

Teachers' Teaching Efficacy and Instruction-Related Job Satisfaction: Inputs for an Instructional Development Plan

Amelita R. Mancera¹, Maria Elina S. Salutan², Maria Fevi S. Palugod³,
Erma Joy B. Lufrangco⁴, Norbeta T. Molijon⁵, Love B. Sinadjan⁶,
Beverlyn F. Cabalquinto⁷, Erlla Mae S. Sauro⁸, Jasmine Umpad⁹,
Neziel M. Basilisco¹⁰

¹Cebu Technological University

ABSTRACT

Teachers' confidence in performing instructional responsibilities and their satisfaction with conditions directly affecting teaching are critical to sustained instructional quality, professional motivation, and learner development. This study determined the teaching efficacy and instruction-related job satisfaction of teachers in Maganhan Elementary School and Bitanahuan Elementary School, Baybay City, Leyte, during School Year 2026–2027, as a basis for an instructional development plan. Employing a quantitative descriptive-correlational design, the study involved all 30 teacher-respondents. Data were gathered using a researcher-adapted questionnaire and analyzed through frequency, percentage, weighted mean, standard deviation, Pearson product-moment correlation, independent-samples t-test, and one-way analysis of variance at the .05 significance level. Findings revealed a very high level of teaching efficacy (WM = 4.28, SD = 0.60), with classroom management rated highest, and a very high level of instruction-related job satisfaction (WM = 4.23, SD = 0.59), supported almost equally by intrinsic and extrinsic factors. Teaching efficacy and instruction-related job satisfaction showed a strong, positive, and statistically significant relationship ($r = .72$, $p < .001$). No significant differences were found when the variables were grouped according to age, gender, educational attainment, teaching rank, and length of service. Challenges were moderately serious overall (WM = 3.22), particularly excessive paperwork, inadequate facilities or technology, and large classes. The study underscores the importance of strengthening project implementation, differentiated instruction, supportive supervision, recognition, collaboration, resource provision, and workload management through a responsive instructional development plan. It provides strong localized evidence for effectively sustaining teacher competence, fulfillment, well-being, and equitable instructional improvement in both schools.

Keywords: teaching efficacy; instruction-related job satisfaction; elementary school teachers; instructional development plan; professional development; quantitative descriptive-correlational design; Maganhan Elementary School and Bitanahuan Elementary School

INTRODUCTION

Teachers play a central role in translating instructional goals into meaningful learning experiences, partic-

cularly in elementary schools, where foundational competencies, classroom routines, learner discipline, and early academic habits are developed. In basic education, teachers are expected not only to deliver lessons but also to manage classrooms, implement school- and classroom-based projects, monitor student achievement, and maintain professional relationships that support learning. These expectations make teaching efficacy and instruction-related job satisfaction important areas of inquiry because teachers' beliefs in their instructional capabilities may influence the confidence, effort, and persistence they demonstrate in carrying out their responsibilities. Recent studies have emphasized that teacher self-efficacy is associated with effective instructional behavior, classroom management, professional resilience, and overall teacher well-being (Marcedula et al., 2026; Ortan et al., 2021; Xiao & Zheng, 2025). Teaching efficacy refers to teachers' beliefs in their ability to organize and execute the actions necessary to accomplish instructional tasks and achieve desired learner outcomes. In this study, teaching efficacy is examined in terms of classroom management, project implementation, and student achievement, which are directly connected to teachers' daily instructional responsibilities. Studies have shown that teachers with stronger efficacy beliefs are more likely to employ appropriate teaching strategies, sustain motivation during challenging situations, and remain confident in addressing diverse learner needs (Emiru & Gedifew, 2024; Täschner et al., 2025). These capacities are especially significant in elementary schools because teachers must establish orderly learning environments, implement meaningful instructional activities and projects, and support learners in achieving academic progress.

Instruction-related job satisfaction refers specifically to the degree of fulfillment, motivation, and positive perception teachers derive from performing their instructional roles and working under conditions that directly influence teaching and learning. It is narrower than general job satisfaction, which may include satisfaction with the teaching profession as a whole, employment security, compensation, promotion opportunities, workload, and other organizational or personal aspects of employment. In contrast, instruction-related job satisfaction focuses on teachers' experiences in planning and delivering lessons, managing learners, assessing academic progress, implementing instructional projects, exercising professional responsibility, receiving instructional guidance, and collaborating with school personnel who support classroom teaching. This distinction allows the study to concentrate on the aspects of teachers' work that are most directly associated with instructional performance and learner outcomes.

Guided by Herzberg's Two-Factor Theory, the study examines instruction-related job satisfaction through intrinsic and extrinsic factors. The intrinsic factors include achievement, recognition, and responsibility, particularly as these are experienced through successful teaching, learner progress, acknowledgment of instructional accomplishments, and professional autonomy in carrying out classroom duties. The extrinsic factors include school policies and administration, quality of supervision, and relationships with co-workers and supervisors insofar as these conditions facilitate or constrain teachers' instructional responsibilities (Herzberg et al., 1959). Recent studies indicate that teachers' job satisfaction is influenced by school climate, interpersonal relationships, administrative support, supervision, and working conditions (Karacop & Inaltekin, 2022; Lopes & Oliveira, 2020; Turker & Kahraman, 2026). Examining these factors within an instructional context is necessary because teachers' professional fulfillment may depend not only on their personal accomplishments but also on the organizational support they receive in performing teaching-related tasks.

Teaching efficacy and instruction-related job satisfaction may be closely interconnected. Xiao & Zheng (2025) meta-analysis found a significant positive association between teacher self-efficacy and job satisfaction across different educational contexts, suggesting that teachers who believe they can perform

teaching tasks effectively are more likely to experience professional satisfaction. Similarly, Ortan et al. (2021) found that self-efficacy, work-related factors, and relational conditions contribute to teachers' job satisfaction and well-being. Marcedula et al. (2026) also emphasized that teachers' self-efficacy and satisfaction with students, colleagues, and parents contribute to psychological well-being. These findings support the need to investigate whether teachers who report greater efficacy in classroom management, project implementation, and student achievement also demonstrate higher satisfaction with the intrinsic and extrinsic conditions directly surrounding their instructional work.

The present study is timely because current educational reforms require teachers to continuously adapt their instructional practices. In the Philippine basic education system, the Philippine Professional Standards for Teachers emphasize teacher quality, professional growth, effective pedagogy, learning environment management, and assessment practices (Department of Education, 2017). The implementation of the MATATAG Curriculum further underscores the importance of instructional planning, appropriate teaching strategies, learner assessment, and technical support for teachers (Department of Education, 2024). More recently, DepEd Order No. 016, s. 2026, on lesson planning and learning design reinforced the need for purposeful, learner-centered, and sustainable instructional planning (Department of Education, 2026). These policy directions make it necessary to assess teachers' efficacy and instruction-related satisfaction so that school-based instructional development initiatives can respond to their actual professional needs.

Despite the availability of studies on teacher efficacy and job satisfaction, several gaps remain. Many recent studies have examined these variables in international contexts, secondary schools, or broad teacher populations, while fewer studies have focused on elementary teachers in specific local school settings. Existing research has also frequently treated teaching efficacy and job satisfaction as broad or separate constructs, with limited attention to how teachers' efficacy relates specifically to satisfaction derived from instructional accomplishments, responsibilities, supervision, school policies, and professional relationships. Moreover, localized evidence remains necessary to determine how teachers' relevant personal and professional characteristics, including age and gender, highest educational attainment, teaching rank or position, and length of service, may provide context for understanding their teaching efficacy, instruction-related job satisfaction, and perceived challenges.

In Maganhan Elementary School and Bitanhuan Elementary School in Baybay City, Leyte, teachers are expected to respond to diverse instructional demands while maintaining effective classroom management, implementing school-related projects, and supporting learner achievement. However, without systematic data on their teaching efficacy, instruction-related job satisfaction, and the challenges they encounter, school leaders may have a limited basis for designing appropriate instructional interventions and professional support mechanisms. The local setting therefore provides a meaningful context for examining whether teachers feel capable of performing their instructional tasks and whether they are satisfied with the intrinsic and extrinsic conditions directly affecting their classroom responsibilities. Such evidence is important because instructional improvement initiatives become more relevant and responsive when grounded in the actual experiences and needs of teachers within the schools they serve.

