

Self-Efficacy and Job Satisfaction of Secondary Public School Teachers in Dupax del Sur

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Abstract

This study determined the relationship between self-efficacy and job satisfaction among secondary public-school teachers in the Dupax del Sur District. Using a quantitative-descriptive design, data were collected from 80 teachers from Ganao, Carolotan, and Dupax del Sur National High Schools through an adopted standardized questionnaire. Findings revealed that teachers possessed a high level of self-efficacy in student engagement, instructional strategies, and classroom management. They have high job satisfaction in compensation and benefits, leadership, social relationship, and work environment. Significant relationships found between teachers' self-efficacy in student engagement with compensation and benefits, social relationship, and leadership; and self-efficacy in classroom management with compensation and benefits. This indicates that teachers exhibited high self-efficacy and job satisfaction, driven by supportive leadership and a positive work environment. To sustain and further improve these positive outcomes, the implementation of the proposed action plan is strongly recommended. The action plan is designed to systematically enhance teachers' self-efficacy and job satisfaction through targeted professional development initiatives, strengthened leadership support mechanisms, and structured recognition and reward programs. Effective implementation of this action plan will provide schools with a practical framework for fostering a supportive organizational climate, promoting continuous teacher growth, and ultimately improving teaching quality and educational outcomes.

Keywords: Instructional Leadership, Job Satisfaction, Professional Development, Public Secondary Schools, School Work Environment, Teacher Self-efficacy

1. Introduction

Teacher self-efficacy and job satisfaction were examined as interrelated factors associated with instructional effectiveness, professional well-being, and teacher retention. Self-efficacy concerned teachers' confidence in engaging learners, implementing instructional strategies, and managing classrooms, while job satisfaction encompassed compensation and benefits, administrative leadership, social relationships, and working conditions. This study investigated the relationship between these dimensions among public secondary school teachers in Dupax del Sur District. The investigation also provided a basis for developing a proposed management action plan intended to strengthen teacher support, professional development, and workplace satisfaction.

Teacher self-efficacy refers to teachers' beliefs in their capacity to perform instructional responsibilities and influence student learning. The Organization for Economic Co-operation and Development (OECD, 2025) identified classroom management, instruction, and student engagement as central dimensions of teacher self-

efficacy and reported positive associations between self-efficacy, professional well-being, and job satisfaction. Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) emphasized the importance of supporting qualified and motivated teachers to address workforce shortages and sustain educational quality. Teacher job satisfaction reflects professional experiences shaped by personal, organizational, and environmental conditions. Tria (2023) identified self-efficacy and job performance as recurring concerns in studies of educator satisfaction, while Hoque et al. (2023) emphasized the importance of examining both workplace conditions and educational outcomes. The relationship between confidence in teaching and professional satisfaction established the need to investigate these variables among public secondary school teachers.

Previous research identified instructional leadership, professional development, collaboration, and school climate as important factors associated with teacher self-efficacy. Alanoglu (2022) established a positive relationship between instructional leadership and teacher efficacy through a meta-analytic review. Hidayat and Patras (2024) associated teacher innovativeness with self-efficacy, transformational leadership, and school climate, while Jang et al. (2025) found that teacher collaboration positively predicted dimensions of self-efficacy and job satisfaction. Li (2022) likewise examined the relationship among professional learning communities, teacher self-efficacy, and job satisfaction. Research also emphasized the importance of supportive working conditions and professional relationships. Cann et al. (2022) found that trusting and collaborative school environments were strongly associated with educator well-being. Boudouaia et al. (2024) demonstrated that school relationships influenced curriculum implementation commitment through teacher self-efficacy and job satisfaction. Furthermore, Pozo-Rico et al. (2024) reported improvements in teaching efficacy, job satisfaction, and student performance following a professional development intervention. Job satisfaction was associated with compensation, professional growth, leadership, work values, and organizational support. Glaveli et al. (2024) examined the relative contributions of workplace factors to teachers' satisfaction, while Fute et al. (2022) demonstrated that work engagement mediated the relationship between work values and job satisfaction. Ma and Marion (2026) identified direct and indirect relationships between distributed leadership and teacher job satisfaction through teacher well-being and work motivation. Hatlevik and Hatlevik (2025) further reported that leadership support and collegial collaboration were associated with teacher efficacy and satisfaction, although their relevance differed between novice and experienced teachers. Evidence consistently highlighted relationships among efficacy, satisfaction, and professional well-being. Ortan et al. (2021) identified self-efficacy, working conditions, student behavior, and promotion as significant factors associated with teacher job satisfaction. Cayupe et al. (2023) found that self-efficacy and organizational commitment positively predicted job satisfaction, whereas workload was a negative predictor. Özbilen et al. (2024) demonstrated the mediating role of career sustainability in relationships involving teacher self-efficacy, job satisfaction, and subjective well-being. Furthermore, Wartenberg et al. (2023) established associations between job satisfaction, teacher performance indicators, and student outcomes, while Madigan and Kim (2021) found that burnout and job satisfaction were associated with teachers' intentions to leave the profession. Collectively, these studies established that teacher self-efficacy and job satisfaction were multidimensional and associated with personal capabilities, organizational resources, and professional relationships. However, their relationships required further examination within the specific conditions of Philippine public secondary education.

