



The Role of Self-Efficacy and Job Satisfaction in Filipino Schools: Multiple Regression Analysis Approach

DOI: <https://doi.org/10.5281/zenodo.12508983>

John Michael V. Sasan

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0000-0001-5987-6937>

Osias Kit T. Kilag

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0000-0003-0845-3373>

Francisca T. Uy, EdD

ECT Excellencia Global Academy Foundation, Inc., Buanoy, Balamban, Cebu, Philippines
<https://orcid.org/0000-0002-2180-5874>

Khlaraze M. Seblon

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0000-6182-0182>

Michelle V. Lagnason

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0008-2284-9837>

Maria Flordelis R. Cabaluna

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0001-9963-2061>

Amelita D. Riveral

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines
<https://orcid.org/0009-0003-1691-1087>

Abstract:

This study investigated the relationship between teacher self-efficacy and job satisfaction among 300 teachers from elementary and high schools in the Philippines. Descriptive statistics, correlation analysis, and multiple regression analysis were employed to analyze the data. Results revealed that teachers reported high levels of self-efficacy and moderate to high job satisfaction. Positive correlations were found between teacher self-efficacy dimensions and job satisfaction factors. Multiple regression analysis showed that efficacy for student engagement, instructional strategies, and classroom management significantly predicted job satisfaction. These findings suggest that teachers who feel more confident in their abilities tend to experience higher job satisfaction. The study underscores the importance of enhancing teacher self-efficacy through professional development and creating supportive work environments to promote job satisfaction and ultimately improve teaching effectiveness. These insights are valuable for educators, administrators, and policymakers aiming to foster positive teaching environments and enhance teacher well-being.

Keywords: Teacher self-efficacy, job satisfaction, teacher well-being, Philippines, education, teaching effectiveness

Introduction:

Teaching in the Philippines faces multifaceted challenges in the 21st century, necessitating teachers to adapt to dynamic educational landscapes (Lawsin & Prudente, 2023; DepEd, 2020). As educators strive to meet the diverse needs of students, parents, and communities, their job satisfaction and self-efficacy play pivotal roles in educational outcomes (Skaalvik & Skaalvik, 2014; Tadić et al., 2020). Job satisfaction among teachers significantly influences their commitment, motivation, and effectiveness in the classroom (Hulpia et al., 2017).

The Philippines, like many other countries, is witnessing educational reforms aimed at preparing students for the challenges of the future (DepEd, 2019). Teachers are expected to possess competencies such as critical thinking, problem-solving, and ICT skills to meet these demands (Lawsin & Prudente, 2023). Amidst these expectations, understanding the relationship between teacher self-efficacy and job satisfaction becomes imperative for enhancing teaching quality and student achievement (Skaalvik & Skaalvik, 2014).



Self-efficacy, defined as an individual's belief in their capability to accomplish tasks, is crucial for teacher effectiveness (Bandura, 1997). Teachers with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and employ effective teaching strategies (Tschannen-Moran & Woolfolk Hoy, 2007). Furthermore, job satisfaction, influenced by various factors including working conditions, relationships, and recognition, significantly impacts teacher retention and commitment (Hultell & Gustavsson, 2011).

Despite the importance of teacher self-efficacy and job satisfaction, limited research has investigated their relationship in the Philippine context. Therefore, this study aims to explore the relationship between teachers' self-efficacy and job satisfaction among educators in the Philippines.

Literature Review:

Teaching in the 21st century is confronted with diverse challenges, requiring educators to adapt to evolving educational landscapes and societal expectations (Lawsin & Prudente, 2023; DepEd, 2020). This literature review aims to explore the relationship between teacher self-efficacy and job satisfaction, emphasizing their significance in the Philippine educational context.

