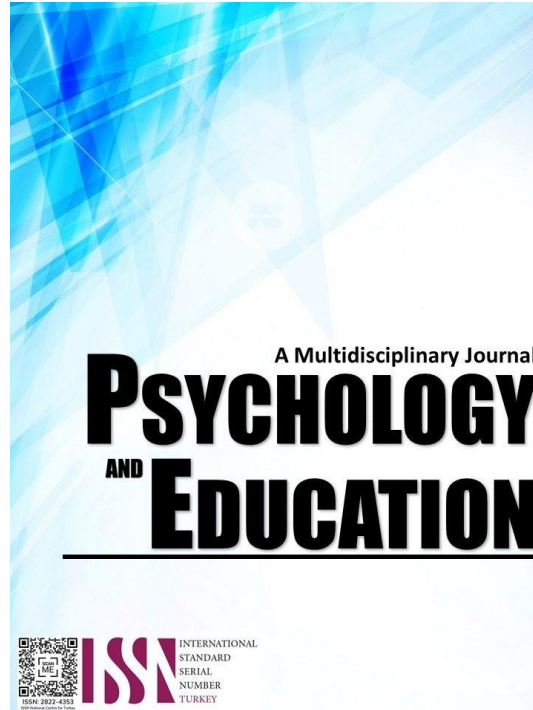


WELL-BEING AND SENSE OF EFFICACY AND ITS RELATION TO JOB SATISFACTION AMONG TEACHERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 40

Issue 9

Pages: 1211-1231

Document ID: 2025PEMJ3924

DOI: 10.70838/pemj.400908

Manuscript Accepted: 05-18-2025

Well-Being and Sense of Efficacy and its Relation to Job Satisfaction among Teachers

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Abstract

The main objective of the study was to investigate the well-being, sense of efficacy, and job satisfaction of teachers in Integrated Schools and the relationship between these variables. The study used a quantitative approach, with data collected through surveys to assess teachers' well-being in terms of workload, organization, and student interaction; their sense of efficacy in terms of instruction, motivation, and classroom management; and job satisfaction in terms of security, work environment, and promotion. According to the results, teachers typically expressed high levels of well-being, sense of efficacy, and job satisfaction. Despite having somewhat lower well-being in relation to workload, teachers felt supported in both organizational and student interaction elements. Teachers reported feeling very confident in their ability to motivate students, educate, and manage the classroom. Teachers were very grateful for their work environment and promotion, which contributed to their high job satisfaction. Significant correlations between teachers' job satisfaction, sense of efficacy, and well-being were found, underscoring the significance of supportive organizations, reasonable workloads, and positive student interactions. Based on these results, the study suggests that teachers practice self-reflection and professional development, school administrators establish programs and supportive environments, legislators create policies that support teachers' professional development and well-being, and future researchers look into other factors that affect student outcomes and teacher effectiveness. This study offers insightful information for raising educational quality, teacher engagement, and retention in integrated schools.

Keywords: *well-being, sense of efficacy, and job satisfaction*

Introduction

Teachers are crucial in shaping students' academic and personal development in the fast-changing educational landscape. This is especially true in integrated schools, where the diversity of student populations calls for a wide range of specialized instructional strategies. Knowing what influences a teacher's effectiveness has become more important as demands on them rise. The ability of teachers to carry out their jobs successfully and sustainably is directly impacted by these qualities, of which well-being, sense of efficacy, and job satisfaction are essentially important (Darling-Hammond, 2019, pp. 47-64).

One important factor influencing teachers' performance is confidence in one's capacity to affect student outcomes or the teachers' self-efficacy. Teachers who possess a high level of self-efficacy are more inclined to employ successful teaching methods and actively include their students in the teaching-learning process (Tschannen-Moran & Hoy, 2019, pp. 209-228). Teachers' self-efficacy changes throughout time according to professional growth, experience, and the encouragement they get. However, inadequate assistance or challenges in satisfying different demands weaken self-efficacy (Hussain & Khan, 2022, p. 50).

Moreover, teacher retention and students' overall achievement are impacted by job satisfaction, which is determined by factors such as security and working environment. Teachers who are happy in their jobs are more likely to invest in their learners, stay in the field, and make a positive impact on the school community (Seppälä, Harju, & Hakanen, 2020, p. 23). Encouraging work environments, such as sufficient resources and positive leadership, are essential for promoting job satisfaction. Strong professional ties with coworkers can foster a supportive atmosphere that raises job satisfaction (Billett, Sweet, & Noble, 2022, pp. 221-250).

In Integrated Schools, where lack of resources can worsen stress and impair performance, well-being, self-efficacy, and job satisfaction are especially important. Teachers' confidence in their capacity to improve student outcomes, or self-efficacy, is influenced by several factors, including professional development and school leadership support.

However, insufficient resources and ongoing difficulties can erode this confidence (Brady, McDaniel, & Choi, 2023, pp. 1703-1726). Likewise, the retention of teachers and the performance of students depend heavily on job satisfaction, which is impacted by work environments, support systems, and job duties.

Additionally, maintaining a teacher's efficacy and passion for teaching depends heavily on their well-being. High-wellbeing teachers are able to manage difficulties in the classroom, adjust to the various requirements of their students, and keep a positive attitude about their work (Hascher, & Waber, 2021). Prioritizing the well-being of teachers is essential in integrated schools since the demands are increased by the varied student body and limited resources.

Addressing this gap is essential to raising educational performance, creating a positive work environment, and increasing teacher retention. Through investigating the complex interrelationships among well-being, self-efficacy, and job satisfaction, this research sought to offer valuable insights that can guide the development of policies and practices that enhance teacher support, ultimately resulting in a more resilient and productive teaching workforce.

Research Questions

The main objective of this study was to examine the well-being, sense of efficacy, and job satisfaction among teachers in Integrated Schools. Specifically, it aimed to answer several questions.

1. What is the level of well-being among teachers, specifically in terms of workload, organizational, and student interaction?
2. What is the level of sense of efficacy among teachers, focusing on their instruction, motivation, and classroom management?
3. What is the level of job satisfaction among teachers regarding their security, work environment, and promotion? and
4. Is there a significant relationship between teachers' well-being, sense of efficacy, and job satisfaction?

Methodology

Research Design

To collect information on the teachers' well-being, sense of self-efficacy, and job satisfaction in Integrated Schools in the Division of Valencia City, Bukidnon, the researcher used a descriptive-correlational research design with self-assessment questionnaires. To gain insight into the factors that influence teachers' performance, the study also examined the relationships between these constructs, such as teachers' well-being, sense of self-efficacy, and job satisfaction.

Generally, descriptive research was used to characterize an object, circumstance, person, or phenomenon. It entails observing and summarizing a subject without exerting personal influence. Correlation study quantifies the degree of relationship between variables. Determining which variables are interacting and what kind of interaction is taking place is another goal of the research. To gather information about the relationship between public school teachers' well-being, sense of self-efficacy, and job satisfaction, the study used a quantitative method.

Respondents

The respondents of the study were the total number of teachers in the selected Integrated Schools in the Division of Valencia City, Bukidnon namely: Barobo Integrated School, Lourdes Integrated School, Lumbo Integrated School, Magsal Integrated School, and Tugaya Integrated School. All teachers in were included in the study as complete enumeration was used to collect data. This method includes every member of the population and allows accurate and thorough data collection.

Instrument

The researcher utilized the self-assessment survey question tool which was distributed among the respondents of the study. The first part is the personal data which is the name of the teacher-respondent (optional) and the school assignment was asked. Part two was about the teachers' well-being specifically in terms of workload, organization, and student interaction adapted from the study of Collie, (2014).

Furthermore, part three was on the sense of efficacy among teachers in integrated schools, focusing on their instruction, motivation, and classroom management adapted from the study of Nie, Lau, and Liau, (2012). Finally, part four of the questionnaires was adapted from Weiss, and Johnson, (1967) and Biason, (2020), on teacher's job satisfaction. This focuses on security, work environment, job promotion.

Data Analysis

Various statistical tools were utilized to analyze the data gathered from the teachers in the Integrated Schools. To provide a thorough grasp of the variables and to describe the data, descriptive statistics were employed. In particular, assessing the level of teachers' well-being, sense of efficacy, and job satisfaction in Integrated Schools each variable's average score was determined, giving researchers a value representative of the population.

Finally, correlation analysis was used to ascertain the interactions between these variables, any patterns or correlations was found utilizing the Pearson-Product Moment Correlation. This will clarify the complex relationship that exist between the job satisfaction, sense of efficacy, and well-being of teachers.

Ethical Considerations

The integrity of this study and participant protection depends heavily on ethical issues. All teachers were asked for their informed consent, guaranteeing that they were completely aware of the objectives of the study, the processes, and their rights at every stage. Teachers were assured that their involvement in the study was entirely voluntary and that they could leave at any moment without facing any repercussions.

All answers will be anonymized to protect privacy, and the information was treated with utmost confidentiality. To protect participants' privacy and avoid any possible harm, ethical standards was also observed. This adherence to moral principles will support the validity of the results while upholding the autonomy and dignity of the respondents.

Results and Discussion

This chapter presents, analyzes, and interprets the data collected from responses of teachers. It further decodes the most crucial information and comprehension for making judgments and suggestions.

Assess the level of well-being among teachers, specifically in terms of workload, organizational, and student interaction

Workload

Table 1 presents the level of well-being among teachers in terms of workload. The indicators in the table are evaluated using a weighted mean, and standard deviation reflecting various aspects regarding the teachers' workload. A qualitative interpretation is provided for each metric.

