuses, awards, or incentives is perceived as unfair or unequal.	2.17 (LE)	1.94 (LE)	4.64 (HE)	2.92	ME	16
16. Difficulty balancing teaching duties with personal and family commitments.	2.56 (LE)	2.17 (LE)	4.06 (E)	2.93	ME	14
17. Lack of flexibility in adjusting work hours or responsibilities to accommodate personal needs.	2.78 (ME)	2.33 (LE)	5.00 (HE)	3.37	ME	2
18. Experiencing excessive stress or burnout due to professional demands.	2.72 (ME)	2.44 (LE)	5.00 (HE)	3.39	ME	1
19. Insufficient guidance, resources, or policies to support a healthy balance between work and personal life.	2.72 (ME)	2.22 (LE)	5.00 (HE)	3.31	ME	3
20. Limited opportunities for personal development, hobbies, or self-care outside teaching responsibilities.	2.44 (LE)	2.28 (LE)	5.00 (HE)	3.24	ME	4
Overall Weighted Mean	2.52 (LE)	2.31 (LE)	4.28 (HE)	3.04	ME	—

Table 24 presents the challenges encountered as to job satisfaction among supervisors, school heads, and teachers in Public Elementary Schools in the Division of Mandaluyong City. The findings reveal an overall composite weighted mean of 3.04, verbally interpreted as Moderately Encountered (ME). This indicates that, collectively, challenges related to job satisfaction are present among the respondents but are encountered at a moderate level.

Among the three groups of respondents, teachers registered the highest overall weighted mean of 4.28, interpreted as Highly Encountered (HE). In contrast, supervisors obtained an overall weighted mean of 2.52, while school heads recorded 2.31, both interpreted as Least Encountered (LE). These results

indicate considerable differences in how the three groups perceive and experience challenges related to job satisfaction.

Among the indicators, “Experiencing excessive stress or burnout due to professional demands” ranked first, with a composite weighted mean of 3.39, interpreted as Moderately Encountered. This was followed by “Lack of flexibility in adjusting work hours or responsibilities to accommodate personal needs,” which ranked second with a composite weighted mean of 3.37. “Insufficient guidance, resources, or policies to support a healthy balance between work and personal life” ranked third with a composite weighted mean of 3.31, while “Limited opportunities for personal development, hobbies, or self-care outside teaching responsibilities” ranked fourth with a composite weighted mean of 3.24.

“Learning spaces are inadequate or uncomfortable, making teaching and student engagement difficult” and “Difficulty completing reports, documentation, and other administrative tasks alongside teaching responsibilities” tied for the fifth and sixth ranks, both obtaining a composite weighted mean of 3.13. These were followed by “Feeling overwhelmed by classroom instruction, lesson planning, and student assessments,” which ranked seventh with a composite weighted mean of 3.12.

“Poor maintenance, disorder, or unclean classrooms and common areas disrupt teaching and learning” ranked eighth with a composite weighted mean of 3.02, while “Limited opportunities for promotion, increments, or professional growth based on performance” ranked ninth with a composite weighted mean of 3.00. “Challenges in prioritizing or managing multiple instructional, administrative, and extracurricular responsibilities” ranked tenth with a composite weighted mean of 2.98.

“Insufficient time to prepare lessons, teach effectively, or provide individual support to students” ranked eleventh with a composite weighted mean of 2.96. This was followed by “Financial remuneration does not reflect responsibilities or workload adequately,” which ranked twelfth with a composite weighted mean of 2.95.

Three indicators tied at ranks 13th to 15th, each obtaining a composite weighted mean of 2.93. These were “Tasks, projects, or responsibilities are assigned unfairly or without clarity,” “Achievements, contributions, or innovations are rarely recognized or acknowledged,” and “Difficulty balancing teaching duties with personal and family commitments.” “Distribution of bonuses, awards, or incentives is perceived as unfair or unequal” followed in sixteenth place with a composite weighted mean of 2.92.