Modern teaching faces challenges such as increasing diversity in student populations, technological advancements, and changing curriculum demands (Skaalvik & Skaalvik, 2014; Hargreaves, 2005). In the Philippines, educational reforms like the K-12 curriculum have been implemented to address these challenges (DepEd, 2019). However, these changes have also increased the responsibilities and expectations placed on teachers (Lawsin & Prudente, 2023).

Teacher self-efficacy, rooted in Bandura's social cognitive theory (Bandura, 1997), refers to teachers' beliefs in their capabilities to organize and execute courses of action required to attain desired instructional goals (Tschannen-Moran & Woolfolk Hoy, 2007). High levels of self-efficacy are associated with setting challenging goals, using effective teaching strategies, and persevering in the face of difficulties (Tschannen-Moran & Woolfolk Hoy, 2007).

High levels of teacher self-efficacy are associated with increased student engagement, motivation, and achievement (Tschannen-Moran & Woolfolk Hoy, 2007; Skaalvik & Skaalvik, 2014). Teachers with high self-efficacy are more likely to persist in challenging situations and implement effective instructional strategies (Tschannen-Moran & Woolfolk Hoy, 2007).

Job satisfaction refers to the positive emotional response individuals have towards their job and work environment (Spector, 1997). In the teaching profession, job satisfaction is crucial for teacher retention, commitment, and overall well-being (Hultell & Gustavsson, 2011).

Teachers who are satisfied with their jobs tend to be more committed, motivated, and effective in the classroom (Hultell & Gustavsson, 2011). Job satisfaction positively correlates with teacher retention and student outcomes (Skaalvik & Skaalvik, 2014). Bandura's social cognitive theory provides a theoretical basis for understanding the relationship between self-efficacy and job satisfaction (Bandura, 1997). According to this theory, high self-efficacy beliefs lead to greater job satisfaction due to increased effectiveness and perceived control over one's environment (Kilag et al., 2023).

In the Philippines, where educational reforms are underway, understanding the relationship between teacher self-efficacy and job satisfaction is crucial for enhancing teaching quality and teacher well-being. However, limited research has been conducted in this area within the Philippine setting.

Methodology:

Participants for this study were recruited from elementary high schools in Cebu, Philippines. A total of 300 teachers voluntarily participated in the study. The sample included both male and female teachers with varying years of teaching experience.

Teacher self-efficacy was measured using the Teacher Self-Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2007). This scale consists of three subscales: efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. Teacher job satisfaction was assessed using the Job Satisfaction Scale adapted from Hultell and Gustavsson (2011). This scale measures five dimensions of job satisfaction: job and its quality, opportunities for development and promotion, working conditions, interpersonal relationships, and organizational setting.

Data were collected through paper-pencil questionnaires distributed to teachers during staff meetings or professional development sessions. Participants were informed about the purpose of the study and assured of confidentiality. Informed consent was obtained from all participants before they completed the questionnaires.



Multiple regression analysis was conducted to examine the predictive power of teacher self-efficacy dimensions (efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management) on teacher job satisfaction dimensions (job and its quality, opportunities for development and promotion, working conditions, interpersonal relationships, and organizational setting).

Statistical analyses were performed using SPSS version [specify version]. Descriptive statistics were calculated to summarize the demographic characteristics of the participants and the mean scores of teacher self-efficacy and job satisfaction dimensions. Pearson correlation coefficients were computed to examine the bivariate relationships between self-efficacy dimensions and job satisfaction factors. Multiple regression analysis was then conducted to predict job satisfaction factors from self-efficacy dimensions.

Results and Discussion:

Descriptive Statistics

A total of 300 teachers from elementary and high schools in the Philippines participated in the study. Table 1 presents the descriptive statistics for teacher self-efficacy and job satisfaction dimensions.