Table 1. *Level of well-being among teachers in terms of workload.*

Indicators	Weighted Mean	Std. Deviation	Qualitative Interpretation
1. Working to finish my teaching tasks	4.42	0.61	High Level
2. Marking work	4.37	0.72	High Level
3. Fitting everything in to the allotted time	4.30	0.74	High Level
4. Work I complete outside of school hours for teaching	4.29	0.79	High Level
5. Administrative work related to teaching	4.24	0.80	High Level
6. Staying late after work for meetings and activities	3.84	1.28	High Level
Overall Mean	4.25	0.60	High Level

Legend: 4.50–5.00 – Very High Level; 3.50–4.49 – High Level; 2.50–3.49 – Moderate Level; 1.50–2.49 – Low Level; 1.00–1.49 – Very Low Level.

Teachers often report high levels of well-being despite the difficulties posed by their job, as evidenced by the overall mean of 4.25 for well-being among teachers in terms of workload and a standard deviation of 0.60. Teachers' perceptions of their workload and its effect on their well-being vary little, according to the standard deviation, which indicates some heterogeneity in the responses. Despite the inherent difficulties, the high overall score indicates that the majority of teachers are effectively managing their workloads.

With a score of 4.42 and a standard deviation of 0.61, “working to accomplish my teaching tasks” had the highest mean of all the individual indicators. This suggests that educators believe they can do their assignments in a fair amount of time. Effectively managing teaching responsibilities is essential for teachers' general well-being because it keeps them from feeling overburdened by their work.

Heidari et al. (2022) claim that instructors who continue to be actively involved in their profession are more likely to have lower stress levels, which in turn leads to more dedication and job satisfaction. “Marking work” had a mean of 4.37 and a standard deviation of 0.72, which was the next highest. Even though there may be some variation in their experiences, the bigger standard deviation shows that teachers believe they can handle their grading duties well. Hanushek et al. (2019) point out that grading can be unpleasant and time-consuming, but a balanced workload keeps instructors from burning out and guarantees their well-being.

With a standard deviation of 0.74 and an indication score of 4.30 for “fitting everything into the allotted time,” teachers appear to be generally good time managers, albeit they may occasionally struggle to balance all of their responsibilities within the given period. Effective time management lowers stress and keeps teachers from feeling overburdened, which makes it a critical component of their well-being.

Teachers are spending a significant amount of time outside of regular hours on teaching-related duties, but they are generally managing this well, according to the “work I complete outside of school hours for teaching” score of 4.29 with a standard deviation of 0.79. According to Li et al. (2022), working after school can cause burnout, yet a teacher's capacity to handle these responsibilities well probably accounts for their high well-being.

“Administrative work related to teaching” scored 4.24 with a standard deviation of 0.80, suggesting that teachers generally handle administrative duties but may feel burdened by these additional responsibilities at times. According to Hanushek et al. (2019), administrative tasks such as compliance reporting and documentation can add significant stress to a teacher's workload.

Lastly, “staying late after work for meetings and activities” scored the lowest at 3.84, with a standard deviation of 1.28. This suggests that while teachers may sometimes stay late for meetings, the variability in responses indicates that not all teachers feel the same level of pressure or necessity to stay after hours. The high standard deviation here points to a difference in how teachers perceive their workload and the organizational demands placed on them.

Although teachers generally retain a high feeling of well-being about their workload, the results show that there are subtle differences in the ways that certain parts of their workload affect their day-to-day experiences. Teachers who score highly on basic teaching activities are likely to be resilient and confident in their ability to handle instructional obligations, which is encouraging for their long-term commitment to the profession and job satisfaction. The comparatively low score and greater range of answers on arriving late for events and meetings, however, point to a problem. These additional responsibilities could overwhelm some educators, resulting in stress or an unbalanced work-life schedule. Similarly, administrative work is a known cause of teacher tiredness, albeit still in the high range, suggesting that this area of the workload may require more assistance and attention.

These results are in line with previous studies. Teachers who successfully manage their workloads and remain involved in their work typically report lower stress level and more job satisfaction, according to Heidari et al. (2022). Furthermore, Hanushek et al. (2019) emphasized that although administrative and grading tasks might be demanding and time-consuming, burnout can be prevented with good workload management. According to Li et al. (2022), working after hours is a common cause of teacher exhaustion, however, this can be lessened if educators feel prepared and supported to handle these responsibilities. The study by Magalong and Torreon (2021), which highlighted the importance of organizational support in fostering teacher well-being, is consistent with these findings.

These findings have important implications for education policymakers and school administrators. First, even when teachers seem to be handling their teaching responsibilities well, it is important to consider carefully the demands of extracurricular activities and administrative tasks. To lessen teachers' non-instructional workloads, schools could think about reassigning administrative duties or offering secretarial assistance. Second, the range of answers regarding staying late raises the possibility that compensatory time-off rules or flexible scheduling could aid in addressing differences in workload experiences. Additionally, time management techniques should be incorporated into professional development programs to assist educators in maintaining high standards of performance without sacrificing their health. Workload caps or more precise rules for non-teaching responsibilities could be implemented at the policy level to guarantee a more sustainable and equitable workload in various educational environments.

In summary, although teachers' overall workload satisfaction is still high, the results highlight certain aspects of the workload, especially administrative responsibilities, and long workdays, that continue to pose difficulties of the teaching workforce. By taking proactive measures to address these issues, schools may support the well-being of teachers, raise morale, and improve retention in the field.

Organizational Well-being

Table 2 shows the level of teachers' well-being in terms of organization. Six indicators are included in the table, each with a weighted mean, standard deviation, and qualitative interpretation. The overall mean for all indicators is presented at the bottom of the table.

Table 2. *Level of well-being among teachers in terms of organizational elements.*

Indicators	Weighted Mean	Std. Deviation	Qualitative Interpretation
1. Communication between members of the school	4.56	0.53	Highly Aware
2. School rules and procedures that are in place	4.51	0.60	Highly Aware
3. Support offered by school leadership	4.46	0.63	Highly Aware
4. Participation in school-level decision-making	4.44	0.65	Highly Aware
5. Relations with administrators at my school	4.42	0.62	Highly Aware
6. Recognition for my teaching	4.37	0.67	Highly Aware
Overall Mean	4.46	0.44	Highly Aware

Legend: 4.50–5.00 – Very High Level; 3.50–4.49 – High Level; 2.50–3.49 – Moderate Level; 1.50–2.49 – Low Level; 1.00–1.49 – Very Low Level.

The level of teachers' well-being in relation to organizational elements obtained an overall mean of 4.46 and a standard deviation of 0.44. Most teachers feel very happy at their workplace. The low standard deviation indicates that, despite some variance in individual responses, the majority of teachers have a similar favorable opinion of the organizational variables. Although there are still certain areas that might be improved, the overall high score shows the supportive organizational climate for teachers' well-being.

"Communication between members of the school" had the highest mean of 4.56 and a standard deviation of 0.53. With little diversity in their answers, this shows that teachers feel extremely informed and supported by communication inside the school. Effective communication inside the company creates a supportive environment, which raises teacher satisfaction and engagement, as Eisenberger et al. (2020) point out. "School rules and procedures that are in place" had the next-highest score with 4.51 and a standard deviation of 0.60. Teachers had a great sense of clarity about school policies, which enhanced their well-being and sense of security. This is consistent with Sudibjo and Manihuruk's (2022) assertion that perceived fairness in organizational policies boosts teacher satisfaction and dedication.

"School leadership support" received a mean score of 4.46, with a standard deviation of 0.63. This suggests that although the majority of teachers believe they receive sufficient help from their school administrators, opinions on this support vary slightly. The results are consistent with Journell's (2023) assertion that organizational support from leadership is essential for lowering stress and raising teacher job satisfaction.

While the greater standard deviation indicates that some teachers may feel excluded or underrepresented, the "participation in school-level decision-making" with a weighted mean of 4.44 with a standard deviation of 0.65, indicates that teachers usually feel active in decision-making. According to Feni (2022), allowing teachers to participate in decision-making can boost their resilience, well-being, and autonomy.

Although there is considerable variance, the "relations with administrators at my school" with a weighted mean of 4.42 with a standard deviation of 0.62 suggests that instructors and school administrators have generally positive interactions. According to Heidari et al. (2022), good administrator relationships are essential for teachers' well-being because they lower stress and provide a positive work atmosphere.

With a standard deviation of 0.67 and a mean score of 4.37, the statement "recognition for my teaching" had the lowest mean score.

The higher standard deviation indicates that some teachers can feel underappreciated, emphasizing an area that should be improved even though their contributions are properly recognized. According to Heidari et al. (2022), rewards and recognition are essential for maintaining teachers' motivation and well-being, and increasing recognition further may raise job satisfaction levels overall.

These results highlight how important corporate culture is in determining teachers' well-being. Teachers who feel appreciated, safe, and involved in their work are more likely to have supportive leadership, consistent policy implementation, and effective communication. Teachers' stress levels and morale can be positively impacted by a work climate that values openness and collaboration, as seen by the high communication score. However, in areas like decision-making and recognition, the comparatively lower scores and wider standard deviations suggest that some teachers might feel left out or undervalued, which could affect their motivation and contentment. Regular recognition procedures and inclusive leadership could aid in closing these gaps.

Existing research provides strong support for these findings. Effective communication enhances employee well-being and builds stronger working relationships, according to Eisenberger et al. (2020). Similarly, Sudibjo and Manihuruk (2022) emphasize the positive effects that equitable and transparent school rules have on teachers' organizational commitment and job satisfaction. To lower teacher stress and foster a positive work environment, Journell (2023) highlights the importance of leadership support. Including educators in school-level decision-making also improves their professional identity, autonomy, and resilience, according to Feni (2022). Heidari et al. (2022), emphasize how crucial acknowledgment is to maintaining teacher enthusiasm and lowering emotional tiredness.