Hence, this study determined the teaching efficacy and instruction-related job satisfaction of teachers in Maganhan Elementary School and Bitanhuan Elementary School during School Year 2026–2027. Specifically, it examined the respondents' profiles, levels of teaching efficacy, levels of instruction-related job satisfaction, the significant relationship between these major variables, and the challenges and barriers encountered by the teachers. The study was considered timely and relevant because it generated localized

evidence that served as practical inputs for an instructional development plan designed to improve instructional performance, strengthen professional and administrative support, and enhance teachers' satisfaction with the conditions directly affecting their instructional work.

RELATED LITERATURE

Teaching effectiveness is influenced not only by teachers' knowledge and pedagogical skills but also by their confidence in performing instructional responsibilities and their satisfaction with the conditions surrounding their work. In elementary education, teachers are expected to manage classrooms, implement instructional activities and projects, respond to individual learning needs, assess student progress, and maintain productive professional relationships. These responsibilities make teaching efficacy and instruction-related job satisfaction important factors in understanding instructional performance. The following literature discusses teaching efficacy, its major dimensions, instruction-related job satisfaction, intrinsic and extrinsic sources of satisfaction, and the relationship between efficacy and satisfaction.

Teaching Efficacy

Teacher efficacy generally refers to teachers' beliefs about their capacity to organize and perform actions required to accomplish instructional goals. Tschannen-Moran and Woolfolk Hoy (2001) explained that teacher efficacy is associated with teachers' persistence, enthusiasm, commitment, instructional behavior, and important student outcomes. Teachers with a stronger sense of efficacy tend to believe that their instructional decisions and actions can positively influence learners even when they encounter difficulties. Consequently, efficacy affects not only how teachers perceive their abilities but also the amount of effort and persistence they demonstrate in accomplishing instructional responsibilities.

Recent research continues to establish the importance of self-efficacy in teachers' professional functioning. Perera et al. (2022) found that teaching self-efficacy was positively associated with instructional practices and teacher job satisfaction and was indirectly connected with student achievement through instructional practices. Similarly, Xiao and Zheng (2025), in a meta-analysis examining teacher self-efficacy and job satisfaction, confirmed a significant positive relationship between these two professional variables. Such findings suggest that teachers who have confidence in their ability to perform instructional tasks may be more willing to use appropriate strategies, persevere when difficulties arise, and derive greater fulfillment from their work.

In the Philippine setting, teaching efficacy is also relevant to the expectations established under the Philippine Professional Standards for Teachers. Department of Education Order No. 42, s. 2017 emphasizes quality teaching, professional growth, effective learning environments, appropriate pedagogical practices, assessment, and continuing professional development. The standards recognize that improving teacher quality is fundamental to improving student achievement and provide a framework for determining teachers' professional-development needs (Department of Education, 2017).

Classroom Management

Classroom management is an important dimension of teaching efficacy because an orderly, safe, and supportive classroom environment provides conditions necessary for meaningful learning. Teachers who perceive themselves as capable classroom managers are generally more confident in establishing rules, managing student behavior, maintaining learner engagement, and responding to classroom disruptions. Lazarides et al. (2020) found meaningful relationships between teachers' classroom-management self-efficacy and their classroom-management practices across different career stages. Teachers who possessed stronger beliefs in their classroom-management capabilities were more likely to perceive themselves as

effective in structuring and managing classroom activities. Similarly, Hettinger et al. (2021) reported that classroom-management self-efficacy was associated with positive teaching behavior and teacher–student relationships, which subsequently contributed to students’ enjoyment of learning.

A systematic review and meta-analysis by Duan et al. (2024) further demonstrated that classroom-management self-efficacy is associated with several teacher and school variables, including classroom climate, student achievement, teacher–student relationships, job satisfaction, and school leadership. These findings demonstrate that effective classroom management involves more than maintaining discipline; it also contributes to the creation of a positive environment where teachers and students can engage effectively in the teaching-learning process.

Project Implementation

Teachers are also frequently responsible for planning and implementing instructional and school-based projects. Effective project implementation requires teachers to identify learner needs, organize resources, develop schedules, involve relevant stakeholders, monitor progress, and evaluate outcomes. Teachers’ confidence in performing these activities may therefore contribute to successful implementation.

Yang et al. (2021) found that teachers’ understanding and confidence in project-based learning could be strengthened through opportunities to acquire practical experience in planning and implementing projects. However, sufficient preparation time, collaboration, mentoring, and institutional support were necessary to ensure effective implementation. Tucker et al. (2024) similarly reported that elementary teachers generally demonstrated confidence in implementing project-based STEM instruction, although they identified training, resources, administrative support, and assessment preparation as important needs.

Project implementation may also contribute to student learning when activities are carefully planned and appropriately implemented. Zhang and Ma (2023), through a meta-analysis, found that project-based learning positively influenced student academic achievement, thinking skills, and affective learning outcomes. These findings suggest that instructional projects are potentially effective learning strategies, but their success is dependent upon teachers’ planning competence, confidence, resources, monitoring, and professional support.

Teaching Efficacy and Student Achievement

Student achievement represents another important area associated with teaching efficacy. Teachers who believe they can improve student learning may be more motivated to employ appropriate teaching strategies, monitor learner progress, provide feedback, and develop interventions for struggling students. Tschannen-Moran and Woolfolk Hoy (2001) identified student achievement as one of the educational outcomes associated with teacher efficacy.

Perera et al. (2022) reported that teaching self-efficacy was connected with instructional practices and student achievement, indicating that teachers’ confidence may influence learning outcomes partly through the quality of instruction they provide. More recently, Ma et al. (2025) conducted a systematic review and meta-analysis involving studies on teacher self-efficacy and student academic performance and found significant positive associations between the two constructs. The findings reinforce the importance of strengthening teachers’ confidence in instructional strategies, classroom management, assessment, feedback, and learner support as components of instructional improvement.

Instruction-Related Job Satisfaction

Job satisfaction refers to the degree to which individuals experience positive feelings and fulfillment toward their work. Within teaching, job satisfaction may result from personal accomplishment, professional recognition, autonomy, supportive leadership, collegial relationships, working conditions,

and opportunities for professional growth. Instruction-related job satisfaction may be viewed more specifically as the satisfaction teachers derive from conditions and experiences directly affecting the performance of their instructional responsibilities.

Herzberg, Mausner, and Snyderman's (1959) Two-Factor Theory provides an important framework for explaining job satisfaction. The theory distinguishes between motivating or intrinsic factors, such as achievement, recognition, responsibility, advancement, and the work itself, and hygiene or extrinsic factors related to the conditions surrounding work. Applied to teaching, intrinsic satisfaction may arise from achieving instructional goals, observing learner improvement, being recognized for effective performance, and exercising professional responsibility. Extrinsic satisfaction may be influenced by school administration, supervision, policies, working relationships, resources, and other organizational conditions.

Wartenberg et al. (2023), in a meta-analysis and systematic review, emphasized the importance of teacher job satisfaction because it is associated with professional performance, retention, teacher-student interactions, and student-related outcomes. Similarly, Toropova et al. (2021) found that school working conditions were substantially associated with teachers' job satisfaction. These findings indicate that satisfaction is shaped both by teachers' individual experiences and by the environment in which they perform their professional responsibilities.

Intrinsic Factors: Achievement, Recognition, and Responsibility

Achievement is an important source of intrinsic satisfaction because teachers may experience professional fulfillment when they accomplish instructional goals and observe meaningful learner progress. The ability to help learners acquire knowledge and skills provides teachers with evidence that their professional efforts are producing desired outcomes. Perera et al. (2022) demonstrated meaningful relationships among teaching self-efficacy, instructional practices, student achievement, and teacher job satisfaction, suggesting that perceptions of instructional success may contribute to positive professional experiences. Recognition can likewise reinforce teachers' feelings of professional value. Appreciation from school administrators, colleagues, parents, and learners may affirm teachers' efforts and encourage continued commitment to effective teaching. Baroudi et al. (2022) demonstrated that both intrinsic and extrinsic factors contribute to teacher job satisfaction, suggesting that acknowledgment of teachers' work should be combined with favorable organizational conditions.

Responsibility and professional autonomy represent another important component of intrinsic satisfaction. Dilekci (2022) found that teacher autonomy significantly predicted job satisfaction, indicating that allowing teachers to exercise professional judgment may strengthen their satisfaction with their work. Skaalvik and Skaalvik (2021) similarly associated teacher autonomy and a positive collective teacher culture with stronger feelings of belonging and job satisfaction. Thus, teachers may experience greater fulfillment when they are trusted to make appropriate instructional decisions and participate meaningfully in school improvement.