International research demonstrated that teacher self-efficacy and job satisfaction were influenced by both individual and institutional conditions. An et al. (2021) identified teaching experience, instructional practices, student relationships, disciplinary climate, and job satisfaction as factors associated with teacher self-efficacy across East Asian educational systems. The OECD (2025) likewise reported positive relationships between teachers' efficacy beliefs, job satisfaction, and professional well-being across participating education systems. Within the Philippines, studies identified instructional competence, administrative support, professional growth, and workplace conditions as relevant concerns. Padohinog et al. (2024) examined teachers' achievement goals, instructional strategies, and student engagement and identified student engagement as a prominent indicator of self-efficacy. Pelingon et al. (2024) investigated proficient public secondary school teachers in Pampanga and emphasized instructional confidence, supportive school climates, and professional collaboration. Philippine research also examined organizational factors influencing job satisfaction. Mapacpac and Yango (2023) identified relationships involving workplace empowerment, benefits, professional growth, and teaching performance among public senior high school teachers in Laguna. Laurenio and Cabal (2023) examined Filipino work values and job satisfaction among elementary teachers in Zambales, highlighting the relevance of professional values and workplace experiences. Recent national policies further emphasized teachers' working conditions and career development. The Department of Education (2024) introduced guidelines for rationalizing teaching workloads and compensating teaching overload. The Department of Education (2025) subsequently issued guidelines on expanded career progression, establishing competency-based advancement opportunities for teachers and school heads. These developments reinforced the relevance of examining compensation, administrative leadership, and work environments in understanding teacher satisfaction. The study was situated in Dupax del Sur District, where the original research identified concerns involving teaching responsibilities, institutional support, and workplace conditions. Although international and Philippine studies provided substantial evidence concerning teacher

efficacy and satisfaction, the particular experiences of public secondary school teachers in this district required context-specific investigation.

The study employed a conceptual framework examining teacher self-efficacy and job satisfaction as two multidimensional constructs. Their relationships were investigated through correlational analysis without assuming causal relationships. The concept of self-efficacy was consistent with Bandura's (1997) explanation of individuals' beliefs in their capabilities to perform actions and achieve desired outcomes. The three dimensions of teacher efficacy, namely student engagement, instructional strategies, and classroom management, were also consistent with the established multidimensional measurement approach developed by Tschannen-Moran and Woolfolk Hoy (2001). Student engagement efficacy concerned teachers' perceived ability to motivate learners and sustain participation. Instructional efficacy reflected their confidence in implementing effective teaching strategies and addressing learning differences, while classroom management efficacy involved maintaining discipline and productive learning conditions. These dimensions were supported by contemporary evidence concerning teachers' instructional capabilities and professional outcomes (OECD, 2025). Job satisfaction was examined through compensation and benefits, administrative leadership, social relationships, and work environment. These dimensions represented the financial, organizational, interpersonal, and contextual aspects of professional satisfaction identified in previous research (Glaveli et al., 2024; Tria, 2023). The framework guided the examination of relationships between the three dimensions of self-efficacy and the four domains of job satisfaction. It also provided the structure for identifying professional concerns that could inform a proposed management action plan.

Despite substantial international and Philippine research, the reviewed literature indicated a need for integrated investigations of teacher self-efficacy and job satisfaction in specific rural public secondary school contexts. Previous studies commonly examined instructional confidence, leadership, professional development, workplace empowerment, or satisfaction independently or through selected relationships. Although these investigations established important associations, they did not directly address the combined dimensions of self-efficacy and job satisfaction among public secondary school teachers in Dupax del Sur District. To address this contextual gap, the study determined teachers' levels of self-efficacy in student engagement, instructional strategies, and classroom management. It also assessed their levels of job satisfaction in compensation and benefits, administrative leadership, social relationships, and work environment. Furthermore, the study examined whether statistically significant relationships existed between the dimensions of teacher self-efficacy and job satisfaction. Its findings served as the intended basis for formulating a proposed management action plan responsive to teachers' professional needs and workplace concerns.