The implications of these findings are especially pertinent to education leaders and school administrators. First, although many schools already have strong leadership support and communication, more focus should be placed on enhancing teachers' experiences with acknowledgment and participatory leadership. The use of more formal recognition mechanisms, like performance-based awards or teacher appreciation programs, could help school administrators make sure that all instructors feel appreciated. More inclusive platforms that allow instructors to participate in decision-making may also foster a stronger sense of empowerment and ownership, which improves well-being and job satisfaction.

These results suggest that, on a larger scale, a positive organizational environment is not only advantageous but also necessary to sustain teacher engagement and lower turnover. School systems and policymakers should invest in leadership development programs, communication frameworks, and methods of teacher inclusion and recognition in light of the influence of corporate culture. Schools may create settings where instructors feel valued, supported, and inspired by giving priority to these factors, which will ultimately improve student performance as well.

In summary, teachers' reports of high organizational well-being are positive, particularly to communication and the clarity of policies. School systems must, however, keep concentrating on appreciating teachers' efforts and include them in significant school-level decisions to further improve the organizational climate. These steps are essential for promoting a more resilient and dedicated teaching staff and the well-being of teachers.

Student Interaction

Table 3 presents the results of the level of teachers' well-being in terms of student interaction. The table has four indicators, each with a weighted mean, a standard deviation, and a qualitative interpretation. Active student interaction promotes deeper understanding and retention of material. Collaborative learning encourages critical thinking and problem-solving, leading to improved academic outcomes. Studies have shown that students in interactive environments are more likely to succeed academically

Table 3. *Level of well-being among teachers in terms student interaction.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. Relations with students in my class	4.57	0.56	Very High Level
2. Classroom management	4.44	0.60	High Level
3. Student motivation	4.42	0.59	High Level
4. Student behavior	4.39	0.68	High Level
Overall Mean	4.46	0.48	High Level

Legend: 4.50–5.00 – Very High Level; 3.50–4.49 – High Level; 2.50–3.49 – Moderate Level; 1.50–2.49 – Low Level; 1.00–1.49 – Very Low Level.

The overall mean for the level of well-being among teachers in terms of student interaction is 4.46, with a standard deviation of 0.48, suggesting that teachers' interactions with students typically result in a high level of well-being. Although there is significant variation, the comparatively low standard deviation indicates that most teachers have comparable opinions about their interactions with students. A supportive and stimulating learning environment is crucial for the well-being of both teachers and students, as evidenced by this high score.

“Relations with students in my class” had the highest mean of all the individual indicators, at 4.57, with a standard deviation of 0.56. The little difference in their answers shows that teachers and students have a very positive interaction. Building a friendly and conducive learning environment requires strong teacher-student interactions. According to Wang and Guan (2020), these connections, which are formed via regular contact, can greatly improve the educational process by fostering a sense of shared accountability for students' and teachers' performance.

“Classroom management” had the next-highest score of 4.44, with a standard deviation of 0.60. Teachers are confident in their ability to run their classrooms well, which helps to create a secure and effective learning environment. Effective classroom management is associated with improved student behavior and a more positive classroom environment, according to research by Dietrich and Cohen (2019).

“Student motivation” has a weighted mean of 4.42, with a standard deviation of 0.59. This indicates that teachers generally perceive their students to be motivated, though there is some variation in how teachers experience this motivation. Motivated students are more likely to be engaged and perform well academically, which has a positive impact on teacher job satisfaction. As highlighted by Wang et al. (2021), positive student engagement is integral to a thriving classroom environment.

Finally, the score of 4.39 for “student behavior” with a standard deviation of 0.68 indicates that although teachers often report favorable student behavior, individual experiences vary greatly. Effectively controlling student conduct is essential to establishing a secure and encouraging learning environment. Dietrich and Cohen (2019) assert that how educators engage with their pupils can impact their conduct, highlighting the need to establish a polite and supportive atmosphere.

These findings support the idea that teacher well-being is significantly influenced by student interaction. A teacher's feeling of purpose is increased, stress is decreased, and a happier learning environment is created when they have positive relationships with their students. A school culture that values open communication and respect for one another is shown in the extremely high score for teacher-student relationships, which directly affects professional happiness. Additionally, teachers who are confident in their ability to handle classroom dynamics—as demonstrated by their high classroom management score—feel more in control and experience less stress regularly. However, the modest decline in motivation and behavior scores, which are still in the high range, indicates that fluctuations in student behavior and engagement may occasionally present difficulties for teachers' well-being.

In addition, the results are in line with the research of Wang and Guan (2020), which indicated that positive teacher-student relationships foster both teacher satisfaction and student achievement. A more emotionally balanced teaching experience and better student behavior are closely correlated with efficient classroom management, according to Dietrich and Cohen (2019). Furthermore, Wang et al. (2021) emphasized the mutually reinforcing relationship between teacher morale and student motivation—teachers are more likely to feel inspired and fulfilled when students are engaged. Therefore, student-related elements like motivation and behavior affect instructors' well-being and student outcomes.

Results imply that even while the data show that teachers interact with students successfully, ongoing assistance is crucial for controlling classroom conduct and encouraging student participation. Teacher capacity could be further increased through professional development programs that emphasize relationship-building, constructive discipline techniques, and differentiated instruction. Schools can also think about putting in place mentorship and peer support programs where educators may exchange effective methods for handling a variety of student behaviors and inspiring students. The well-being of teachers can be strongly but indirectly supported by funding student-centered school climates.

In conclusion, the findings show that teachers typically feel quite happy while interacting with students, and that excellent relationships, good classroom management, and motivated students are the main causes of happiness. The disparity in student behavior and motivation levels, however, raises the possibility that some areas require more attention in order to maintain uniformity across classrooms. Schools may further increase the well-being of both teachers and students, which will boost educational outcomes, by cultivating even stronger teacher-student relationships and improving classroom management techniques.

Summary of the Level of Well-being among Teachers

Table 4 offers a thorough summary of the level of teachers' well-being broken down into three different indicators: workload, organization, and student interaction.

Table 4. *Summary of the Level of Well-being among Teachers.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
Organization	4.46	0.44	High Level
Student Interaction	4.46	0.48	High Level
Workload	4.25	0.60	High Level
Overall Mean	4.39	0.51	High Level

Legend: 4.50–5.00 – Very High Level; 3.50–4.49 – High Level; 2.50–3.49 – Moderate Level; 1.50–2.49 – Low Level; 1.00–1.49 – Very Low Level.

Teachers' overall well-being is high, as seen by their overall mean of 4.39 and standard deviation of 0.51. Teachers' perceptions of their workplace in three crucial areas: workload, student interaction, and organization are reflected in this score. Although there is still considerable variation, the comparatively low standard deviation indicates that the majority of instructors have a similar opinion of their well-being.

Although there is a need for improvement in certain areas, a high overall mean indicates that the factors influencing teachers' well-being are generally good. The findings of Heidari et al. (2022) and Burić et al. (2021), which stress the value of a supportive work environment in boosting teacher well-being, are consistent with this tendency.

With extremely low standard deviations of 0.44 and 0.48, respectively, organization and student interaction** had the highest mean scores, at 4.46. These findings imply that educators maintain healthy, meaningful relationships with their students and feel well-supported in their work environment. Teachers' well-being is greatly aided by excellent organizational support, which includes effective communication, capable leadership, and a feeling of belonging. According to Heidari et al. (2022), these kinds of settings boost professional dedication and lessen stress, which raises job satisfaction. Furthermore, good relationships between teachers and students are essential for general well-being. Meaningful interpersonal relationships between teachers and students foster a more encouraging and stimulating learning environment, which benefits students as well as teachers' emotional well-being and job satisfaction, claim Wang and Guan (2020).

With a weighted mean of 4.25 and a standard deviation of 0.60, the workload shows a minor decline in well-being, despite the high ratings for student interaction and organization. The lower mean score indicates that workload-related stress may still be an issue, even when teachers say they handle their workload well. Heavy workloads can cause stress and burnout, particularly when combined with administrative responsibilities and after-hours activities, according to research by Hanushek et al. (2019) and Magalong and Torreon (2021).

These results highlight the importance of relationships with students and organizational support as the cornerstones of teacher well-being. Teachers who work in schools with responsive leadership, good communication, and an inclusive school culture are more likely to succeed. These findings support the assertions of Heidari et al. (2022) that teachers who attend schools with excellent organizational climates are more likely to be emotionally resilient and professionally fulfilled. Furthermore, the importance of a positive teacher-student dynamic is further supported by the continuously high rating for student interaction. Meaningful relationships with students not only improve the learning environment but also directly affect teachers' motivation and emotional well-being, according to (Wang and Guan 2020). On the other hand, the slightly lower mean for workload indicates that teaching is still a difficult career. The responsibilities of lesson planning, grading, administrative work, and extracurricular activities can mount up and lead to exhaustion and burnout even when properly managed. Studies by Hanushek et al. (2019) and Magalong and Torreon (2021) reinforce this, highlighting that excessive workloads continue to be a major cause of stress for educators. The larger standard variation in this domain also implies that different instructors have different workload experiences; depending on grade level, subject matter, or administrative support, some teachers may be far more overworked than others.

Results suggest that since it is an effective and protective factor against the emotional toll of teaching, sustaining strong organizational structures and encouraging constructive student relationships must continue to be a top concern. However, school administrators shouldn't undervalue the significance of reducing stress brought on by busyness. Realistic scheduling expectations, efficient administrative procedures, and more strategic task delegation can all help achieve this. Teachers can be better equipped to handle their responsibilities by taking advantage of professional development programs that emphasize time management, stress reduction, and mental wellness.