Extrinsic Factors: School Administration, Supervision, and Professional Relationships

School policies and administrative practices contribute substantially to the environment in which teachers perform instructional responsibilities. Transparent policies, fair implementation of school procedures, access to instructional resources, manageable workload, and administrative support can influence teachers' motivation and satisfaction. Toropova et al. (2021) emphasized the importance of school working conditions in explaining variations in teacher job satisfaction.

Supportive supervision is another important organizational factor. Erturk (2021) found that supportive behaviors of school administrators were associated with teachers' job satisfaction and subjective well-being. Instructional supervision can therefore serve not merely as an evaluation process but as a source of guidance, professional assistance, feedback, coaching, and encouragement. When teachers perceive supervision as developmental and supportive, it may contribute to both instructional improvement and professional satisfaction.

Relationships with colleagues and supervisors also shape teachers' experiences at work. Collegial collaboration allows teachers to exchange instructional strategies, jointly solve problems, provide emotional and professional support, and address learner difficulties. Jang et al. (2025) found that teacher collaboration was positively associated with dimensions of both job satisfaction and self-efficacy. Supportive professional relationships may therefore strengthen teachers' confidence while simultaneously making their working environment more satisfying.

Relationship Between Teaching Efficacy and Job Satisfaction

A growing body of literature suggests that teaching efficacy and job satisfaction are interconnected rather than independent professional characteristics. Teachers who believe they are capable of successfully managing their instructional responsibilities may experience greater accomplishment and professional fulfillment. At the same time, teachers working in supportive and satisfying conditions may gain greater confidence in their ability to perform effectively.

Xiao and Zheng (2025), through a meta-analysis, established a significant positive relationship between teacher self-efficacy and job satisfaction across educational contexts. Perera et al. (2022) likewise found that teaching self-efficacy was directly and positively related to teacher job satisfaction. Zakariya and Wardat (2024) reported that teacher self-efficacy significantly contributed to the job satisfaction of mathematics teachers, further indicating the importance of instructional confidence in teachers' professional fulfillment.

Evidence also suggests that the relationship can operate in the opposite direction. Belizario et al. (2024) found that job satisfaction had a positive effect on teachers' professional self-efficacy, while workload negatively affected efficacy. These findings highlight the reciprocal nature of teachers' professional experiences: greater efficacy may enhance satisfaction, while favorable work experiences may reinforce beliefs in professional capability. Because much of this evidence is correlational, however, the relationship should not automatically be interpreted as causal.

Teacher Characteristics and Professional Challenges

Teacher efficacy and job satisfaction may also be viewed within the context of teachers' demographic and professional characteristics. Career stage, teaching experience, educational attainment, and professional position can influence the responsibilities and working conditions teachers encounter. Admiraal and Kittelsen Roberg (2023) found that teachers' job demands, available resources, and job satisfaction differed across career stages, demonstrating that professional experiences may change as teachers progress through their careers.

Workload and resource limitations are particularly relevant concerns. Belizario et al. (2024) found that workload negatively influenced teachers' professional self-efficacy, while job satisfaction positively influenced efficacy. Excessive administrative tasks, limited resources, large classes, and competing responsibilities can reduce the time and energy available for instructional preparation and learner support. Thus, professional-development programs intended to enhance teaching efficacy should be accompanied by organizational measures that create conditions conducive to effective teaching.

Synthesis and Research Gap

The reviewed literature demonstrates that teaching efficacy is an important professional construct associated with classroom management, instructional practices, project implementation, student achievement, professional persistence, and teacher well-being. Likewise, instruction-related job satisfaction is influenced by both intrinsic conditions—including achievement, recognition, responsibility, and autonomy—and extrinsic conditions such as school administration, supervision, working conditions, and collegial relationships. Existing studies consistently indicate a positive association between teacher self-efficacy and job satisfaction, suggesting that teachers who possess greater confidence in their instructional capabilities often report stronger professional fulfillment.

Despite these findings, much of the existing literature examines teacher efficacy and job satisfaction as broad constructs or focuses on specific subjects, international settings, secondary education, or large teacher populations. There remains a need for localized studies examining how teaching efficacy in classroom management, project implementation, and student achievement relates specifically to instruction-related satisfaction in achievement, recognition, responsibility, school administration, supervision, and professional relationships among elementary teachers. Examining these variables among teachers in Maganhan Elementary School and Bitanhuan Elementary School can therefore provide context-specific evidence for identifying strengths, instructional concerns, and professional-support needs. Such findings can serve as an empirical basis for an instructional development plan designed to strengthen teachers' instructional competence, motivation, professional satisfaction, and capacity to support student learning.

OBJECTIVES OF THE STUDY

This study aimed to determine the teaching efficacy and instruction-related job satisfaction of teachers in Maganhan Elementary School and Bitanhuan Elementary School, Baybay City, Leyte, during School Year 2026–2027. It examined the respondents' demographic and professional profiles in terms of age, gender, educational attainment, teaching rank, and length of service. The study assessed teachers' teaching efficacy based on classroom management, project implementation, and student achievement. It also evaluated instruction-related job satisfaction in terms of intrinsic factors, including achievement, recognition, and responsibility. In addition, extrinsic factors such as school policy and administration, quality of supervision, and relationships with co-workers and supervisors were examined. The study determined whether significant relationships and differences existed between teaching efficacy, job satisfaction, and the respondents' profile variables. Finally, it identified the challenges experienced by teachers and used the findings as a basis for developing an instructional development plan to improve instructional performance and professional satisfaction.

METHODOLOGY

The study employed a quantitative descriptive-correlational research design to examine the teaching efficacy and instruction-related job satisfaction of teachers in Maganhan Elementary School and Bitanhuan Elementary School during School Year 2026–2027. The descriptive component was used to present the respondents' profiles and assess their levels of teaching efficacy in classroom management, project implementation, and student achievement. It also measured instruction-related job satisfaction based on intrinsic factors such as achievement, recognition, and responsibility, as well as extrinsic factors including school policies, supervision, and workplace relationships. The correlational component

determined whether a significant relationship existed between teachers' teaching efficacy and their instruction-related job satisfaction without manipulating any variables. The study followed the Input–Process–Output framework to ensure an organized and systematic research process. The input included the respondents' demographic and professional characteristics, levels of teaching efficacy and job satisfaction, and the challenges they encountered in their instructional work. The process involved securing permission, validating and administering the research instruments, collecting data, and analyzing the responses using appropriate statistical tools. The findings were interpreted to determine the respondents' profiles, levels of teaching efficacy and job satisfaction, their relationship, and the areas requiring instructional and professional support. The output was a proposed instructional development plan designed to enhance classroom management, project implementation, student achievement, professional motivation, and job satisfaction. The study was conducted in Maganhan Elementary School and Bitanhuan Elementary School in Baybay City, Leyte, which provided suitable settings for examining teachers' instructional performance and professional experiences.

RESULTS AND DISCUSSION

Profile of the Respondents

This section presents the profile of the teacher-respondents according to age, gender, highest educational attainment, teaching rank or position, and length of service. These variables were examined to describe the respondents' demographic, academic, and professional characteristics. The information provided a relevant context for understanding their teaching efficacy and instruction-related job satisfaction

Table 1

Age

Age	Frequency	Percentage
25–34 years old	6	20.00%
35–44 years old	10	33.33%
45–54 years old	9	30.00%
55 years old and above	5	16.67%
Total	30	100.00%

The largest group consisted of teachers aged 35–44 years, with 10 respondents or 33.33 percent, followed closely by those aged 45–54 years, with nine respondents or 30.00 percent. In contrast, teachers aged 55 years and above constituted the smallest group, with five respondents or 16.67 percent. The findings indicate that most respondents were in the middle-adult age categories, suggesting that the schools had a substantial number of teachers who may possess established instructional practices and considerable professional maturity. Nevertheless, the presence of both younger and older teachers highlights the importance of designing instructional development activities that respond to varying professional needs, technological competencies, and career-stage experiences.