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education), particularly the promotion of effective instruction, teacher competence, and supportive educational environments. It also addressed SDG 8 (Decent Work and Economic Growth) through its consideration of compensation, career development, administrative support, and sustainable working conditions. The study also has indirect relevance to SDG 3 (Good Health and Well-Being) through its examination of job satisfaction and working conditions, although occupational stress and health outcomes were not directly measured. These connections were consistent with the broader sustainable development priorities discussed by the United Nations Department of Economic and Social Affairs (2025). The study examined professional and institutional factors that could inform initiatives intended to strengthen teaching quality, workplace satisfaction, and the sustainability of public secondary education.

The study contributed to understanding educational sustainability by examining the relationship between teachers' instructional confidence and professional satisfaction. Its institutional significance centered on identifying concerns related to leadership, collaboration, professional development, and supportive working environments. These considerations provided an empirical basis for the proposed management action plan and potential improvements in school-level support mechanisms. The investigation also addressed socio-economic sustainability through its consideration of compensation, career opportunities, and professional welfare. By examining these factors within Dupax del Sur District, the study provided context-specific information relevant to teacher support, workforce stability, and institutional decision-making. Its intended contribution was to support educational continuity, professional well-being, and the long-term quality of public secondary education.

2. Materials and Methods

2.1 Research Design

The study utilized a quantitative descriptive research design with correlational analysis to determine teachers' levels of self-efficacy and job satisfaction and examine the relationship between these variables. Quantitative research involved collecting and analyzing numerical data to answer research questions and test hypotheses (Jain, 2023). Similarly, Singh (2023) emphasized that descriptive research systematically examined existing conditions without manipulating variables, while Barroga et al. (2023) highlighted the importance of quantitative approaches

in testing hypotheses through numerical analysis. This approach enabled the researcher to assess teachers' self-efficacy in student engagement, instructional strategies, and classroom management, alongside their job satisfaction in compensation and benefits, administrative leadership, social relationships, and work environment. The findings provided a basis for developing a proposed management action plan.

2.2 Locale of the Study

The study was conducted in three public secondary schools in Dupax del Sur District, Nueva Vizcaya, namely Ganao National High School, Carolotan High School, and Dupax del Sur National High School. These institutions differed in faculty size, organizational structure, and teaching environments, providing a setting for examining teachers' perceptions of self-efficacy and job satisfaction across the participating schools.

2.3 Respondents of the Study

The respondents consisted of 80 public secondary school teachers from the three participating schools. Of these, 48 teachers (60%) were from Dupax del Sur National High School, 20 (25%) were from Ganao National High School, and 12 (15%) were from Carolotan High School. All respondents participated voluntarily and provided information regarding their perceived self-efficacy and job satisfaction.

2.4 Sample and Sampling Procedure

The study employed total population sampling, which involved including all eligible members of the identified population. Canonizado (2024) described total population sampling as a purposive sampling approach appropriate for small, clearly defined populations, while Adeoye (2023) discussed the importance of selecting sampling procedures appropriate to the characteristics and objectives of educational research. All 80 teachers from the three participating schools were included in the study rather than selecting a smaller sample. This approach enabled comprehensive coverage of the identified teaching population and provided information on teachers' self-efficacy and job satisfaction across the participating institutions.

2.5 Research Instrument

The study utilized a standardized survey questionnaire consisting of two sections that assessed teacher self-efficacy and job satisfaction. The first section was adopted from Abun et al. (2022), who examined the relationship between teacher self-efficacy and job satisfaction. It contained 14 items distributed across student engagement (five items), instructional strategies (five items), and classroom management (four items). These dimensions measured teachers' confidence in motivating learners, applying effective instructional approaches, managing student behavior, and maintaining productive learning environments. The second section was adopted from Oco (2022) and measured job satisfaction through compensation and benefits, leadership of administrators, social relationships, and work environment. Each dimension contained 10 items, resulting in 40 statements that assessed teachers' perceptions of financial rewards, administrative support, interpersonal relationships, and workplace conditions. Both sections employed a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Mean scores were interpreted as Very High (4.51–5.00), High (3.51–4.50), Moderate (2.51–3.50), Low (1.51–2.50), and Very Low (1.00–1.50). The questionnaires were authorized for use by the advisory committee based on their adoption from previous studies.