“School safety protocols are insufficient, causing concerns for staff and student security” ranked seventeenth with a composite weighted mean of 2.91, while “Delays or inconsistencies in receiving salaries, allowances, or benefits” ranked eighteenth with a composite weighted mean of 2.90. “Lack of collaboration, support, or professional interaction among colleagues and school leadership” ranked nineteenth with a composite weighted mean of 2.84. Finally, “Limited access to textbooks, instructional tools, or technology hinders effective lesson delivery” ranked twentieth with a composite weighted mean of 2.82.

Overall, the findings indicate that challenges encountered as to job satisfaction are moderately encountered among the respondents in Public Elementary Schools in the Division of Mandaluyong City, as reflected by the overall composite weighted mean of 3.04. The highest-ranked concerns are associated with stress or burnout, flexibility in work arrangements, work-life balance, and opportunities for personal development. Meanwhile, concerns related to access to instructional resources, collaboration and professional interaction, and delays or inconsistencies in compensation and benefits received comparatively lower composite weighted means.

These findings suggest that although the identified challenges are generally encountered at a moderate level, particular attention may be given to concerns involving professional stress, workload demands, flexibility, and work-life balance. Strengthening organizational support systems, providing appropriate resources, and promoting practices that support employees’ professional and personal well-being may contribute to improved job satisfaction and sustained effectiveness and motivation.

The findings are consistent with the study of Tacbalan et al. (2023), which reported that teachers’ job satisfaction and self-efficacy are influenced by organizational and leadership support. Recognition,

administrative encouragement, and opportunities for professional development were identified as important contributors to job satisfaction, while confidence in classroom management and instructional strategies strengthened teacher self-efficacy. The study further emphasized the importance of improving organizational support systems in enhancing teacher satisfaction and professional competence.

Subproblem No. 6. Based on the findings, what intervention program may be proposed?

Based on the findings, a proposed intervention program was developed to provide practical and research-based solutions to the identified gaps in teachers' self-efficacy and job satisfaction. It translates the findings of the study into concrete and actionable strategies that can be effectively implemented in school settings. The program directly addresses key challenges such as workload management, communication barriers, instructional support, and work-life balance.

It also aims to strengthen critical areas of self-efficacy, including classroom management, interpersonal relationships, and individualized learner support. Moreover, the program promotes improvements in working conditions and enhances institutional support systems within schools. The proposed intervention program serves as a valuable guide for school leaders in making informed, evidence-based decisions toward continuous school improvement. Ultimately, it aims to enhance teacher performance and foster a more responsive, supportive, and productive learning environment.

The program incorporates critical elements, such as Key Result Areas, Objectives, Programs/Activities, Strategies, Responsible Parties, Time Frame, Budget and Funding Source, and Performance Indicators, to promote transparency, efficiency, and sustained impact.

Subproblem No. 7. How acceptable is the proposed intervention program?

In relation to the acceptability of the proposed intervention program, the assessment indicates that the program is generally Highly Acceptable among supervisors and school heads in Public Elementary Schools in the Division of Mandaluyong City, as reflected in their respective overall weighted means of 4.57 and 4.51. However, teachers assessed the proposed intervention program as Acceptable, with an overall weighted mean of 4.17.

These findings indicate that the proposed intervention program received a favorable assessment from all three groups of respondents. The higher assessments provided by supervisors and school heads suggest a strong level of acceptability of the program from an administrative perspective, while the teachers' assessment indicates that the proposed strategies and activities are also considered acceptable from the perspective of those directly involved in classroom instruction. Overall, the results support the acceptability of the proposed intervention program as a framework for addressing the identified concerns related to teachers' self-efficacy and job satisfaction.