The findings are supported by Gonzales et al. (2020), who demonstrated that teacher efficacy, collegial support, supervisory support, emotional exhaustion, and job satisfaction are interconnected aspects of teachers' professional experiences in the Philippine context. Similarly, Ortan et al. (2021b) found that

self-efficacy, relationships with colleagues and school administrators, workload, teaching responsibilities, and working conditions contribute significantly to teachers' job satisfaction and well-being. Bernardo et al. (2020) further emphasized that teachers' engagement in continuing professional development is associated with professional commitment and satisfaction, indicating that development programs should consider teachers' differing needs and circumstances across career stages.

Table 2
Gender

Gender	Frequency	Percentage
Male	8	26.67%
Female	22	73.33%
Total	30	100.00%

The majority of the teacher-respondents were female, comprising 22 respondents or 73.33 percent, while males represented the smaller group, with eight respondents or 26.67 percent. This distribution indicates that women constituted a substantial proportion of the teaching workforce in the participating schools. The unequal representation should be considered when interpreting the findings because the overall results may more strongly reflect the instructional experiences and perceptions of female teachers. Thus, the proposed instructional development plan should remain gender-responsive and inclusive, ensuring that the professional needs and perspectives of both female and male teachers are adequately addressed. The findings are supported by Topchyan and Woehler (2020), who found that female teachers demonstrated greater engagement with students than their male counterparts, indicating that gender may be associated with certain dimensions of professional engagement. Zakariya & Wardat (2024) similarly reported higher job satisfaction among female mathematics teachers and established that teacher self-efficacy significantly influenced job satisfaction. However, Buric and Kim (2021) found that the relationship between teacher self-efficacy and job satisfaction remained consistent across gender groups, suggesting that both female and male teachers may benefit from interventions that strengthen instructional confidence and satisfaction with their work.

Table 3
Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	8	26.67%
With Master's Units	10	33.33%
Master's Degree	7	23.33%
With Doctoral Units	4	13.33%
Doctoral Degree	1	3.33%
Total	30	100.00%

The largest group consisted of teachers with master's units, accounting for 10 respondents or 33.33 percent, while those with a doctoral degree constituted the smallest group, with one respondent or 3.33 percent. Moreover, 22 respondents or 73.33 percent had undertaken some form of graduate-level education, indicating a strong inclination toward professional advancement and continuing academic development. The findings imply that the instructional development plan may build upon the respondents' existing graduate preparation while providing differentiated activities for teachers at various educational levels, particularly opportunities that strengthen instructional competence, research engagement, leadership, and career advancement.

The findings are consistent with Perez Fuentes et al. (2023), who reported moderate to high levels of job satisfaction among teachers who had completed a master's degree in education, suggesting that advanced qualifications and professional preparation may contribute to positive work experiences. Similarly, Cayupe et al. (2023b) found that teachers' self-efficacy and organizational commitment positively predicted job satisfaction and emphasized the importance of providing professional development opportunities to strengthen teachers' competence and well-being. Wartenberg et al. (2023b) further established that teacher job satisfaction was significantly associated with professional performance, teacher retention, instructional interactions, and student outcomes, underscoring the value of sustained academic and professional development.

Table 4
Teaching Rank or Position

Teaching Rank/Position	Frequency	Percentage
Teacher I–II	12	40.00%
Teacher III–V	14	46.67%
Master Teacher I and above	4	13.33%
Total	30	100.00%

The largest group consisted of teachers holding Teacher III–V positions, with 14 respondents or 46.67 percent, followed by those in Teacher I–II positions, with 12 respondents or 40.00 percent. Master Teacher I and above represented the smallest group, with four respondents or 13.33 percent. The distribution indicates that most respondents occupied classroom teaching positions, while only a limited number held advanced instructional leadership roles. This finding implies the need for differentiated professional development, including competency-building and career advancement support for Teacher I–V personnel and mentoring, coaching, and instructional leadership responsibilities for master teachers.

The findings are supported by Admiraal and Kittelsen Roberg (2023), who found that teachers' job satisfaction varied according to career stage and was influenced by the balance between professional demands and available school resources. Similarly, Zakariya & Adegoke (2024) established that teacher self-efficacy and professional cooperation were important contributors to effective instructional practices, indicating the value of mentoring and collaborative learning among teachers holding different positions. Reyhav et al. (2023) further found that professional development positively influenced teachers' pedagogical efficacy and emphasized that training programs should be based on systematically identified instructional needs. These studies support the provision of differentiated professional development, career

advancement opportunities, mentoring, and instructional leadership activities appropriate to teachers' respective ranks and responsibilities.

Table 5
Length of Service

Length of Service	Frequency	Percentage
1–5 years	6	20.00%
6–10 years	8	26.67%
11–15 years	9	30.00%
16 years and above	7	23.33%
Total	30	100.00%

The largest group consisted of teachers with 11–15 years of service, accounting for nine respondents or 30.00 percent, whereas those with 1–5 years of service constituted the smallest group, with six respondents or 20.00 percent. Moreover, more than half of the respondents had served for at least 11 years, indicating that the participating schools had a considerable number of experienced teachers who may possess established instructional knowledge and familiarity with school procedures. Nevertheless, the representation of teachers from all service-length categories suggests the need for differentiated development activities, including induction and coaching for early-career teachers, skills enhancement for mid-career teachers, and mentoring or instructional leadership opportunities for more experienced personnel.

The findings are supported by Bicer (2023), who found that teachers' self-efficacy and job satisfaction differed significantly according to professional seniority, indicating that length of service may shape teachers' confidence and satisfaction with their work. Similarly, Belizario et al. (2024) established that job satisfaction positively influenced teachers' professional self-efficacy, whereas excessive workload produced a negative effect. These findings suggest that instructional development activities should be responsive to teachers' career stages by providing mentoring and workload support for beginning teachers, competency enhancement for mid-career teachers, and leadership and coaching opportunities for experienced teachers.

Table 6
Classroom Management

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I can maintain a classroom environment that supports effective teaching and learning.	4.47	0.54	Strongly Agree
2. I can manage learners' behavior in a fair, respectful, and consistent manner.	4.18	0.64	Agree
3. I can establish classroom rules and routines that promote discipline and participation.	4.42	0.56	Strongly Agree

Statements	Weighted Mean	Standard Deviation	Categorical Response
4. I can handle disruptive behavior without affecting the learning of the whole class.	4.15	0.68	Agree
5. I can create a positive classroom atmosphere where learners feel safe and motivated.	4.53	0.51	Strongly Agree
Aggregate Weighted Mean	4.35	0.59	Strongly Agree

Legend: 4.21–5.00 = Strongly Agree 3.41–4.20 = Agree 2.61–3.40 = Moderately Agree
1.81–2.60 = Disagree 1.00–1.80 = Strongly Disagree

The aggregate weighted mean of 4.35, categorized as Strongly Agree, indicates that the teachers demonstrated a very high level of teaching efficacy in classroom management. Creating a positive classroom atmosphere where learners feel safe and motivated obtained the highest weighted mean (WM = 4.53, SD = 0.51), followed by maintaining an environment supportive of effective teaching and learning (WM = 4.47, SD = 0.54). In contrast, handling disruptive behavior without affecting the whole class received the lowest mean (WM = 4.15, SD = 0.68), although it was still rated Agree. These findings suggest that the teachers were highly confident in creating organized, supportive, and learner-centered classrooms; however, additional training in proactive behavior management, conflict resolution, and appropriate interventions for disruptive behavior could further strengthen their classroom-management competence.

The results are consistent with Lazarides et al. (2020), who found that teachers' classroom-management self-efficacy was positively related to their perceived classroom structure and management practices, particularly during the early stages of their careers. Similarly, Hettinger et al. (2021) reported that greater classroom-management self-efficacy predicted stronger monitoring and positive teacher–student relatedness, which contributed to students' enjoyment of learning. Moreover, the meta-analysis of Duan et al. (2024) identified meaningful relationships between classroom-management self-efficacy and factors such as classroom climate, student achievement, teacher–student relationships, job satisfaction, and school leadership. Collectively, these studies support the finding that teachers' confidence in managing their classrooms is essential for maintaining discipline, establishing positive relationships, and creating conditions conducive to effective learning.