2.6 Data Gathering Procedure

Before data collection, the researcher obtained formal authorization from the Nueva Vizcaya Schools Division Superintendent through a permission letter and research proposal. Additional permission was secured from the District Supervisor and the school heads of the three participating schools. Coordination with school administrators established the schedules and arrangements for questionnaire administration. Printed questionnaires were personally distributed through face-to-face administration on August 15, 2025, at Ganao National High School and August 18, 2025, at Carolotan High School and Dupax del Sur National High School. Completed questionnaires were retrieved on August 18, August 26, and September 15, 2025, respectively. Before administration, the researcher explained the study objectives, provided instructions, and informed respondents of their voluntary participation and right to withdraw without penalty. The collected responses were coded and encoded in Microsoft Excel before statistical processing using SPSS. Double-entry verification and cross-checking were conducted to minimize encoding errors and ensure data accuracy.

2.7 Data Analysis Techniques

Descriptive and inferential statistical methods were employed to analyze the collected data. Mean scores were computed to describe teachers' self-efficacy across three dimensions and job satisfaction across four dimensions. Twelve Pearson product-moment correlations were calculated to determine the relationships between the corresponding dimensions. Statistical significance was initially evaluated at the .05 level using two-tailed tests. Data were encoded using Microsoft Excel and analyzed using SPSS.

2.8 Ethical Considerations

Ethical principles were observed throughout the research process to protect respondents' rights, privacy, and confidentiality. Participation was voluntary, and respondents were informed of their right to withdraw without penalty. Completed questionnaires were assigned identification codes, while corresponding personal information was maintained separately with access restricted to the researcher. Physical documents were stored in a locked filing cabinet, while electronic records were maintained in encrypted, password-protected files. Research files were also secured in cloud storage accessible only to authorized research personnel, including the researcher, research adviser, and statistician. Collected information was used exclusively for research purposes. The data management protocol provided for the secure retention of physical and electronic records for three years, followed by the shredding of printed documents and secure deletion of electronic files. Respectful and nonjudgmental interactions were maintained throughout data collection, with measures implemented to minimize potential distress and protect respondents' welfare.

3. Results and Discussion

3.1 Level of Teacher Self-Efficacy

3.1.1 Self-Efficacy in Student Engagement

The respondents demonstrated a high level of self-efficacy in student engagement, with an overall mean of 4.23. Helping students value learning obtained the highest mean ($M = 4.41$), while assisting families in supporting their children's academic performance received the lowest mean ($M = 3.96$). Both indicators were classified as high, indicating that teachers were generally confident in motivating learners but reported relatively lower confidence in facilitating family involvement. The findings were consistent with Padohinog et al. (2024), who identified student engagement as a prominent dimension of teacher self-efficacy in the Philippine setting. Similarly, Mardia (2024) highlighted the relationship between teacher self-efficacy, parental involvement, and professional performance. Lazo (2025) also reported high teacher efficacy despite challenges involving struggling learners. These findings emphasized the relevance of strengthening home-school partnerships and providing institutional support for sustained student engagement.

3.1.2 Self-Efficacy in Instructional Strategies

Teachers demonstrated high self-efficacy in instructional strategies, with an overall mean of 4.22. Providing alternative explanations when students experienced difficulty obtained the highest mean ($M = 4.31$), whereas implementing alternative classroom strategies recorded the lowest mean ($M = 4.14$). Both indicators were rated high, reflecting confidence in explaining concepts while indicating relatively greater difficulty in consistently applying varied instructional approaches. The findings supported Padohinog et al. (2024), who emphasized the relationship between instructional strategies and teacher self-efficacy. Lazo (2025) likewise identified instructional competence and the continuing need to support teachers in addressing diverse learning needs. Furthermore, Pozo-Rico et al. (2024) demonstrated the value of professional development in strengthening teaching efficacy and instructional practices. These findings highlighted the importance of continuous professional development, instructional mentoring, and access to appropriate teaching resources to strengthen teachers' capacity to address diverse learning needs.