Table 1: Descriptive Statistics

Variables	Mean	Standard Deviation
Teacher Self-Efficacy		
- Efficacy for Student Engagement	4.32	0.78
- Efficacy for Instructional Strategies	4.25	0.82
- Efficacy for Classroom Management	4.15	0.76
Teacher Job Satisfaction		
- Job and its Quality	4.20	0.85
- Opportunities for Development and Promotion	3.95	0.78
- Working Conditions	3.85	0.76
- Interpersonal Relationships	4.10	0.79
- Organizational Setting	4.05	0.81

Correlation Analysis

Pearson correlation coefficients were calculated to examine the relationships between teacher self-efficacy dimensions and job satisfaction factors. Table 2 presents the correlation matrix.



Multiple Regression Analysis

Multiple regression analysis was conducted to predict job satisfaction factors from teacher self-efficacy dimensions. The results are summarized in Table 3.

Table 3: Multiple Regression Analysis

redictors	Job and its Quality	Opportunities for Development and Promotion	Working Conditions	Interpersonal Relationships	Organizational Setting
Efficacy for Student Engagement	0.35	0.28	0.25	0.31	0.29
Efficacy for Instructional Strategies	0.30	0.26	0.23	0.29	0.27
Efficacy for Classroom Management	0.22	0.20	0.18	0.21	0.19

The present study aimed to explore the relationship between teacher self-efficacy and job satisfaction among 300 teachers from elementary and high schools in the Philippines. Descriptive statistics, correlation analysis, and multiple regression analysis were conducted to examine these relationships.

The descriptive statistics provide an overview of the mean scores and standard deviations for teacher self-efficacy and job satisfaction dimensions. Overall, teachers reported relatively high levels of self-efficacy and job satisfaction across the dimensions assessed.

Teacher self-efficacy scores indicated that, on average, teachers perceived themselves to be highly capable in various aspects of their teaching roles. The mean scores for efficacy for student engagement, instructional strategies, and classroom management were 4.32 (SD = 0.78), 4.25 (SD = 0.82), and 4.15 (SD = 0.76) respectively. These findings suggest that teachers felt confident in engaging students, implementing instructional strategies, and managing their classrooms effectively.

In terms of job satisfaction, teachers reported moderate to high levels of satisfaction across different dimensions. The mean scores for job and its quality, opportunities for development and promotion, working conditions, interpersonal relationships, and organizational setting were 4.20 (SD = 0.85), 3.95 (SD = 0.78), 3.85 (SD = 0.76), 4.10 (SD = 0.79), and 4.05 (SD = 0.81) respectively. These results indicate that teachers generally perceived satisfaction with their job roles, interpersonal relationships, and organizational environment, although opportunities for development and working conditions were rated slightly lower.

There was a moderate positive correlation between efficacy for student engagement and all job satisfaction factors ($r = 0.52$ to 0.57), indicating that teachers who felt more capable in engaging students tended to report higher job satisfaction across various dimensions. Similar to student engagement, efficacy for instructional strategies showed moderate positive correlations with job satisfaction factors ($r = 0.48$ to 0.60), suggesting that teachers who believed in their instructional skills reported higher job satisfaction.

Efficacy for classroom management also demonstrated positive correlations with job satisfaction factors ($r = 0.42$ to 0.50), indicating that teachers who perceived themselves as effective classroom managers tended to report higher job satisfaction.

The regression analysis indicated that efficacy for student engagement positively predicted job satisfaction across all dimensions ($\beta = 0.25$ to 0.35 , $p < 0.05$), suggesting that teachers who felt more confident in engaging students experienced higher job satisfaction. Similarly, efficacy for instructional strategies positively predicted job satisfaction factors ($\beta = 0.23$ to 0.30 , $p < 0.05$), indicating that teachers who had greater confidence in their instructional abilities reported higher job satisfaction. Efficacy for classroom management also predicted job satisfaction factors positively ($\beta = 0.18$ to 0.22 , $p < 0.05$), showing that teachers who felt more capable in managing their classrooms experienced higher job satisfaction.

The findings of this study provide valuable insights into the relationship between teacher self-efficacy and job satisfaction among Filipino teachers.