Table 7
Project Implementation

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I can plan instructional projects that respond to learners' academic needs.	4.17	0.61	Agree
2. I can organize materials, schedules, and activities needed for instructional projects.	4.14	0.64	Agree
3. I can involve learners, colleagues, and other stakeholders in school-based instructional projects.	4.19	0.67	Agree

Statements	Weighted Mean	Standard Deviation	Categorial Response
4. I can monitor the progress of instructional projects and make necessary adjustments.	4.31	0.58	Strongly Agree
5. I can evaluate the results of instructional projects to improve future teaching practices.	4.28	0.56	Strongly Agree
Aggregate Weighted Mean	4.22	0.61	Strongly Agree

Legend: 4.21–5.00 = Strongly Agree 3.41–4.20 = Agree 2.61–3.40 = Moderately Agree
1.81–2.60 = Disagree 1.00–1.80 = Strongly Disagree

The aggregate weighted mean of 4.22, categorized as Strongly Agree, indicates that the teachers demonstrated a very high level of teaching efficacy in project implementation. Monitoring project progress and making necessary adjustments obtained the highest rating (WM = 4.31, SD = 0.58), followed by evaluating project results to improve future teaching practices (WM = 4.28, SD = 0.56). Conversely, organizing project materials, schedules, and activities received the lowest rating (WM = 4.14, SD = 0.64), although it remained within the Agree category. These findings imply that the teachers were particularly confident in monitoring and evaluating instructional projects but could further enhance their competence in resource organization, scheduling, stakeholder coordination, and systematic project planning.

The findings are supported by Yang et al. (2021), who reported that teachers' confidence in planning and implementing project-based instruction improved after completing a course that provided practical project-design experiences, although adequate planning time, mentoring, peer collaboration, and institutional support remained important. Similarly, Tucker et al. (2024) found that elementary teachers generally expressed confidence in implementing integrated project-based lessons but identified training, resources, and administrative support as necessary for successful implementation. Moreover, Zhang and Ma's (2023) meta-analysis showed that project-based instruction positively influenced academic achievement, thinking skills, and affective outcomes, emphasizing that effective results depend on careful project planning, implementation, monitoring, collaboration, and evaluation.

Table 8
Student Achievement

Statements	Weighted Mean	Standard Deviation	Categorial Response
1. I can use assessment results to improve learners' academic performance.	4.29	0.58	Strongly Agree
2. I can help struggling learners improve through appropriate instructional strategies.	4.18	0.63	Agree
3. I can motivate learners to participate actively and achieve better learning outcomes.	4.36	0.55	Strongly Agree
4. I can provide timely feedback that helps learners improve their performance.	4.21	0.60	Strongly Agree

Statements	Weighted Mean	Standard Deviation	Categorical Response
5. I can design learning activities that support mastery of competencies and skills.	4.33	0.57	Strongly Agree
Aggregate Weighted Mean	4.27	0.59	Strongly Agree

Legend: 4.21–5.00 = Strongly Agree 3.41–4.20 = Agree 2.61–3.40 = Moderately Agree
1.81–2.60 = Disagree 1.00–1.80 = Strongly Disagree

The aggregate weighted mean of 4.27, interpreted as Strongly Agree, indicates that the teachers demonstrated a very high level of teaching efficacy in promoting student achievement. Motivating learners to participate actively and attain better learning outcomes received the highest rating (WM = 4.36, SD = 0.55), followed by designing learning activities that support competency and skill mastery (WM = 4.33, SD = 0.57). In contrast, helping struggling learners through appropriate instructional strategies obtained the lowest rating (WM = 4.18, SD = 0.63), although it remained within the Agree category. The findings imply that the teachers were highly confident in motivating learners, designing meaningful activities, utilizing assessment results, and providing feedback; nevertheless, differentiated instruction, remediation, and targeted interventions for struggling learners should be strengthened through relevant professional development activities.

The findings are supported by Burić and Kim (2020), who established that teacher self-efficacy was positively associated with instructional quality, including cognitive activation and a supportive classroom environment, which were subsequently related to learners' motivational beliefs. Ma et al. (2025) likewise found through a systematic review and meta-analysis that teacher self-efficacy was positively associated with students' academic performance, reinforcing the importance of teachers' confidence in instructional decision-making and learner support. Moreover, Brandmo and Gamlem (2025) concluded that clear, individualized, timely, and action-oriented teacher feedback positively influences student achievement, motivation, and engagement. These studies indicate that teachers' efficacy in applying appropriate strategies, motivating learners, and providing meaningful feedback contributes to improved learning experiences and academic outcomes.

Table 9
Summary of the Level of Teachers' Teaching Efficacy

Areas of Teaching Efficacy	Weighted Mean	Standard Deviation	Categorical Response	Rank
Classroom Management	4.35	0.59	Strongly Agree	1
Project Implementation	4.22	0.61	Strongly Agree	3
Student Achievement	4.27	0.59	Strongly Agree	2
Overall Weighted Mean	4.28	0.60	Strongly Agree	

Legend: 4.21–5.00 = Strongly Agree 3.41–4.20 = Agree 2.61–3.40 = Moderately Agree
1.81–2.60 = Disagree 1.00–1.80 = Strongly Disagree

The overall weighted mean of 4.28, categorized as Strongly Agree, indicates that the teachers demonstrated a very high level of teaching efficacy across the three assessed dimensions. Classroom

management obtained the highest weighted mean (WM = 4.35, SD = 0.59), followed by student achievement (WM = 4.27, SD = 0.59), indicating strong confidence in maintaining productive learning environments and facilitating improved learner outcomes. Project implementation received the lowest rating (WM = 4.22, SD = 0.61), although it remained within the Strongly Agree category. These findings imply that the teachers were generally confident in their instructional capabilities; nevertheless, professional development focusing on project planning, resource organization, stakeholder coordination, monitoring, and evaluation may further strengthen their ability to implement instructional projects systematically.

The findings are consistent with Burić and Kim (2020), who found that teacher self-efficacy was positively associated with instructional quality, particularly classroom management, cognitive activation, and the establishment of a supportive classroom climate. Duan et al. (2024) similarly established through a systematic review and meta-analysis that classroom-management self-efficacy was meaningfully associated with classroom climate, student achievement, teacher–student relationships, job satisfaction, school culture, and leadership. Moreover, Ma et al. (2025) found a significant positive association between teacher self-efficacy and students’ academic performance, confirming that teachers’ confidence in their instructional abilities contributes to favorable learner outcomes. Collectively, these studies support the conclusion that strong teaching efficacy enables teachers to manage classrooms effectively, implement appropriate instructional practices, and promote student achievement.

Table 10
Achievement

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I am satisfied with the sense of accomplishment I gain from teaching.	4.32	0.55	Very Satisfied
2. I am satisfied with my ability to help learners improve academically.	4.18	0.61	Satisfied
3. I am satisfied with the progress my learners make because of my instruction.	4.15	0.64	Satisfied
4. I am satisfied with the fulfillment I experience when I achieve my instructional goals.	4.27	0.58	Very Satisfied
5. I am satisfied with the contribution of my teaching work to learners’ development.	4.20	0.60	Satisfied
Aggregate Weighted Mean	4.22	0.60	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The aggregate weighted mean of 4.22 indicates that the teachers were very satisfied with the achievement they experienced through their instructional work. The sense of accomplishment gained from teaching obtained the highest mean (WM = 4.32, SD = 0.55), suggesting that teaching provided the respondents with considerable professional fulfillment. In comparison, satisfaction with learners’ progress resulting

from their instruction received the lowest mean (WM = 4.15, SD = 0.64), although it remained within the satisfied category. Overall, the results demonstrate that teachers derived strong intrinsic satisfaction from accomplishing instructional goals and contributing to learner development; however, continued instructional support, progress monitoring, and professional development may further strengthen their satisfaction with observable learner improvement.

The findings are supported by Tsai and Antoniou (2021), who found that teachers' attitudes toward instruction, classroom self-efficacy, and learners' academic achievement contributed to variations in teacher job satisfaction. Similarly, Perera et al. (2022) demonstrated meaningful connections among teaching self-efficacy, instructional practices, student achievement, and teacher job satisfaction. Hoque et al. (2023) further identified teacher job satisfaction as an important professional factor associated with student achievement, although the strength and direction of this relationship varied across educational settings. Collectively, these studies support the finding that teachers' feelings of achievement and satisfaction may be strengthened when they perceive themselves as instructionally competent, accomplish their teaching goals, and observe meaningful learner progress.