School administrators also need to recognize how workload affects teacher attrition over time. The stress of ongoing overwork cannot be entirely offset by even a well-functioning educational setting. Thus, system-level changes that lower bureaucratic expectations, guarantee proper staffing and provide instructors time to relax, work together, and reflect must be a part of any long-term plan to promote teacher well-being. The results indicate that although teachers express high levels of general well-being, especially about student interaction and organizational support, workload continues to be a source of stress. To establish more sustainable and satisfying learning environments, school administrators and legislators should take proactive measures to alleviate workload issues and strengthen the aspects that already promote well-being. In the end, a flourishing teaching workforce improves student results, fosters healthier school environments, and increases everyone's educational success.

Determine the level of sense of efficacy among teachers, focusing on their instruction, motivation, and classroom management

Instruction

Table 5 presents the level of teachers' sense of efficacy in terms of instruction. The indicators in the table were graded using a weighted mean and standard deviation for each metric, and a qualitative interpretation was also given.

Table 5. *Level of Sense of Efficacy among Teachers in terms of Instruction.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. How well can you provide an alternative explanation or example when students are confused?	4.80	3.74	Very High Efficacy
2. How well can you respond to difficult question from your students?	4.43	0.53	High Efficacy
3. How well can you provide appropriate challenges for very capable students?	4.42	0.55	High Efficacy
4. How well can you implement alternative strategies in your classroom?	4.30	0.61	High Efficacy
Overall Mean	4.49	0.99	High Efficacy

Legend: 4.50–5.00 – Very High Efficacy; 3.50–4.49 – High Efficacy; 2.50–3.49 – Moderate Efficacy; 1.50–2.49 – Low Efficacy; 1.00–1.49 – Very Low Efficacy.

Table 5 presents the level of teachers' sense of efficacy in terms of instruction. The overall mean of 4.49, accompanied by a standard deviation of 0.99, reflects a "high efficacy" level, indicating that teachers generally feel confident in their instructional capabilities. The relatively high mean, along with the moderate standard deviation, suggests that most teachers exhibit strong efficacy in instructional practices, although there may be some variation in individual perceptions of their abilities.

With a weighted mean of 4.80 and a standard deviation of 3.74, the indicator "How well can you provide an alternative explanation, or example when students are confused?" had the highest weighted mean when looking at the individual indicators. This extremely high efficacy score indicates that teachers believe they are competent of offering different explanations or examples to clear up students' uncertainty, proving their flexibility and proficiency as educators. This is consistent with research by Tschannen-Moran & Hoy (2019), who highlighted that teachers who have a high level of self-efficacy are more adept at putting effective teaching techniques like providing constructive criticism and asking meaningful questions into practice.

With a weighted mean of 4.43 and a standard deviation of 0.53 reflecting a "high efficacy" level, the second highest indicator, "How well can you respond to difficult questions from your students?" shows that teachers feel confident in handling challenging questions from students, indicating a high level of competence and the ability to engage with students at a deep level. This is consistent with research by Li et al. (2022), which demonstrated that teachers with high self-efficacy tend to be more resilient and adept at navigating classroom challenges.

In third and obtaining a weighted mean of 4.42 and a standard deviation of 0.55, "how well can you provide appropriate challenges for very capable students?" similarly in the "high efficacy" level. This shows that educators believe they can properly challenge all students by offering varied education to match the demands of advanced learners. As Tschannen-Moran & Hoy (2019), they discovered teachers with high self-efficacy are more likely to engage students in critical thinking and problem-solving tasks, such an approach is essential in developing academic improvement and motivation.

Although it is marginally lower than the other indicators, the last in rank, "How well can you implement alternative strategies in your classroom?" has a weighted mean of 4.30 and a standard deviation of 0.61, which also falls in a "high efficacy" level. Maintaining an engaging and adaptable classroom atmosphere can result in better student performance, and teachers' desire and skill to use a variety of tactics is crucial.

The high results for every indicator point to teacher' belief in their abilities to educate, especially in their flexibility and responsiveness to the needs of their students. Given that it affects how teachers handle problems in the classroom, organize their lessons, and adapt to different learning styles, this lends credence to the notion that instructional self-efficacy is a fundamental component of good teaching. Strong instructional self-efficacy increases a teacher's likelihood of persevering through challenges, using student-centered practices, and trying out novel tactics—all of which enhance student engagement and accomplishment, claim Tschannen-Moran and Hoy (2019).

Li et al. (2022), who noted that teachers with high efficacy are more proactive and adaptable in adapting to instructional demands, provide further credence to these findings. Key markers of professional competence include the capacity to handle complex classroom interactions, challenge high-achieving students, and offer other explanations. There are significant ramifications for school leadership and policy: schools should make investments in collaborative learning communities, mentorship programs, and continuous professional development to help instructors improve their teaching methods to maintain and increase this high level of efficacy. Additionally, schools can support teachers in developing their confidence and instructional impact by offering chances for reflective practice and innovation.

To sum up, Table 5 indicates that teachers typically have a high degree of self-efficacy in their teaching methods. These results are in line with earlier studies showing that teachers who have high levels of self-efficacy are more likely to engage students, use successful teaching techniques, and persevere in the face of difficulties (Tschannen-Moran & Hoy, 2019; Li et al., 2022). To further boost teachers' self-efficacy and guarantee their continuous development and success in the classroom, professional development, mentoring, and institutional support are essential.

Motivation

Table 6 shows the level of teachers' efficacy in terms of motivation. A weighted mean and standard deviation were used to assess each indicator, along with a qualitative interpretation.

Table 6. Level of Sense of Efficacy among Teachers in terms of Motivation.

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. How well can you motivate students who show low interest in schoolwork?	4.50	0.54	Very High Efficacy
2. How well can you help your students value learning?	4.50	0.58	Very High Efficacy
3. How well can you get through to the most difficult students?	4.35	0.61	High Efficacy
4. How well can you improve the understanding of a student who is failing?	4.32	0.60	High Efficacy
Overall Mean	4.42	0.44	High Efficacy

Legend: 4.50–5.00 – Very High Efficacy; 3.50–4.49 – High Efficacy; 2.50–3.49 – Moderate Efficacy; 1.50–2.49 – Low Efficacy; 1.00–1.49 – Very Low Efficacy.

An overall mean of 4.42 and a standard deviation of 0.44, teachers are generally considered to have a "high efficacy" level when it comes to inspiring their students. The consistent degree of self-efficacy among teachers in their capacity to motivate and engage their students is suggested by the comparatively low standard deviation. Individual teacher perceptions may still vary slightly, but this indicates that the majority of teachers are confident in their motivational techniques.

Two indicators, "how well can you motivate students who show low interest in schoolwork?" and "How well can you help your students value learning?" share the highest weighted mean of 4.50. Both indicators fall into the "very high efficacy" category, meaning that teachers believe they are exceptionally capable of inspiring disengaged students and fostering a greater appreciation for learning. Research by Tschannen-Moran and Hoy (2019) supports these findings, showing that teachers with high levels of self-efficacy are more likely to use motivational techniques that improve academic performance and student engagement. Teachers confident in their skills are more likely to use strategies that encourage students' enthusiasm for and appreciation of learning.

The third indicator, "How well can you get through to the most difficult students?" has a weighted mean of 4.35 and a standard deviation of 0.61, placing it under the category of "high efficacy." This indicates that teachers are generally comfortable approaching challenging students and attending to their needs. Maintaining a healthy classroom climate and making sure that every student gets the time and assistance they require to succeed depend on teachers being able to effectively manage challenging students. When working with kids who might need more specialized attention, teachers who have high self-efficacy are more likely to address obstacles with passion and determination, according to Li et al. (2022).

The indicator, "How well can you improve the understanding of a student who is failing?" likewise falls into the "high efficacy" category with a weighted mean of 4.32 and a standard deviation of 0.60 ranked last. Teachers show a strong dedication to academic accomplishment and student success by feeling capable of assisting challenging pupils in improving their comprehension. This is consistent with research by Cai et al. (2022), which showed that teachers with a high level of self-efficacy are more inclined to devote time and energy to assisting students in overcoming obstacles in their academic careers.

Teachers are not only confident in their capacity to reach uninterested students but also in their ability to cultivate a natural enthusiasm for education, as seen by their very high efficacy in motivating low-interest students and helping them value learning. This shows a solid basis for developing educational environments that foster resilience and intellectual curiosity. These skills are in line with the findings of Tschannen-Moran and Hoy (2019), who contend that educators who possess high motivational efficacy are more likely to create deep connections and use techniques to pique students' attention again.

Additionally, the somewhat lower results on reaching challenging students and enhancing comprehension of failing learners point to areas that can benefit from greater support or focused intervention, even if they are still classified as high efficacy. These findings suggest that even when educators believe they are doing a good job, they may still have trouble keeping kids who struggle academically or behaviorally motivated. In this sense, professional development courses emphasizing trauma-informed practices, differentiated instruction, and inclusive teaching methods might assist in giving educators more resources to meet the varied needs of their students.

More generally, these findings highlight the necessity for school officials to foster cultures that consistently enhance and support teacher effectiveness. Enhancing motivational efficacy through peer collaboration, mentorship, and appreciation can boost student engagement in the classroom and, eventually, academic performance. In addition to empowering educators, a strong sense of effectiveness makes classrooms encouraging and supportive environments for all students.

Classroom Management

The level of teachers' sense of efficacy in terms of classroom management is shown in Table 7, where each indicator is rated using a weighted mean and standard deviation. This analysis provides information about how teachers view their capacity to control classroom behavior and establish a productive learning environment.

Table 7. *Level of Sense of Efficacy among Teachers in terms of Classroom Management.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. How well can you make your expectations clear about student behavior?	4.43	0.55	High Efficacy
2. How well can you get students to follow classroom rules?	4.41	0.51	High Efficacy
3. How well can you control disruptive behavior in the classroom?	4.37	0.52	High Efficacy
4. How well can you keep a few problem students from mining an entire lesson?	4.24	0.71	High Efficacy
Overall Mean	4.36	0.45	High Efficacy

Legend: 4.50–5.00 – Very High Efficacy; 3.50–4.49 – High Efficacy; 2.50–3.49 – Moderate Efficacy; 1.50–2.49 – Low Efficacy; 1.00–1.49 – Very Low Efficacy.