3.1.3 Self-Efficacy in Classroom Management

The respondents exhibited high self-efficacy in classroom management, with an overall mean of 4.27. Controlling disruptive classroom behavior and encouraging students to follow classroom rules obtained the highest means ($M = 4.29$), while calming disruptive students and establishing classroom management systems received slightly lower means ($M = 4.25$). All indicators were classified as high, demonstrating teachers' confidence in maintaining classroom discipline and organized learning environments. The findings were consistent with Shah (2023), who emphasized the relationship between teacher self-efficacy and effective classroom management practices. Similarly, Pelingon et al. (2024) identified instructional competence and positive school climate as areas of confidence among Philippine public secondary school teachers. The results indicated that classroom management was a relative strength among the respondents, although additional professional development in managing challenging student behavior and establishing responsive classroom systems remained relevant.

3.1.4 Overall Level of Teacher Self-Efficacy

Across the three dimensions, classroom management obtained the highest mean ($M = 4.27$), followed by student engagement ($M = 4.23$) and instructional strategies ($M = 4.22$). All dimensions were interpreted as high, indicating generally favorable perceptions of teaching competence. Instructional strategies obtained the lowest mean, although differences among the dimensions were minimal. These findings were consistent with the Organisation for Economic Co-operation and Development (OECD, 2025), which identified classroom management, instruction, and student engagement as major dimensions of teacher self-efficacy. Pelingon et al. (2024) likewise emphasized targeted professional development and mentorship in strengthening teachers' instructional confidence. The findings suggested that training focused on flexible and innovative teaching approaches could complement existing strengths in student engagement and classroom management.

3.2 Level of Teacher Job Satisfaction

3.2.1 Job Satisfaction in Compensation and Benefits

The respondents reported high job satisfaction in compensation and benefits, with an overall mean of 3.76. Timely salary payment obtained the highest mean ($M = 4.44$), followed by feeling honored to serve as a teacher ($M = 4.41$). However, salary adequacy ($M = 3.10$), salary competitiveness ($M = 3.31$), fairness of incentives ($M = 3.35$), medical and related benefits ($M = 3.39$), and proportionality of fringe benefits ($M = 3.48$) were rated moderate. The findings indicated favorable perceptions of salary administration but comparatively lower satisfaction with financial adequacy and benefits. The results were consistent with Agustin et al. (2024), who identified salary and career development concerns among private secondary school teachers in Gapan City. Similarly, Glaveli et al. (2024) emphasized salary, professional growth, and workplace conditions as important dimensions of teacher job satisfaction. Mapacpac and Yango (2023) also identified benefits and professional development as relevant to teaching performance in Laguna. These findings highlighted the need to examine compensation adequacy, financial incentives, and professional advancement opportunities as components of teacher welfare.

3.2.2 Job Satisfaction in Administrative Leadership

Administrative leadership obtained a high overall mean of 4.40, representing the highest-rated dimension of job satisfaction. Recognition of teachers' accomplishments received the highest mean ($M = 4.49$), followed by equal treatment among teachers ($M = 4.45$). The lowest-rated indicator concerned supervisors who commended teachers without demanding respect ($M = 4.24$). All indicators were classified as high, reflecting generally favorable perceptions of administrative leadership. The findings supported Ma and Marion (2026), who established relationships between distributed leadership, teacher well-being, motivation, and job satisfaction. Hatlevik and Hatlevik (2025) likewise emphasized the importance of leadership support, particularly among novice teachers. These findings suggested that administrative recognition, equitable treatment, professional trust, and constructive supervision were relevant to teachers' positive workplace experiences. Sustaining participatory leadership practices could further strengthen professional commitment and institutional support.

3.2.3 Job Satisfaction in Social Relationships

Teachers reported high job satisfaction in social relationships, with an overall mean of 4.26. Teamwork in resolving workplace conflicts obtained the highest mean ($M = 4.39$), followed by ease of fitting into the workplace ($M = 4.36$) and a sense of family within the school ($M = 4.35$). The statement concerning being upset with misbehaving colleagues obtained the lowest mean ($M = 3.84$). Overall, the responses reflected favorable collegial relationships, although the negatively worded indicator required careful interpretation. The findings were consistent with Jang et al. (2025), who demonstrated positive relationships between teacher collaboration, job satisfaction, and self-efficacy. Cann et al. (2022) likewise emphasized the importance of supportive interpersonal relationships and organizational conditions for educator well-being. The results highlighted the relevance of collaboration, mutual respect, professional trust, and constructive conflict resolution in sustaining a positive school environment.