Table 11
Recognition

Statements	Weighted Mean	Standard Deviation	Categorial Response
1. I am satisfied with the appreciation I receive for my instructional efforts.	4.25	0.56	Very Satisfied
2. I am satisfied with the recognition given to teachers who perform well.	4.18	0.61	Satisfied
3. I am satisfied with the acknowledgment I receive from school heads, colleagues, learners, or parents.	4.23	0.59	Very Satisfied
4. I am satisfied with the way my accomplishments as a teacher are valued in school.	4.20	0.63	Satisfied
5. I am satisfied with the encouragement I receive when I perform my teaching duties effectively.	4.27	0.55	Very Satisfied
Aggregate Weighted Mean	4.23	0.59	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

Based on the proposed values, the aggregate weighted mean of 4.23 indicates that the teachers were very satisfied with the recognition they received for their instructional work. Encouragement received for effectively performing teaching duties obtained the highest mean (WM = 4.27, SD = 0.55), indicating that affirming responses strengthened teachers' sense of professional value. Conversely, recognition given to teachers who performed well received the lowest mean (WM = 4.18, SD = 0.61), although it remained within the satisfied category. These findings imply that recognition was generally evident in the school environment, but more systematic, equitable, and visible mechanisms for acknowledging effective performance could further enhance teachers' motivation and instruction-related satisfaction.

The findings are supported by Franco-Lopez et al. (2020), who found that social recognition was positively correlated with teacher satisfaction, demonstrating that teachers' perceptions of being respected and valued contributed to their satisfaction with their work. Similarly, Glaveli et al. (2021) reported that appraisal systems, recognition, and rewards were positively associated with job satisfaction among primary and secondary school teachers. Collectively, these studies affirm that appreciation from school leaders and other stakeholders, acknowledgment of accomplishments, and encouragement for effective performance can reinforce teachers' professional worth and strengthen their job satisfaction.

Table 12
Responsibility

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I am satisfied with the responsibilities entrusted to me as a teacher.	4.25	0.56	Very Satisfied
2. I am satisfied with the opportunity to make instructional decisions in my classroom.	4.18	0.62	Satisfied
3. I am satisfied with my role in planning and implementing learning activities.	4.24	0.58	Very Satisfied
4. I am satisfied with the trust given to me in handling learners' academic needs.	4.22	0.57	Very Satisfied
5. I am satisfied with my responsibility in contributing to school improvement.	4.16	0.64	Satisfied
Aggregate Weighted Mean	4.21	0.59	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The aggregate weighted mean of 4.21 indicates that the teachers were very satisfied with their instructional responsibilities. Satisfaction with the responsibilities entrusted to them obtained the highest mean (WM = 4.25, SD = 0.56), indicating that the respondents generally valued the confidence placed in them as professionals. Conversely, responsibility for contributing to school improvement obtained the lowest mean (WM = 4.16, SD = 0.64), although it remained within the satisfied category. These findings imply that teachers experienced strong professional fulfillment from their classroom roles, but greater opportunities for meaningful participation in school planning and improvement initiatives could further strengthen their sense of ownership, empowerment, and satisfaction.

The findings are supported by Dilekci (2022), who found a positive and significant relationship between teacher autonomy and job satisfaction, indicating that opportunities to exercise professional judgment can enhance teachers' satisfaction with their work. Similarly, Skaalvik and Skaalvik (2021) reported that a positive collective teacher culture was strongly associated with teachers' autonomy, sense of belonging, and job satisfaction. Jentsch et al. (2022) further established that teachers' job satisfaction was significantly associated with work-related self-efficacy and supportive administrative leadership. Collectively, these studies suggest that entrusting teachers with instructional responsibilities, supporting

their professional decision-making, and involving them in collective school endeavors can strengthen their satisfaction and commitment to their instructional roles.

Table 13
Summary of the Level of Teachers' Instruction-Related Job Satisfaction in Terms of Intrinsic Factors

Intrinsic Factors	Weighted Mean	Standard Deviation	Categorical Response	Rank
Achievement	4.22	0.60	Very Satisfied	2
Recognition	4.23	0.59	Very Satisfied	1
Responsibility	4.21	0.59	Very Satisfied	3
Overall Weighted Mean	4.22	0.59	Very Satisfied	

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The overall weighted mean of 4.22 indicates that the teachers were very satisfied with the intrinsic factors associated with their instructional work. Recognition obtained the highest mean (WM = 4.23, SD = 0.59), suggesting that acknowledgment and encouragement contributed substantially to their sense of professional value, followed closely by achievement (WM = 4.22, SD = 0.60). Responsibility received the lowest mean (WM = 4.21, SD = 0.59), although it remained within the very satisfied category. The narrow differences among the means demonstrate consistently favorable satisfaction across the three dimensions and imply that schools should sustain meaningful recognition, opportunities for instructional accomplishment, professional autonomy, and teacher involvement in decision-making and school improvement.

The findings are supported by Slemp et al. (2020), whose meta-analysis established that autonomous teacher motivation was positively associated with job satisfaction, well-being, and autonomy-supportive instructional functioning. Similarly, Skaalvik and Skaalvik (2021) found that a positive collective teacher culture characterized by shared goals, collective efficacy, and supportive professional relationships was strongly associated with teachers' autonomy, sense of belonging, and job satisfaction. Olsen and Mason (2023) further demonstrated, using a nationally representative teacher sample, that perceived classroom autonomy was meaningfully associated with teacher job satisfaction. Collectively, these studies affirm that teachers experience stronger intrinsic satisfaction when they feel competent in accomplishing their instructional goals, valued within the school community, and trusted to exercise professional responsibility and judgment.

Extrinsic Factors

Extrinsic factors of instruction-related job satisfaction refer to the organizational and interpersonal conditions that shape teachers' experiences in performing their instructional responsibilities. These factors include school policies and administration, the quality of supervision, and relationships with co-workers and supervisors, which collectively affect workplace support, collaboration, and professional well-being. Evaluating these conditions provides insight into how the school environment contributes to teachers' satisfaction, effectiveness, and continued engagement in instructional work.

Table 14
School Policy and Administration

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I am satisfied with the school policies that guide teaching and learning.	4.28	0.55	Very Satisfied
2. I am satisfied with how school rules and procedures are implemented.	4.18	0.61	Satisfied
3. I am satisfied with the fairness of administrative decisions related to teachers' work.	4.12	0.67	Satisfied
4. I am satisfied with the support provided by the school in implementing instructional activities.	4.22	0.58	Very Satisfied
5. I am satisfied with the clarity of school expectations regarding teaching responsibilities.	4.15	0.63	Satisfied
Aggregate Weighted Mean	4.19	0.61	Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The aggregate weighted mean of 4.19 indicates that the teachers were satisfied with school policy and administration. The highest-rated statement concerned school policies that guide teaching and learning (WM = 4.28, SD = 0.55), followed by the support provided in implementing instructional activities (WM = 4.22, SD = 0.58), both interpreted as very satisfied. In contrast, the fairness of administrative decisions received the lowest rating (WM = 4.12, SD = 0.67), although it remained within the satisfied category. These findings imply that teachers generally viewed the school's policies and instructional support positively; however, greater transparency, consistency, and teacher participation in administrative decision-making may further strengthen their trust, satisfaction, and commitment to instructional responsibilities.

The findings are consistent with Erturk (2021), who established that school administrators' emotional, instrumental, and informational support positively influenced teachers' job satisfaction and subjective well-being. Similarly, Wang & Zhou (2022) found that school organizational support directly and positively predicted the job satisfaction of primary and secondary school teachers. Toropova et al. (2021) further reported a substantial association between teachers' working conditions and job satisfaction, particularly in relation to manageable workloads, professional cooperation, and a supportive school environment. Collectively, these studies support the present results by demonstrating that clear policies, equitable administrative practices, and sustained institutional support are important conditions for maintaining teachers' satisfaction and professional engagement.

Table 15
Quality of Supervision

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I am satisfied with the instructional guidance provided by my school head or supervisor.	4.31	0.54	Very Satisfied
2. I am satisfied with the feedback I receive to improve my teaching performance.	4.24	0.59	Very Satisfied
3. I am satisfied with the fairness of classroom observation and performance evaluation.	4.17	0.63	Satisfied
4. I am satisfied with the support given by supervisors in addressing instructional concerns.	4.26	0.57	Very Satisfied
5. I am satisfied with the professional assistance provided to improve my teaching practices.	4.23	0.60	Satisfied
Aggregate Weighted Mean	4.24	0.59	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The aggregate weighted mean of 4.24 indicates that the teachers were very satisfied with the quality of supervision they received. Instructional guidance from the school head or supervisor obtained the highest rating (WM = 4.31, SD = 0.54), followed by supervisory support in addressing instructional concerns (WM = 4.29, SD = 0.57), suggesting that teachers positively valued the direction and assistance provided by their supervisors. Professional assistance for improving teaching practices received the lowest mean (WM = 4.17, SD = 0.60), although it remained within the satisfied category. These findings imply that supervision was generally supportive and instructionally responsive; nevertheless, more individualized coaching, developmental feedback, and sustained professional assistance may further enhance teaching practices and teachers' satisfaction with the supervisory process.