An overall mean score of 4.36 and a standard deviation of 0.45, Table 7 indicates that teachers' perception of efficacy in classroom management is at a "high efficacy" level. Teachers continuously report feeling quite effective at running their classrooms, as seen by the comparatively low standard deviation.

This shows that, despite possible small individual differences, the majority of teachers are confident in their capacity to establish standards, control conduct, and preserve a positive learning environment in the classroom.

The indicator "How well can you make your expectations clear about student behavior?" has the highest weighted mean of 4.43 and a standard deviation of 0.55, which falls under the "high efficacy" category. To maintain a disciplined and orderly classroom, teachers said they feel extremely capable of communicating their expectations for student behavior. It has been demonstrated that having clear expectations for students encourages good behavior and creates a more peaceful learning environment (Thien & Chan, 2020). A classroom that is respectful and engaged is more likely to be fostered by teachers who can establish and explain behavioral standards.

The weighted mean of 4.41, with a standard deviation of 0.51 for the second-highest indicator, "How well can you get students to follow classroom rules?" also indicates "high efficacy." Teachers are confident in their ability to make students follow the rules. This is a crucial ability for establishing a polite and comfortable atmosphere that promotes learning. According to Adedigba and Sulaiman (2020), educators who possess a high level of self-efficacy in this area are better able to handle disturbances and promote adherence to behavioral norms.

"How well can you control disruptive behavior in the classroom?" is the third highest indicator with a weighted mean of 4.37 and a standard deviation of 0.52. According to this finding, which shows "high efficacy," teachers are often successful in controlling disruptive conduct. One of the biggest problems instructors' encounters is classroom interruptions, which must be addressed if a conducive learning atmosphere is to be maintained. Highly effective teachers in this area use proactive techniques to reduce interruptions and keep students' attention on the lesson (Yada et al., 2021).

"How well can you keep a few problem students from ruining an entire lesson?" is the last ranking indicator. Its weighted mean is 4.24, with its standard deviation is 0.71. Although this result is still classified as "high efficacy," it is marginally lower than the others, suggesting that teachers may have a difficult time dealing with specific kids who disturb the entire class. Nonetheless, it still conveys a strong assurance in managing challenging circumstances. Teachers with high efficacy are frequently more equipped to re-engage students and stop the disruption from harming the entire class, even though managing individual students that disrupt learning can be very challenging (Adedigba & Sulaiman, 2020).

The findings indicate that teachers generally report a high sense of efficacy in managing their classrooms, which is consistent with research that highlights the importance of teacher self-efficacy in classroom management. Teachers who have high self-efficacy are more likely to implement effective classroom management strategies, and improve student engagement and academic success (Thien & Chan, 2020). Additionally, the results imply that maintaining a positive learning environment and improving student outcomes require teachers to receive ongoing professional development and support in classroom management.

In light of these findings, schools ought to provide ongoing instruction in proactive classroom management and differentiated behavior techniques top priority. Even while teachers are highly effective presently, assistance in areas like dealing with specific disruptive children could improve classroom management even more. Evidence-based behavior interventions, peer mentoring, and professional development seminars may strengthen teachers' skills and lessen the stress brought on by behavioral difficulties. Promoting this facet of teacher effectiveness is essential for improving classroom harmony, student involvement, and discipline to improve the quality of education.

Summary of the Level of Teachers' Sense of Efficacy

Table 8 presents the summary of the level of teachers' sense of efficacy in terms of instruction, motivation, and classroom management. Each metric's weighted mean and standard deviation are used to grade the indicators, and the weighted mean is used to provide a qualitative interpretation.

Table 8. *Summary on the Level of Sense of Efficacy among Teachers.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
Instruction	4.49	0.99	High Efficacy
Motivation	4.42	0.44	High Efficacy
Classroom Management	4.36	0.45	High Efficacy
Overall Mean	4.42	0.63	High Efficacy

Legend: 4.50–5.00 – Very High Efficacy; 3.50–4.49 – High Efficacy; 2.50–3.49 – Moderate Efficacy; 1.50–2.49 – Low Efficacy; 1.00–1.49 – Very Low Efficacy.

Table 8 reveals that the level of teachers' efficacy garnered an overall mean of 4.42, with a standard deviation of 0.63, indicating a "high efficacy" level across all three areas. Although teachers regularly report high levels of self-efficacy, there may be some difference in individual experiences, according to the rather moderate standard deviation. With a few minor variations in each area, the evidence indicates that teachers are generally confident in their capacity to regulate classroom conduct, inspire pupils, and carry out educational duties.

Instruction has the highest weighted mean of 4.49 and a standard deviation of 0.99. Given the greater standard deviation, this result is classified as "high efficacy" with a small range of variance. When it comes to answering challenging questions, offering alternate answers, and using varied instructional techniques, teachers are extremely confident in their abilities. This supports research that highlights the close connection between effective teaching strategies and teacher self-efficacy. Teaching professionals who have a high level of self-efficacy are more likely to use successful teaching techniques, be more committed to their work, and persevere in the face of difficulties (Tschannen-Moran & Hoy, 2019, pp. 209-228).

With a weighted mean of 4.42 and a standard deviation of 0.44, motivation ranks as the second-highest category. This indicates "High Efficacy." Teachers are confident in their abilities to inspire pupils, especially those who exhibit poor interest or have difficulty with their coursework. Research demonstrates that educators who have a high level of self-efficacy in motivating are more likely to use tactics that increase student engagement, perseverance, and positive attitudes toward learning (Cocca & Cocca, 2022, pp. 39-46). The comparatively low standard deviation suggests a strong sense of skill in encouraging pupils across classrooms, indicating that teachers in this area have a constant degree of self-efficacy.

Classroom management is likewise classified as "high efficacy" with a weighted mean of 4.36 and a standard deviation of 0.45. Instructors have great confidence in their capacity to control student conduct, provide clear guidelines, and avert disturbances. A pleasant learning environment depends on effective classroom management, and instructors who have strong self-efficacy in this area are more likely to create classrooms that are organized, stimulating, and laser-focused (Adedigba & Sulaiman, 2020). Although there may still be minor variations in individual experiences, the low standard deviation suggests that most teachers believe they are equally capable of controlling classroom behavior.

Teachers typically indicate high levels of self-efficacy across instruction, motivation, and classroom management, according to the summary in Table 8. This is in line with studies that show how important teacher self-efficacy is for improving learning outcomes, student engagement, and overall effectiveness of instruction (Li et al., 2022, pp. 328-337). The comparatively few differences among the three domains indicate that although teachers are generally confident in their abilities, there may be some particular areas where their perceived efficacy varies marginally. It is crucial to keep giving teachers professional development, mentoring, and a positive work atmosphere that motivates them to improve their teaching and classroom management techniques to preserve and raise these high levels of efficacy.

Teachers' confidence in their teaching abilities is indicated by their high efficacy scores in instruction, motivation, and classroom management. This can result in better teaching methods, increased student involvement, and improved academic results. The overall efficacy levels are excellent, the slight variation in outcomes across categories (especially in classroom management) suggests that some teachers may struggle in particular areas.

This emphasizes how crucial it is to keep offering teachers individualized professional development and continuous institutional support to assist them hone their abilities and deal with any challenging areas. Furthermore, preserving a supportive and effective learning environment depends heavily on instructors' self-confidence in their classroom management skills. These findings imply that to guarantee that teachers maintain their confidence, competence, and authority to manage all facets of teaching successfully, schools should place a high priority on ongoing support, resources, and professional development.

The level of job satisfaction among teachers regarding their security, work environment, and promotion

Security

Teachers' job satisfaction in terms of security is shown in Table 9. A weighted mean and standard deviation are used to score the indicators, and each one is given a qualitative interpretation according to the findings. Job security is a cornerstone principle of employment that contributes to employee motivation, job satisfaction, and overall well-being. Employers that provide job security to their employees are more likely to retain top talent, maintain a stable workforce, and promote economic stability. However, it's essential to balance job security with opportunities for growth and innovation to ensure a dynamic and productive work environment.

Table 9. *Level of Job Satisfaction among Teachers in terms of Security.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. Being able to take pride in a job well done	4.42	0.65	Highly Satisfied
2. The way my job provides a secured future	4.28	0.71	Highly Satisfied
3. The amount of pay for the work I do	4.23	0.64	Highly Satisfied
4. The opportunities for advancement	4.18	0.76	Highly Satisfied
5. The way I get a full credit for the work I do	4.11	0.73	Highly Satisfied
6. The benefits I receive are good as most other organizations can offer	4.06	0.74	Highly Satisfied
7. The way how my pay compares with other co-workers in school.	4.04	0.88	Highly Satisfied
8. The way how my pay compares with that for a similar job in other companies	4.00	0.81	Highly Satisfied
9. The chance to be reclassified/be promoted	3.97	0.90	Highly Satisfied
10. When all my efforts are not rewarded the way, it should be	3.90	0.84	Highly Satisfied
Overall Mean	4.12	0.52	Highly Satisfied

Legend: 4.50–5.00 – Extremely Satisfied; 3.50–4.49 – Highly Satisfied; 2.50–3.49 – Moderately Satisfied; 1.50–2.49 – Slightly Satisfied; 1.00–1.49 – Poorly Satisfied.