Table 25. *Assessment of the Acceptability of the Proposed Intervention Program*

Indicators	Supervisors WM	VI	School Heads WM	VI	Teachers WM	VI	Composite WM	VI	Rank
1. The Proposed Intervention Program offers a complete and accurate presentation of relevant facts.	4.72	HA	4.50	HA	4.32	HA	4.51	HA	1
2. It is practical and feasible for adoption and implementation in public elementary schools.	4.44	HA	4.33	HA	4.06	A	4.28	HA	5
3. The program will benefit schools by identifying weaknesses in teachers' self-efficacy and job satisfaction in public elementary schools in the Division of Mandaluyong City.	4.67	HA	4.50	HA	4.16	A	4.44	HA	3

Indicators	Supervisors WM	VI	School Heads WM	VI	Teachers WM	VI	Composite WM	VI	Rank
4. It will provide guidance and support in developing and improving policy guidelines.	4.44	HA	4.61	HA	4.10	A	4.38	HA	4
5. It provides thorough and useful knowledge, especially in carrying out corrective actions.	4.56	HA	4.61	HA	4.21	HA	4.46	HA	2
Overall Weighted Mean	4.57	HA	4.51	HA	4.17	A	4.42	HA	—

Examining the composite results, the highest-rated indicator is “The Proposed Intervention Program offers a complete and accurate presentation of relevant facts,” which ranked 1st with a composite weighted mean of 4.51. This is followed by “It provides thorough and useful knowledge, especially in carrying out corrective actions,” which ranked 2nd with a composite weighted mean of 4.46. Next, “The program will benefit schools by identifying weaknesses in teachers' self-efficacy and job satisfaction in public elementary schools in the Division of Mandaluyong City” ranked 3rd with a composite weighted mean of 4.44.

Subsequently, “It will provide guidance and support in developing and improving policy guidelines” ranked 4th with a composite weighted mean of 4.38. Finally, “It is practical and feasible for adoption and implementation in public elementary schools” ranked 5th with a composite weighted mean of 4.28.

The proposed intervention program is Highly Acceptable to the supervisors and school heads, with overall weighted means of 4.57 and 4.51, respectively. Meanwhile, teachers rated the program as Acceptable, with an overall weighted mean of 4.17. Overall, the proposed intervention program obtained a composite weighted mean of 4.42, interpreted as Highly Acceptable.

This indicates that the proposed intervention program is well received by the respondents in terms of relevance, usefulness, and applicability. It reflects strong agreement that the program is comprehensive, informative, and capable of supporting improvements in both self-efficacy and job satisfaction among teachers. The consistently high ratings suggest that the respondents recognize its potential to address identified gaps and strengthen educational practices. However, the comparatively lower rating on practicality and feasibility indicates an area that may require further refinement in terms of implementation. Overall, the findings indicate that the proposed intervention program is appropriate, relevant, and beneficial for supporting school performance and teacher development.

Summary

The salient findings of the study are as follows:

1. **On the assessment of self-efficacy in Public Elementary Schools in the Division of Mandaluyong City.** Self-efficacy is highly evident in Public Elementary Schools in the Division of Mandaluyong City as perceived by the supervisors, school heads, and teachers, as reflected by the overall composite weighted mean of 4.54.
2. **On the comparison among the assessments of the three groups of respondents' self-efficacy in Public Elementary Schools in the Division of Mandaluyong City.** All computed F values for the six indicators—Classroom Management (9.5087), Instructional Materials (8.2191), Institutional Policies (11.5537), Interpersonal Relationship (14.2380), Individual Support (20.9476), and Communication Support (9.0781)—are statistically significant at the 0.05 level. Since all p values are less than 0.05, the null hypothesis is rejected across all variables.

3. **On the assessment of the job satisfaction of teachers.** The job satisfaction of teachers was highly satisfactory as assessed by the supervisors, school heads, and teachers, with an overall composite weighted mean of 4.37.
4. **On the correlation between self-efficacy and job satisfaction of teachers.** The regression analysis indicates a moderately strong relationship between the independent variables and the dependent variable, with an R value of 0.773. The R Square value of 0.597 shows that 59.7 percent of the variation in the dependent variable is explained by working environment, workload, salary and recognition, and work-life balance.

The ANOVA result revealed an F value of 4.822 and a significance value of 0.013, indicating that the regression model is statistically significant. Among the predictors, working environment and workload significantly influence the dependent variable, as shown by their p values of 0.008 and 0.006, respectively. This means that these two variables are strong predictors of the outcome variable.

Conversely, salary and recognition and work-life balance do not significantly affect the dependent variable since their p values are greater than 0.05. Overall, the findings suggest that workplace conditions and workload are the most influential factors in the model.