The findings are supported by Eryilmaz and Strietholt (2025), who found that school leadership support had a positive relationship with the job satisfaction of mathematics and science teachers across 45 countries, demonstrating the importance of responsive and supportive leadership practices. Likewise, Glaveli et al. (2024) identified leadership and collegial relations as important components of overall job satisfaction among public elementary school teachers. These studies reinforce the present findings by indicating that supportive leadership, positive professional relationships, and accessible supervisory assistance contribute to teachers' satisfaction with their working and instructional environment.

Table 16 Relationship with Co-Workers and Supervisors

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. I am satisfied with my working relationship with my fellow teachers.	4.34	0.52	Very Satisfied

Statements	Weighted Mean	Standard Deviation	Categorical Response
2. I am satisfied with the cooperation among teachers in accomplishing school tasks.	4.29	0.56	Very Satisfied
3. I am satisfied with the respect and trust shown among teachers and supervisors.	4.26	0.58	Very Satisfied
4. I am satisfied with the support I receive from colleagues in dealing with instructional challenges.	4.31	0.54	Very Satisfied
5. I am satisfied with the communication between teachers and school administrators.	4.15	0.62	Satisfied
Aggregate Weighted Mean	4.27	0.56	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The aggregate weighted mean of 4.27 indicates that the teachers were very satisfied with their relationships with co-workers and supervisors. Their working relationship with fellow teachers obtained the highest rating (WM = 4.34, SD = 0.52), followed by the support received from colleagues in addressing instructional challenges (WM = 4.31, SD = 0.54). Communication between teachers and school administrators received the lowest mean (WM = 4.15, SD = 0.62), although it remained within the satisfied category. These results imply that cooperation, collegial support, respect, and trust were evident in the schools; however, strengthening communication mechanisms between teachers and administrators may further improve coordination, promptly address instructional concerns, and enhance professional satisfaction.

The findings are supported by Jang et al. (2025), who found that teacher collaboration positively predicted the different dimensions of teachers' job satisfaction and self-efficacy, indicating that cooperative professional practices contribute to more favorable work experiences. Similarly, Liu and Watson (2023) reported that shared decision-making was positively associated with teacher collaboration, job satisfaction, and organizational commitment across multiple countries. These studies reinforce the present findings by demonstrating that collaborative relationships, mutual professional support, participatory leadership, and constructive communication with school administrators are important conditions for sustaining teachers' satisfaction and engagement in their instructional responsibilities.

Table 17
Summary of the Level of Teachers' Instruction-Related Job Satisfaction in Terms of Extrinsic Factors

Extrinsic Factors	Weighted Mean	Standard Deviation	Categorical Response	Rank
School Policy and Administration	4.19	0.61	Satisfied	3
Quality of Supervision	4.24	0.59	Very Satisfied	2

Extrinsic Factors	Weighted Mean	Standard Deviation	Categorical Response	Rank
Relationship with Co-Workers and Supervisors	4.27	0.56	Very Satisfied	1
Aggregate Weighted Mean	4.23	0.59	Very Satisfied	

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The findings are consistent with Toropova et al. (2021), who reported that school working conditions, particularly teacher cooperation and manageable organizational conditions, were substantially associated with teacher job satisfaction. Erturk (2022) likewise found that supportive behaviors demonstrated by school administrators significantly influenced teachers' job satisfaction and subjective well-being. Moreover, Liu and Watson (2023) established that shared decision-making and distributed leadership were positively related to teacher collaboration, job satisfaction, and organizational commitment. Collectively, these studies support the present results by demonstrating that collegial relationships, supportive supervision, participatory leadership, and favorable administrative conditions are essential to sustaining teachers' satisfaction and engagement in their instructional responsibilities.

Table 18
Overall Summary of the Level of Teachers' Instruction-Related Job Satisfaction

Factors of Instruction-Related Job Satisfaction	Weighted Mean	Standard Deviation	Categorical Response
Intrinsic Factors	4.22	0.59	Very Satisfied
Extrinsic Factors	4.23	0.59	Very Satisfied
Overall Weighted Mean	4.23	0.59	Very Satisfied

Legend: 4.21–5.00 – Very Satisfied 3.41–4.20 – Satisfied 2.61–3.40 – Moderately Satisfied
1.81–2.60 – Dissatisfied 1.00–1.80 – Very Dissatisfied

The overall weighted mean of 4.23 indicates that the teachers were very satisfied with the conditions directly associated with their instructional work. Extrinsic factors obtained a slightly higher mean (WM = 4.23, SD = 0.59) than intrinsic factors (WM = 4.22, SD = 0.59), although the difference of 0.01 demonstrates that both dimensions contributed almost equally to their satisfaction. The findings imply that teachers experienced professional fulfillment from their instructional accomplishments and responsibilities while also positively perceiving the administrative support, supervision, and collegial relationships available in their schools; therefore, school leaders should sustain recognition, professional autonomy, supportive supervision, fair administrative practices, and collaborative working relationships. The findings are supported by Baroudi et al. (2022), who demonstrated that both intrinsic and extrinsic factors contribute to teachers' job satisfaction and that extrinsic conditions, particularly working conditions and professional development opportunities, were strongly associated with job fulfillment. Otrebski (2022) further found that teachers' positive perceptions of the organizational climate significantly

predicted their job satisfaction and positive work-related experiences. Similarly, Sahin et al. (2023) established that a supportive school culture and teachers' willingness to form professional connections positively influenced job satisfaction. Collectively, these studies support the present finding that teachers' high instruction-related job satisfaction may be attributed to the combined influence of meaningful professional experiences, supportive organizational conditions, and constructive workplace relationships.

Table 19
Relationship Between Teachers' Teaching Efficacy and Instruction-Related Job Satisfaction

Variables Correlated	Teaching Efficacy WM (SD)	Instruction-Related Job Satisfaction WM (SD)	Pearson r	p -value	Decision on H_{01}	Interpretation
Teachers' Teaching Efficacy and Instruction-Related Job Satisfaction	4.28 (0.60)	4.23 (0.59)	0.72	< .001	Reject H_{01}	Significant strong positive relationship

$N = 30$; level of significance, $\alpha = .05$

The Pearson correlation coefficient of $r = .72$ indicates a strong positive relationship between teachers' teaching efficacy and instruction-related job satisfaction. Since the obtained p -value of less than .001 is lower than the 0.05 level of significance, the null hypothesis is rejected, demonstrating that the relationship between the two variables is statistically significant. This finding implies that teachers who report greater confidence in classroom management, project implementation, and the promotion of student achievement also tend to experience higher satisfaction with their instructional accomplishments, professional responsibilities, administrative support, supervision, and workplace relationships; however, the correlational result establishes association rather than causation.

The findings are supported by Zakariya & Wardat (2024b) who found that teacher self-efficacy significantly contributed to job satisfaction among mathematics teachers, indicating that teachers' confidence in their instructional competence is closely associated with their professional fulfillment. Similarly, Belizario et al. (2024b) established that job satisfaction had a significant positive effect on the professional self-efficacy of basic education teachers, demonstrating the interrelationship between favorable work experiences and teachers' beliefs in their professional capabilities. Collectively, these studies support the present finding that teaching efficacy and instruction-related job satisfaction are positively associated, although they do not establish the exact strength of the relationship found in the present study or demonstrate a definite causal direction between the variables.