Table 9 presents teachers who are "highly satisfied" with their job security, according to the overall mean of 4.12 with a standard deviation of 0.52. The comparatively low standard deviation indicates that only slight differences in respondents' assessments of job security, with the responses generally falling into the "Highly Satisfied" category. This degree of satisfaction is crucial since studies have repeatedly demonstrated that job security plays a significant role in teachers' overall job satisfaction, impacting their dedication and motivation in the field (Taiwo et al., 2019).

For the individual indicators, "being able to take pride in a job well done" had the highest weighted mean of 4.42 and a standard deviation of 0.65. This suggests that teachers take great pride in their work and find great fulfillment in performing their duties effectively. This supports the findings of Borah (2019), who emphasized the strong correlation between a person's sense of success and the acknowledgment of their efforts and job happiness.

"The way my job provides a secured future," has the second-highest mean of 4.28 and a standard deviation of 0.71. Teachers have a comparatively positive outlook on their careers, which is important for their sustained dedication to the field. Given that job uncertainty is frequently associated with stress and discontent, this sense of security can greatly increase teachers' job happiness (Shin et al., 2019). There may be more variance in teachers' perceptions of job security and employment prospects, as indicated by the slightly higher standard deviation.

Subsequently, the indicator "the amount of pay for the work I do" had a weighted mean of 4.23 and a standard deviation of 0.64 ranked third. Although there is significant diversity in the level of satisfaction with income, teachers are generally very content with their pay. Pay plays a significant role in job happiness, but it is not the sole factor. Intrinsic benefits, such as the contentment that comes from teaching and student results, frequently influence job satisfaction in the teaching profession (Torres, 2019).

With a weighted mean of 4.00 and a standard deviation of 0.81, "the way how my pay compares with that for similar jobs in other companies," still falls into the "highly satisfied" category ranked eighth among the ten indicators. According to these findings, teachers are generally happy with their income and perks compared to their peers in similar positions; nevertheless, significantly lower means indicate more complex views on pay. Although instructors' satisfaction with these characteristics varies somewhat, as indicated by the standard deviations for these measures, it is still quite low overall.

In addition, the indicator "the chance to be reclassified or promoted" still falls within the "highly satisfied" category despite having the second lowest mean of 3.97 and a standard deviation of 0.90. The somewhat lower mean and higher standard deviation suggest that not all teachers are equally satisfied with the prospects for reclassification or promotion, even though instructors are quite satisfied with promotion opportunities.

With the lowest mean score of 3.90 and a standard deviation of 0.84, the indicator "when all my efforts are not rewarded the way it should be" has a big impact on job satisfaction. This score implies that teachers experience discontent when their efforts and hard work go unappreciated. The indicator's low score indicates a discrepancy between teachers' expectations and the benefits receive from their jobs, especially when it comes to prospects for advancement and sense of undervaluation can cause discontent, which can then have an impact on their involvement, motivation, and performance as teachers.

These results are consistent with earlier studies showing how important job security and recognition are to job satisfaction. For example, Taiwo et al. (2019) and Shin et al. (2019) highlighted that teachers' motivation and retention are significantly influenced by job security and confidence in long-term career prospects. In a similar vein, Borah (2019) talked about the importance of professional recognition and self-worth in raising morale at work. Although Torres (2019) emphasized the importance of pay, he also pointed out that many teachers stay in the field because of internal rewards like seeing students succeed and feeling like they have an influence.

Educational institutions are encouraged to have policies in place that reward and acknowledge teachers' achievements, provide clear career advancement options, and uphold equitable pay systems in order to promote and improve these levels of job satisfaction. Teachers can feel more appreciated if they receive regular feedback, receive real acknowledgment, and have fair advancement processes. Teachers' morale and long-term dedication to their jobs can also be improved by fostering a healthy workplace culture where accomplishments are acknowledged.

These findings imply that although teachers are safe and generally happy in their positions, continuous work is required to address particular issues like possibilities for advancement and recognition. Teacher motivation, performance, and retention may eventually suffer if these issues are not resolved. Therefore, educational leaders must make sure that work satisfaction is maintained by creating an atmosphere where teachers feel valued, supported, and inspired to further their careers in addition to providing employment stability and fair compensation. In the end, both teachers and students gain from these actions, which are essential to maintaining an engaged and productive teaching staff.

Work Environment

Table 10 presents the level of teachers' job satisfaction in terms of work environment. A weighted mean and standard deviation were used to score the indicators in the table, and each also received a qualitative interpretation.

Table 10 presents the level of job satisfaction among teachers in terms of their work environment. The overall mean score of 4.33 with a standard deviation of 0.46 suggests that teachers are highly satisfied with their work environment, with a relatively low variation in responses, indicating a consistent sense of satisfaction among them.

This indicates a positive, stable, and supportive work environment, which is essential for fostering teacher engagement and motivation. The results reflect that a strong work environment not only influences teachers' job satisfaction but also contributes significantly to their long-term commitment to the profession.

Table 10. *Level of Job Satisfaction among Teachers in terms of Work Environment*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. The spirit of cooperation among my co – workers	4.45	0.64	Highly Satisfied
2. The way my co-workers are easy to make friends with,	4.45	0.67	Highly Satisfied
3. The way my immediate head trains his/ her subordinates,	4.33	0.68	Highly Satisfied
4. The policies & practices towards employees of the school	4.32	0.55	Highly Satisfied
5. The way my immediate head & I understand each other.	4.30	0.62	Highly Satisfied
6. The feeling of accomplishment I get from the job,	4.30	0.65	Highly Satisfied
7. The way my immediate head takes care of the complaints of his / her employees,	4.29	0.70	Highly Satisfied
8. The pleasantness of the working conditions,	4.29	0.67	Highly Satisfied
9. The working conditions (heating, lighting, ventilation, etc.)	4.27	0.65	Highly Satisfied
10. The way my immediate provides help on hard problems.	4.25	0.67	Highly Satisfied
Overall Mean	4.33	0.46	Highly Satisfied

Legend: 4.50–5.00 – Extremely Satisfied; 3.50–4.49 – Highly Satisfied; 2.50–3.49 – Moderately Satisfied; 1.50–2.49 – Slightly Satisfied; 1.00–1.49 – Poorly Satisfied.

The indicators with the highest weighted mean were related to interpersonal relationships and cooperation. Both “the spirit of cooperation among co-workers” and “the ease of making friends with co-workers” received a weighted mean of 4.45, with standard deviations of 0.64 and 0.67, respectively. This demonstrates that teachers are highly satisfied with the collegial atmosphere within their workplaces. These positive relationships among colleagues are essential for creating a collaborative and supportive environment, which is crucial for job satisfaction and retention. Nguyen et al. (2020) emphasized that fostering such cooperation can help reduce teacher turnover and maintain a stable, experienced teaching staff.

Teachers also said they were happy with the leadership's assistance, especially with professional development. With a weighted mean of 4.33 and a standard deviation of 0.68, the indicator “the way my immediate head trains his/her subordinates” showed that teachers value the guidance and instruction they receive. This is in line with the findings of Torlak (2019), who emphasized that improving job satisfaction and fostering a continuous improvement culture in educational institutions require strong leadership and opportunities for professional growth. When teachers believe that their immediate superiors are supporting their professional development, they are more likely to remain dedicated to their positions.

However, the indicator “the way my immediate head takes care of employee complaints” obtained a weighted mean of 4.29 and a standard deviation of 0.70, indicating a significantly lower level of satisfaction, albeit still within the “highly satisfied” range. The somewhat lower score indicates that there might be space for improvement in this area, even though teachers were generally satisfied with how concerns were handled. Maintaining a healthy work environment requires effective grievance handling because teachers feel heard and supported, even under trying circumstances.

Additionally, with mean scores of 4.29 and 4.27 and standard deviations of 0.67 and 0.65, respectively, teachers also reported high satisfaction with the “pleasantness of working conditions”, which include elements like “heating, lighting, and ventilation”. These findings demonstrate how important a suitable physical setting is for fostering productivity and job happiness. According to Wang et al. (2022), comfortable working circumstances lessen stress and improve instructors' capacity to concentrate on their teaching duties.

Nguyen et al. (2020) corroborate these findings by stressing that teamwork and good coworker connections lower stress and burnout while improving retention. Teachers are more likely to stay involved and dedicated to their jobs when leadership makes investments in their professional growth and direction, according to Torlak (2019). Furthermore, physical work environments like adequate lighting and ventilation have a big impact on teachers' performance and well-being, according to Wang et al. (2022). By demonstrating the importance of both relational and environmental elements in fostering job happiness, these academic sources support the findings.

These results suggest that although teachers now enjoy a generally favorable work environment, long-term commitment, and satisfaction will be further increased by ongoing efforts to maintain supportive infrastructure and improve leadership responsiveness. In addition to focusing on the physical aspects of the workplace, schools also need to foster an organizational culture that emphasizes teamwork, communication, and recognition. These elements are crucial for maintaining teachers' commitment to their jobs, productivity, and engagement, which support the educational system's overall success. Thus, by creating a collaborative, encouraging, and welcoming atmosphere, schools can guarantee that educators stay dedicated to their work and help the school succeed in the long run.

Promotion

Table 11 presents the level of teachers' job satisfaction in terms of promotion. A weighted mean and standard deviation were used to score the indicators in the table, and each also received a qualitative interpretation.

Teachers' job satisfaction about promotion is seen in Table 11. Teachers are generally quite satisfied with their work promotion chances, according to the overall mean score of 4.22 with a standard deviation of 0.62. The standard deviation is comparatively low, suggesting that majority of teachers have a similar good opinion of their schools' opportunities for advancement. Although it indicates that teachers are happy with their chances for advancement, they also point out areas where their satisfaction may be increased.