5. **On the challenges encountered by the respondents relative to self-efficacy and job satisfaction of teachers.** The findings reveal that the challenges encountered in self-efficacy and job satisfaction are both moderately encountered among teachers in Public Elementary Schools in the Division of Mandaluyong City, as reflected by the overall weighted means of 3.19 and 3.04, respectively.
6. **On the proposed intervention program.** Based on the findings, a proposed intervention program was developed to provide practical and research-based solutions to the identified gaps in teachers' self-efficacy and job satisfaction. The program translates the results of the study into concrete and actionable strategies that can be effectively implemented in school settings.

It addresses key concerns such as workload management, communication barriers, instructional support, and work-life balance while strengthening classroom management, interpersonal relationships, and individualized learner support. Moreover, it promotes improvements in working conditions and enhances institutional support systems within schools.

The intervention also serves as a guide for school leaders in making informed and evidence-based decisions for continuous school improvement. Ultimately, the program contributes to improved teacher performance and fosters a more responsive, supportive, and productive learning environment. To ensure transparency, efficiency, and sustainability, the program includes essential components such as Key Result Areas, Objectives, Programs and Activities, Strategies, Responsible Persons, Time Frame, Budget and Funding Source, and Performance Indicators.

7. **On the acceptability of the proposed intervention program.** The proposed intervention program is highly acceptable to the supervisors, school heads, and teachers, with an overall composite weighted mean of 4.42.

CONCLUSIONS

In light of the findings, the following conclusions were drawn:

1. Teachers in Public Elementary Schools in the Division of Mandaluyong City demonstrate a strong level of self-efficacy in performing their professional responsibilities.
2. The perceptions of supervisors, school heads, and teachers on self-efficacy significantly differ across all dimensions.
3. Teachers in Public Elementary Schools in the Division of Mandaluyong City are generally satisfied with their jobs.

4. Self-efficacy and job satisfaction are significantly associated with one another, indicating that favorable working conditions and manageable workload strongly influence teachers' professional confidence and overall job satisfaction.
5. Teachers moderately experience challenges related to self-efficacy and job satisfaction.
6. The proposed intervention program is responsive to the identified needs and challenges encountered by teachers in relation to self-efficacy and job satisfaction. It provides strategic and research-based measures that may strengthen teacher competence, improve institutional support, and promote a more productive and supportive educational environment.
7. The proposed intervention program is remarkably favorable; supervisors, school heads, and teachers recognize the relevance, applicability, and potential effectiveness of the program in addressing concerns related to teacher self-efficacy and job satisfaction.

Recommendations

Based on the conclusions, the following are strongly recommended:

1. **School administrators and the Schools Division Office** may consider implementing the proposed intervention program and allocating sufficient resources, monitoring mechanisms, and technical support to ensure its effectiveness and sustainability.
2. **School administrators and educational leaders** may continue strengthening teachers' self-efficacy by providing sustained professional development programs, mentoring activities, and collaborative learning opportunities that enhance instructional competence and classroom management skills.
3. **Supervisors**, school heads, and teachers may strengthen communication and collaborative planning to establish a more unified understanding of self-efficacy practices and expectations within the school environment.
4. **School heads and policymakers** may sustain and further improve teacher job satisfaction by promoting supportive working conditions, equitable workload distribution, recognition programs, and wellness initiatives for teachers.
5. **Educational leaders and school administrators** may prioritize the improvement of workplace conditions and workload management strategies to further enhance teachers' self-efficacy, motivation, and job satisfaction.
6. **Teachers**, school heads, and supervisors may collaboratively address challenges related to workload, communication, instructional support, and work-life balance through intervention activities, counseling support, and capacity-building programs.
7. **Stakeholders**, particularly school heads and educational authorities, may adopt and continuously evaluate the proposed intervention program to ensure that it remains responsive to the evolving needs of teachers and the educational community.
8. **Future Research.** Employees who believe in their ability to perform tasks and handle challenges generally report higher job satisfaction. Research highlights the importance of self-efficacy and its effects on job satisfaction, which are often mediated by work engagement and the learning potential of the workplace.

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