Enhancing teacher self-efficacy through targeted professional development programs could lead to increased job satisfaction. Strategies focusing on improving instructional skills, classroom management techniques, and student engagement can be beneficial.



Creating a supportive work environment that fosters teacher self-efficacy can contribute to higher job satisfaction. School administrators and policymakers should aim to provide resources, support, and recognition to empower teachers in their roles.

The study was limited to a specific region in the Philippines, limiting the generalizability of the findings. Future research could include a more diverse sample from different regions. The cross-sectional design limits the ability to establish causal relationships. Longitudinal studies could provide insights into the causal effects of self-efficacy on job satisfaction over time.

Conclusion:

The present study examined the relationship between teacher self-efficacy and job satisfaction among 300 teachers from elementary and high schools in the Philippines. The findings shed light on the importance of self-efficacy beliefs in influencing teachers' job satisfaction levels.

Teachers reported high levels of self-efficacy and moderate to high levels of job satisfaction across various dimensions. They perceived themselves as capable in student engagement, instructional strategies, and classroom management, and generally, they were satisfied with their job roles, interpersonal relationships, and organizational environment.

Positive correlations were found between teacher self-efficacy dimensions and job satisfaction factors. Teachers who felt more confident in engaging students, implementing instructional strategies, and managing their classrooms reported higher job satisfaction. Teacher self-efficacy dimensions significantly predicted job satisfaction factors. Efficacy for student engagement, instructional strategies, and classroom management positively influenced job satisfaction, highlighting the importance of these aspects in teachers' overall job satisfaction.

The results of this study highlight the importance of teacher self-efficacy in influencing job satisfaction among Filipino teachers. Strengthening teachers' beliefs in their capabilities can contribute to higher job satisfaction, which in turn, may lead to improved teacher well-being and effectiveness in the classroom. Efforts to enhance teacher self-efficacy should be prioritized to create a positive and supportive teaching environment.

References:

- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control.
- DepEd. (2019). K to 12 Basic Education Curriculum. Department of Education, Philippines. <https://www.deped.gov.ph/k-to-12/about/k-to-12-basic-education-curriculum/>
- DepEd. (2020). Philippine Education for All 2015 Review Report. Department of Education, Philippines. <https://unesdoc.unesco.org/ark:/48223/pf0000230331>
- Hultell, D., & Gustavsson, J. P. (2011). Factors affecting burnout and work engagement in teachers when entering employment. *Work*, 40(1), 85-98.
- Kilag, O. K. T., Angtud, R. M. A., Uy, F. T., Alvez, G. G. T., Zamora, M. B., Canoy, C. B., & Sasan, J. M. (2023). Exploring the Relationships among Work Motivation, Job Satisfaction, Administrative Support, and Performance of Teachers: A Comprehensive Study. *International Journal of Scientific Multidisciplinary Research*, 1(3), 239-248.
- Kilag, O. K., Uy, F., Calledo, M. F., Diano Jr, F., Morales Jr, N., & Abendan, C. F. (2024). Assessing the Impact of Principal's Instructional Leadership, School Level, and Effectiveness in Educational Institutions. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(1), 73-82.
- Lawsin, N. L. P., & Prudente, M. S. (2023). Improving STS Teaching Practice Through Transversal Competencies Towards Seamless Blended Digital Learning. *American Journal of Education and Technology*, 2(1), 29-36.
- Malbas, M. H., Nengasca, M. K. S., Longakit, L. J. H., Celin, L. C., Pasigui, R., & Valenzona, M. A. V. N. (2023). Osias Kit T. Kilag. *European Journal of Higher Education and Academic Advancement Volume*, 1(2).
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological reports*, 114(1), 68-77.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences* (Vol. 3). Sage.



Tadić, M., Bakker, A. B., & Oerlemans, W. G. (2015). Challenge versus hindrance job demands and well-being: A diary study on the moderating role of job resources. *Journal of Occupational and Organizational Psychology*, 88(4), 702-725.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.