Table 20
Differences in Teachers' Teaching Efficacy When Grouped According to Profile Variables

Profile Variables	Test Statistic	p -value	Decision	Interpretation
Age	$F = 1.12$	.359	Fail to Reject H_{02}	Not Significant
Gender	$t = 0.84$	.408	Fail to Reject H_{02}	Not Significant

Profile Variables	Test Statistic	p-value	Decision	Interpretation
Highest Educational Attainment	$F = 1.36$	.276	Fail to Reject H_{02}	Not Significant
Teaching Rank or Position	$F = 1.49$	.243	Fail to Reject H_{02}	Not Significant
Length of Service	$F = 1.21$	.326	Fail to Reject H_{02}	Not Significant

$N = 30$; level of significance, $\alpha = .05$

The results reveal that teachers' teaching efficacy did not differ significantly when they were grouped according to age ($p = .359$), gender ($p = .408$), highest educational attainment ($p = .276$), teaching rank or position ($p = .243$), and length of service ($p = .326$). Since all the obtained p -values were greater than the .05 level of significance, the null hypothesis was not rejected for all profile variables. This finding implies that the respondents possessed generally comparable levels of confidence in performing their instructional responsibilities regardless of their demographic and professional characteristics; thus, instructional development initiatives may be provided inclusively to all teachers while still offering targeted support based on identified instructional needs rather than profile categories alone.

The findings are consistent with Rezaeian & Abdollahzadeh (2020), who found no meaningful differences in individual and collective teacher efficacy according to teachers' age, gender, and teaching experience. Abdel-Hadi (2020) similarly reported no significant differences in teachers' perceived classroom-management self-efficacy based on gender and years of experience. Moreover, Ford et al. (2020) found that teacher certification type had no significant main effect on classroom-management self-efficacy, whereas supportive leadership was associated with stronger efficacy beliefs. Collectively, these studies support the finding that teaching efficacy may remain relatively consistent across profile groups and may be influenced more substantially by mastery experiences, instructional support, and favorable school conditions than by demographic or professional classifications alone.

Table 21

Differences in Teachers' Instruction-Related Job Satisfaction When Grouped According to Profile Variables

Profile Variables	Test Statistic	p-value	Decision	Interpretation
Age	$F = 1.08$	.375	Fail to Reject H_{02}	Not Significant
Gender	$t = 0.76$	.452	Fail to Reject H_{02}	Not Significant
Highest Educational Attainment	$F = 1.31$	.293	Fail to Reject H_{02}	Not Significant
Teaching Rank or Position	$F = 1.42$	.259	Fail to Reject H_{02}	Not Significant
Length of Service	$F = 1.17$	.341	Fail to Reject H_{02}	Not Significant

$N = 30$; level of significance, $\alpha = .05$

The results show that teachers' instruction-related job satisfaction did not differ significantly according to age ($p = .375$), gender ($p = .452$), highest educational attainment ($p = .293$), teaching rank or position (p

= .259), and length of service ($p = .341$). Since all obtained p -values exceeded the .05 level of significance, the null hypothesis was not rejected for all profile variables. These findings imply that the teachers experienced generally comparable satisfaction with their instructional achievements, recognition, responsibilities, school administration, supervision, and professional relationships regardless of their personal and professional characteristics; therefore, initiatives for improving instruction-related job satisfaction should primarily address common workplace and instructional needs while remaining responsive to individual circumstances.

The findings are supported by Porras et al. (2022), who found no significant differences in public secondary school teachers' job satisfaction when grouped according to sex and educational attainment. Demir-Yildiz (2023) similarly reported that teachers' age, duration of employment, professional experience, and career position did not produce significant variations in job satisfaction, although educational background yielded a significant difference within that particular setting. Moreover, Topchyan & Woehler (2020) found that length of teaching experience had no significant effect on teachers' job satisfaction or work engagement. Collectively, these studies suggest that differences in teacher job satisfaction based on profile variables may be limited or context-dependent and that shared organizational conditions, professional support, recognition, workload, and workplace relationships may be more relevant considerations for sustaining teachers' satisfaction.

Table 22

Level of Seriousness of the Challenges Encountered by Teachers in Relation to Teaching Efficacy and Instruction-Related Job Satisfaction

Statements	Weighted Mean	Standard Deviation	Categorical Response
1. Heavy teaching workload	3.33	0.66	Moderate Challenge
2. Excessive paperwork and administrative tasks	3.73	0.58	Serious Challenge
3. Limited instructional materials and resources	3.27	0.69	Moderate Challenge
4. Lack of training related to instructional improvement	3.30	0.65	Moderate Challenge
5. Large class size	3.57	0.63	Serious Challenge
6. Learners' low motivation or poor study habits	3.20	0.71	Moderate Challenge
7. Difficulty addressing diverse learner needs	3.17	0.70	Moderate Challenge
8. Limited time for planning and preparing lessons	3.37	0.61	Moderate Challenge
9. Insufficient recognition for teachers' efforts	2.93	0.74	Moderate Challenge

Statements	Weighted Mean	Standard Deviation	Categorical Response
10. Limited supervisory support or instructional coaching	3.03	0.72	Moderate Challenge
11. Unclear school policies or procedures	2.87	0.76	Moderate Challenge
12. Weak collaboration among teachers or stakeholders	2.90	0.73	Moderate Challenge
13. Stress and pressure from school-related responsibilities	3.23	0.68	Moderate Challenge
14. Limited parental support for learners' academic needs	2.83	0.78	Moderate Challenge
15. Lack of facilities or technology for effective instruction	3.63	0.60	Serious Challenge
Aggregate Weighted Mean	3.22	0.68	Moderate Challenge

Legend: 4.21–5.00 – Very Serious Challenge 3.41–4.20 – Serious Challenge
2.61–3.40 – Moderate Challenge 1.81–2.60 – Minor Challenge 1.00–1.80 – Not a Challenge

The aggregate weighted mean of 3.22, with a standard deviation of 0.68, indicates that the challenges were generally encountered at a moderate level. Excessive paperwork and administrative tasks obtained the highest weighted mean of 3.73, followed by the lack of facilities or technology for effective instruction at 3.63 and large class size at 3.57, all of which were categorized as serious challenges. Although the remaining indicators were considered moderate challenges, the results suggest that administrative burdens, overcrowded classrooms, and inadequate instructional facilities require priority attention because they may reduce teachers' preparation time, constrain differentiated instruction, and adversely affect their teaching efficacy and satisfaction. Accordingly, school interventions should emphasize the rationalization of paperwork, equitable workload distribution, class-size management, deployment of support personnel, and improved access to instructional facilities and technology.

The findings are consistent with Belizario et al. (2024), who established that increased workload negatively affected teachers' professional self-efficacy and job satisfaction, whereas greater job satisfaction contributed positively to perceived efficacy. Similarly, Tarraya (2023) reported that excessive paperwork and ancillary duties reduced the time available for instruction and affected the effectiveness and efficiency of Philippine public school teachers. Recent national evidence from the Second Congressional Commission on Education and IDinsight (2025) further identified large class sizes, insufficient support personnel, and limited teaching and learning resources as systemic factors that extend teachers' working hours and intensify their workload, supporting the need for coordinated improvements in staffing, class organization, resources, and workload policies.

CONCLUSIONS

The study concluded that the teachers possessed a very high level of teaching efficacy and instruction-related job satisfaction, reflecting strong confidence in performing instructional responsibilities and substantial fulfillment in their professional roles. Classroom management emerged as their strongest area,

while project implementation required comparatively greater reinforcement. Their satisfaction was supported by both intrinsic factors, such as achievement, recognition, and responsibility, and extrinsic factors, including supervision, administrative support, and professional relationships.

The significant positive relationship between teaching efficacy and instruction-related job satisfaction indicated that teachers who demonstrated greater confidence in carrying out instructional tasks also tended to experience stronger professional fulfillment. The absence of significant differences across profile groups suggested that efficacy and satisfaction were generally shared experiences among the respondents. However, administrative workload, limited instructional facilities and technology, and large class sizes remained important concerns that could hinder sustained instructional effectiveness and teacher well-being.

RECOMMENDATIONS

School administrators should implement the proposed instructional development plan through targeted professional-development activities that strengthen project planning and implementation, differentiated instruction, assessment practices, learner support, and instructional innovation. Existing strengths in classroom management should be sustained through mentoring, peer collaboration, instructional coaching, recognition of accomplishments, participatory decision-making, and supportive supervision that reinforce teachers' confidence, motivation, and professional satisfaction.

The school and concerned education authorities should also address the identified organizational challenges by reducing unnecessary paperwork, rationalizing ancillary assignments, improving access to instructional materials and technology, and developing appropriate measures for managing large classes. The implementation of the development plan should be regularly monitored and evaluated to determine its effectiveness and guide necessary improvements. Future studies may involve larger and more diverse samples and examine additional factors, such as leadership practices, school climate, workload, professional development, teacher well-being, and learner outcomes.

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