Table 11. *Level of Job Satisfaction among Teachers in terms of Promotion.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
1. There is an opportunity to learn new skills in my station.	4.32	0.71	Highly Satisfied
2. The ability to utilize my skills and talents in my station.	4.27	0.73	Highly Satisfied
3. There is support for additional training in my station.	4.25	0.72	Highly Satisfied
4. There are opportunities for promotion in my station.	4.23	0.78	Highly Satisfied
5. The chance to be promoted based on my educational qualification.in my station.	4.13	0.81	Highly Satisfied
6. The chance to be promoted based on my work performance in my station.	4.13	0.84	Highly Satisfied
Overall Mean	4.33	0.46	Highly Satisfied

Legend: 4.50–5.00 – Extremely Satisfied; 3.50–4.49 – Highly Satisfied; 2.50–3.49 – Moderately Satisfied; 1.50–2.49 – Slightly Satisfied; 1.00–1.49 – Poorly Satisfied.

The highest weighted mean of 4.32 with a standard deviation of 0.71 was given to the indicator "There is an opportunity to learn new skills in my station". This shows that teachers are highly satisfied with the opportunities to develop new skills. Opportunities for skill development are crucial in promoting career growth and job satisfaction, as they help teachers feel more competent and confident in their roles. Dosumu et al. (2021) assert that the availability of such opportunities encourages teachers to achieve their professional goals and contributes to their overall motivation and engagement in the workplace.

The statement "there is an ability to utilize my skills and talents in my station" then had a mean score of 4.27 and a standard deviation of 0.73. This finding suggests that educators believe their abilities are appreciated and utilized well in their present roles. Employee motivation and job satisfaction can rise their skills are valued and put to good use. Luthans (2015) asserts that making effective use of employees' skills helps them feel fulfilled and purposeful in their jobs, which inspires them to keep up their good work.

With a mean of 4.25 and a standard deviation of 0.72, the indication "there is support for additional training in my station" came in second, highlighting the significance of professional development opportunities and training. Teachers appreciate organizations that offer continuous training because it helps them advance their careers and keeps them abreast of new teaching approaches. This is consistent with the findings of Karim et al. (2021), who emphasize that offering training opportunities to staff members is a successful strategy to promote their motivation and career advancement.

Although there is a little more variation in responses than with the previous indicators, teachers are satisfied with the promotion opportunities available to them, as evidenced by the "there are opportunities for promotion in my station" indicator, which had a mean of 4.23 and a standard deviation of 0.78. Promotion opportunities are crucial to employee happiness because they provide a clear path for career advancement. Promotions, as suggested by Mgimba (2019), indicate acknowledgment of prior accomplishments, which boosts workers' motivation and feelings of purpose.

"The chance to be promoted based on my educational qualification" and "the chance to be promoted based on my work performance," both received 4.13 scores with standard deviations of 0.81 and 0.84, respectively. The somewhat lower scores compared to other indications indicate that there may be space for improvement in ensuring that promotions are consistently based on teachers' performance and qualifications, even if teachers are still quite satisfied with these features. Promotions can greatly increase motivation and job satisfaction when they are perceived as just and merit-based. Promotions based on credentials and performance, according to Al-Khasawneh et al. (2018), encourage a culture of excellence and accountability at work.

According to these findings, schools provide a very encouraging atmosphere for professional development, enabling educators to acquire, use, and enhance their skills. Teachers feel appreciated for their leadership and growth potential as well as the jobs they play. This is important because workers who perceive a path to advancement are more likely to stick with their company.

Teachers may, however, be concerned about fairness and equity in career advancement, as seen by the somewhat lower ratings for promotions based on performance and qualifications. Although training and development opportunities are valued, they may eventually cause dissatisfaction and stagnation if they do not result in real professional advancement, such as promotions or job elevation. This suggests that some institutions' methods of promotion and professional growth may not be aligned.

The notion that chances for development and acknowledgment are important factors influencing teacher satisfaction is supported by research. Opportunities for skill development have a major impact on workers' feelings of accomplishment and engagement at work, claim Dosumu et al. (2021). According to Luthans (2015), people become more intrinsically motivated and experience greater levels of job satisfaction when they can use their special talents and are recognized for doing so.

The significance of continuing training support is further emphasized by Karim et al. (2021), who point out that it enhances instructors' competency as well as their loyalty and sense of belonging to their institutions. However, Al-Khasawneh et al. (2018) contend that even highly qualified and talented workers may feel underappreciated in the absence of a clear and merit-based promotion framework, particularly when promotions do not correspond with their performance or credentials. Similarly, Mgimba (2019) discovered that over time, deceptive advertising tactics that are not directly linked to quantifiable achievements might undermine motivation and damage trust.

There are two implications for these findings. First, a high level of satisfaction with developmental chances demonstrates the constructive work that school leaders do to promote professional development. An important component of employment engagement and retention is teachers' appreciation of learning, training, and skill application, which shows that they believe their roles are dynamic and changing. Nonetheless, the comparatively lower satisfaction ratings for merit-based promotions indicate a problem that schools need to solve to preserve and improve employee happiness. If a teacher's career advancement does not match their accomplishments and credentials, they may get demotivated. Thus, institutions must guarantee that their promotion policies are transparent, equitable, and merit-based are consistently applied and effectively conveyed.

This is particularly important in educational environments, where advancement frequently represents more than just a title; it also shows leadership potential, trust, and acknowledgment. Educational institutions can improve teacher morale, lower turnover, and produce a dedicated, capable, and future-ready teaching workforce by coordinating development programs with clear promotion pathways. Since motivated teachers are more likely to provide high-quality instruction, encourage student success, and contribute to a healthy school culture, such alignment can also promote institutional goals.

Educational institutions can further improve job satisfaction and cultivate a motivated and committed teaching profession by addressing these areas. Because contented teachers are more likely to remain involved and dedicated to their jobs, this helps the educational institution's overall stability and success.

Summary of the Level of Job Satisfaction among Teachers

Table 12 provides a summary of the level of teachers' job satisfaction across three key indicators: security, work environment, and security.

Table 12. *Summary of the Level of Job Satisfaction among Teachers.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Interpretation</i>
Work Environment	4.33	0.46	Highly Satisfied
Promotion	4.22	0.62	Highly Satisfied
Security	4.12	0.52	Highly Satisfied
Overall Mean	4.22	0.53	Highly Satisfied

Legend: 4.50–5.00 – Extremely Satisfied; 3.50–4.49 – Highly Satisfied; 2.50–3.49 – Moderately Satisfied; 1.50–2.49 – Slightly Satisfied; 1.00–1.49 – Poorly Satisfied.

The overall mean of the level of teachers' job satisfaction reveals that teachers are "highly satisfied" with their work satisfaction levels across all three domains, as indicated by their mean score of 4.22 with a standard deviation of 0.53. The comparatively low standard deviation indicates that a general sense of satisfaction in these areas and that the teachers' replies are generally consistent.

With a weighted mean of 4.33 and a standard deviation of 0.46, the work environment showed the highest degree of satisfaction among teachers with their working conditions. Improving job happiness requires a positive work environment. Prior research has shown that a supportive work environment increases employees' motivation, job satisfaction, and organizational commitment (Wang, Zhang, & Chun, 2022). Teachers who experience leadership and peer support are more likely to be engaged and perform well. Additionally, Torlak (2019) points out that a courteous and cooperative atmosphere is essential for encouraging teacher retention, which raises educational standards.

Promotion ranked second with a weighted mean score of 4.22 and a standard deviation of 0.62 which shows that teachers are "highly satisfied" with their schools' professional development opportunities. This finding is consistent with research by Luthans (2015) and Dosumu et al. (2021), emphasizes the importance of career advancement possibilities as employee motivators. In addition to offering monetary and professional benefits, promotions also acknowledge and appreciate instructors' achievements, which may boost their drive and output. However, the small range of answers indicates that there might still be space for improvement in terms of making sure that promotion procedures are fair and founded on qualifications and merit.

Although slightly less so than work environment and promotion, teachers are "highly satisfied" with their job security, according to the security indicator, which has a mean of 4.12 and a standard deviation of 0.52. For teachers, job security is essential to their general happiness and well-being. According to research by Shin et al. (2019), employment instability might cause employees to feel more stressed and anxious, which will ultimately impair their performance. Nonetheless, teachers are more likely to be inspired, involved, and effective in the classroom when they feel safe in their positions. The results of this study indicate that although teachers are content with their job security, educational institutions can nevertheless take steps to make sure that these sentiments are reinforced through long-term career planning and assistance.

The high level of job satisfaction is consistent with research by Wang, Zhang, and Chun (2022), which highlights the importance of good leadership and collegial support in boosting motivation, satisfaction, and long-term commitment in educational settings. Likewise, Torlak (2019) pointed out that encouraging teacher engagement and reducing attrition rates require a cooperative and courteous school culture.

Promotion-related findings are consistent with those of Luthans (2015) and Dosumu et al. (2021), who emphasize the value of professional growth chances as internal and external motivators. Giving educators clear, merit-based career paths encourages loyalty

and improves output.

In terms of security, the study supports the findings of Shin et al. (2019), who discovered that stress and burnout are exacerbated by perceived employment uncertainty. On the other hand, a safe workplace improves instructional efficacy, trust, and morale. Even though there is already a high level of satisfaction in this area, more may be done to protect and inform educators about stability.

Ultimately, the high mean score indicates that teachers have a generally favorable and encouraging attitude toward the elements of work environment, promotion, and security. The work atmosphere is particularly pleasing to teachers, which is important for their motivation and output. Their level of job satisfaction is also significantly influenced by employment stability and promotion chances. While maintaining a cooperative and encouraging work atmosphere, educational institutions hoping to increase teacher satisfaction might concentrate on guaranteeing fair advancement chances and strengthening job security measures. More organizational stability and the long-term prosperity of educational institutions are facilitated by contented teachers who are more likely to stick with their jobs.

The findings also point to particular areas that require improvement. School administrators should make sure that decisions on promotions are based on qualifications and performance, and that the pathways are visible, egalitarian, and unambiguous. Furthermore, educational institutions can proactively improve job security by providing explicit contracts, robust tenure systems, and responsive HR practices—even though this is not an urgent concern.

In conclusion, a comprehensive approach that emphasizes fostering a positive work environment, honoring educators' accomplishments, and guaranteeing job security will not only preserve but also raise the present levels of satisfaction. In the end, these initiatives will lead to better student learning outcomes and long-term school performance, as well as increased teacher retention and institutional loyalty.

Ascertain if there is a significant relationship between teachers' well-being, sense of efficacy, and job satisfaction.

Correlation Analysis on the Relationship Between Teachers' Well-being, Sense of Efficacy, and Job satisfaction

Table 13 presents a correlation analysis between the relationship between teachers' well-being, sense of efficacy, and job satisfaction. The correlation coefficients and significance levels provide insights into the relationships between these factors.

Table 13. *Correlation analysis between the relationship between teachers' well-being, sense of efficacy, and job satisfaction*

<i>Variables</i>	<i>r- value</i>	<i>p- value</i>	<i>Interpretation</i>
Well-Being			
Workload	0.564**	0.000	Significant
Organization	0.635**	0.000	Significant
Student Interaction	0.407**	0.000	Significant
Sense-Efficacy			
Instruction	0.192*	0.040	Significant
Motivation	0.554**	0.000	Significant
Classroom Management	0.304**	0.001	Significant

** Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 13, the correlation analysis between teachers' job satisfaction, well-being, and sense of efficacy shows strong correlations across several important measures.

The correlation analysis between teachers' job satisfaction and well-being in terms of workload reveals a $r = 0.564$ and $p = 0.000$. This positive correlation implies that a moderate workload might lead to increased job satisfaction, which may seem surprising at first. Teachers are better equipped to concentrate on their students and instruction when they believe they can manage their workload without feeling overburdened, which promotes emotions of achievement. This result is consistent with that of Borah (2019), who observed that teachers' emotional and psychological health is positively impacted by a balanced workload. Additionally, it supports the Self-Efficacy Theory (Bandura, 1997), which holds that instructors who have a high level of self-efficacy that is, who believe they can manage their work tend to be more satisfied with their jobs.

Teachers' Job satisfaction and well-being in terms of organizational support had one of the greatest relationships with $r = 0.635$, $p = 0.000$, suggesting a strong positive correlation. Teachers who perceive that their organization supports through resources, policy, or leadership tend to be more satisfied with their jobs. This result is consistent with earlier research by Taiwo et al. (2019), highlighted the importance of a supportive work environment in promoting teacher motivation and satisfaction. Additionally, this supports Locke's Job happiness Theory (1976), which emphasizes the importance of organizational elements like administrative procedures and school culture in determining job happiness.

Furthermore, there is a positive correlation between job satisfaction and well-being in terms of student interaction $r = 0.407$ and $p = 0.000$, indicating that teachers who have great relationships with their students are more likely to be satisfied with their professions. This is in line with the Social Cognitive Theory (Bandura, 1986), which holds that people's attitudes and behaviors are greatly

influenced by their social interactions. Positive relationships with students can increase teachers' self-esteem and drive, which affects how happy they are in their jobs. Teachers are more likely to experience job satisfaction if they feel appreciated and successful in their interactions with students.

On the other hand, the correlation analysis between teachers' job satisfaction and sense of efficacy in terms of instruction $r = -0.192$ and $p = 0.040$. This implies that teachers are more likely to be content with their professions if they believe in their ability to teach. This result is consistent with the Self-Efficacy Theory, which highlights how instructors' job satisfaction is influenced by their confidence in their teaching skills. Teachers are more likely to be satisfied with their jobs when they feel capable in the classroom.

Correlation between job satisfaction and self-efficacy in terms of motivation reveals a $r = 0.554$ and $p = 0.000$. Higher job satisfaction is more likely to be reported by teachers who are driven in their positions. As teachers who have a high belief in their ability to perform effectively in their responsibilities are more likely to feel inspired and satisfied with their work, self-efficacy, and motivation are strongly related, according to Self-Efficacy Theory. This supports the notion that teachers' motivation is a major determinant of their job happiness in addition to being an internal motivator.

Lastly, there is also a positive correlation between job satisfaction and work organization with $r = 0.304$, $p = 0.002$, highlighting the significance of a positive and encouraging physical and social environment in promoting job satisfaction. It has been demonstrated that a positive work atmosphere with encouraging coworkers and managers lowers turnover and boosts job satisfaction (Wang, Zhang, and Chun, 2022). This is also consistent with Social Cognitive Theory, which contends that teachers' behaviors, attitudes, and general job satisfaction are significantly influenced by their workplace.

These correlations imply that teachers' job satisfaction is significantly influenced by their sense of efficacy and well-being. The most important component is organizational support, which suggests that teachers' job satisfaction increases dramatically when they perceive that their institutions' overall structure, policies, and school leadership supports them. Likewise, the positive relationship with a manageable workload implies that teachers find fulfillment in carrying out their duties efficiently and without experiencing excessive pressure or burnout.

Overall, the correlation analysis shows the interdependence of teachers' job satisfaction, sense of efficacy, and well-being. Teachers are more satisfied with their jobs when they have positive organizational support, manageable workloads, productive student relationships, and motivation. These results highlight the necessity of offering professional development opportunities, sustainable workloads, and supportive work environments, all of which have significant results for school administrators.

Finally, these findings confirm a strong correlation between teachers' job satisfaction, sense of efficacy, and well-being, supporting the rejection of the null hypothesis (H_0) there is no significant relationship between teachers' well-being, sense of efficacy, and job satisfaction. The results also support well-known theories like Bandura's Self-Efficacy and Social Cognitive Theories and Locke's Job Satisfaction Theory, providing a solid conceptual basis for further study and useful solutions. In summary, fostering a friendly and upbeat school environment, giving teachers more authority, and fostering their professional identities are not only advantageous but also necessary to maintain a contented and productive teaching staff.

Conclusions

The results of this study provide insight into aspects of teachers' experiences in integrated schools, with a particular emphasis on their job satisfaction, sense of efficacy, and well-being. With favorable views about student interactions and organizational support, teachers' well-being is noticeably high. Even while the teachers are happy with their workplace, the workload is still a major source of stress. The findings indicate that even while teachers effectively control their workload, it still causes some stress, the need for improved workload management techniques. Thus, to further improve teacher well-being, schools should prioritize creating a more encouraging atmosphere while attending to workload issues, making sure that educators have the time and resources they need to properly manage their duties.

Consistent with the findings on teachers' well-being, they also showed a high sense of efficacy, especially in the areas of classroom management, motivation, and instruction. Teachers' confidence in their abilities to excite pupils, engage them, and maintain effective classroom discipline is reflected in this high degree of efficacy. Thus, findings imply that a strong sense of efficacy enhances their commitment and job happiness. Schools must continue to offer professional development opportunities that enable teachers to hone their teaching techniques and instructional tactics to preserve and improve this efficacy.

Teachers also report high levels of job satisfaction, with many expressing great contentment with their security, work environment, and promotion. Even though teachers express a high degree of work satisfaction, there is still room for improvement in a few areas, most notably in opportunities for advancement are equitable and merit-based. Schools should keep fostering a pleasant, encouraging work environment that recognizes teachers' efforts and offers clear career progression paths to solve this.

Lastly, the correlation study shows how teachers' job satisfaction, sense of efficacy, and well-being are related. Studies shows that, teachers' job satisfaction is significantly influenced by several factors, including positive student interactions, acceptable workloads, and organizational support. Furthermore, improving teachers' sense of efficacy and well-being depends heavily on their motivation and a positive work environment. These results highlight the value of an all-encompassing strategy for teacher support, in which educational

institutions actively support professional growth, efficiently handle workloads, and cultivate an atmosphere that encourages fruitful interactions between students and teachers.

The following recommendations are put forth for different stakeholders based on the study's findings to improve teachers' job satisfaction by addressing important elements including well-being and sense of efficacy:

Teachers are urged to do regular reflection. Teachers can put professional development ideas into practice by critically evaluating their areas of strength and progress. Teachers can help one another in a collaborative setting by mentoring programs or peer support groups, which can offer beneficial chances for shared learning. Teachers can ultimately create more positive, fruitful, and satisfying learning environments for themselves and their students by actively working to improve their well-being.

School administrators may use the results of this study to develop policies that promote teachers' sense of efficacy. The goal of administrators should be to provide a supportive and encouraging work atmosphere for teachers. Professional development programs that are specifically designed for teachers are essential because they give them the tools, they need to address the various requirements of their students. School administrators can raise teacher satisfaction and, consequently, student achievement by fostering an atmosphere that prioritizes cooperation, acknowledgment, and resource distribution.

To enhance job satisfaction of teachers, policymakers can use the findings to direct the development of more meaningful and successful regulations. Policies ought to prioritize giving educators chances for career progression, professional development, and equitable promotion procedures. Policymakers can help reduce some of the stress teachers face, which will increase job satisfaction and retention, by addressing important issues including job security, workload management, and organizational support. Additionally, lawmakers can contribute to bettering student outcomes and teacher performance by creating policies that specifically target these issues.

Future studies may think about building on the results of this study by delving deeper into the intricate correlations among teachers in integrated schools' job satisfaction, efficacy, and well-being. Other elements that could be investigated include how community support, leadership, and school culture influence teachers' experiences. It would also be beneficial to look into the impact of outside stressors, including social demands or modifications to educational regulations. Future research can assist improve educational practices, policies, and outcomes for both teachers and students by expanding the breadth of this study and gaining a greater knowledge of the factors influencing teachers' professional lives.

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