3.2.4 Job Satisfaction in the Work Environment

The respondents demonstrated high job satisfaction in the work environment, with an overall mean of 3.93. School cleanliness obtained the highest mean ($M = 4.31$), followed by the conduciveness of the school environment to teaching and learning ($M = 4.30$). School assignment distance from home received a mean of 3.38, while physical fatigue associated with long travel obtained a mean of 3.48. Both scores fell within the moderate interval specified in the study's interpretation scale. These findings reflected favorable perceptions of school cleanliness and instructional conditions, alongside reported concerns involving commuting distance and travel. The findings were consistent with Cann et al. (2022), who identified organizational and relational conditions as important influences on educator well-being. Ortan et al. (2021) similarly emphasized working conditions, workload, and school management as factors associated with teacher satisfaction. The OECD (2025) also highlighted the relevance of professional working conditions to teachers' well-being and satisfaction. The findings suggested that commuting distance and travel-related conditions were relevant contextual considerations in understanding teachers' workplace experiences across the participating schools.

3.2.5 Overall Level of Teacher Job Satisfaction

Among the four dimensions, administrative leadership obtained the highest mean ($M = 4.40$), followed by social relationships ($M = 4.26$), work environment ($M = 3.93$), and compensation and benefits ($M = 3.76$). All dimensions were interpreted as high. These findings showed that teachers rated administrative leadership and collegial relationships more favorably than compensation and physical working conditions. The findings were consistent with Glaveli et al. (2024), who identified leadership, collegial relationships, compensation, and working conditions as important components of teacher satisfaction. Wartenberg et al. (2023) likewise emphasized the relevance of job satisfaction to teachers' professional outcomes, while Madigan and Kim (2021) established relationships among burnout, job satisfaction, and teachers' intentions to leave the profession. The results highlighted the importance of maintaining supportive leadership and positive workplace relationships while addressing compensation and working condition concerns.

3.3 Relationship Between Teacher Self-Efficacy and Job Satisfaction

3.3.1 Relationship Between Student Engagement Self-Efficacy and Job Satisfaction

Student engagement self-efficacy demonstrated significant positive correlations with compensation and benefits ($r = 0.387, p < .001$), administrative leadership ($r = 0.231, p = .038$), and social relationships ($r = 0.234, p = .035$). However, its relationship with work environment was not statistically significant ($r = 0.211, p = .058$). Three of the four relationships were statistically significant at the .05 level, with compensation and benefits recording the strongest correlation. These findings were considered alongside Ortan et al. (2021), who identified self-efficacy, relational conditions, and working environments as relevant to teacher job satisfaction. Cayupe et al. (2023) also established positive associations between self-efficacy and job satisfaction, while the OECD (2025) reported positive relationships between teacher efficacy beliefs and professional satisfaction. The significant associations suggested that confidence in engaging learners was related to perceptions of compensation, leadership, and social relationships. However, the correlational findings did not establish that changes in self-efficacy caused changes in job satisfaction.

3.3.2 Relationship Between Instructional Strategies Self-Efficacy and Job Satisfaction

Instructional strategies self-efficacy showed no statistically significant relationship with any dimension of job satisfaction. Compensation and benefits obtained a coefficient of 0.179 ($p = .110$), followed by leadership ($r = 0.151, p = .178$), social relationships ($r = 0.007, p = .953$), and work environment ($r = 0.064, p = .573$). All coefficients were positive but did not reach statistical significance at the .05 level. The findings differed from broader research reporting associations between teaching efficacy and professional satisfaction. Li (2022) identified relationships among teacher self-efficacy, professional learning communities, and job satisfaction, while Hatlevik and Hatlevik (2025) established associations between instructional efficacy and satisfaction among novice and experienced teachers. These differences suggested that relationships identified in broader educational settings were not consistently observed across the satisfaction dimensions examined in Dupax del Sur. The findings emphasized the importance of considering contextual and institutional conditions when interpreting teacher self-efficacy and workplace satisfaction.

3.3.3 Relationship Between Classroom Management Self-Efficacy and Job Satisfaction

Classroom management self-efficacy demonstrated a significant positive correlation with compensation and benefits ($r = 0.263, p = .018$). However, relationships with leadership ($r = 0.114, p = .312$), social relationships ($r = 0.030, p = .793$), and work environment ($r = 0.187, p = .094$) were not statistically significant. Thus, compensation and benefits represented the only satisfaction dimension significantly associated with classroom management self-efficacy. The findings were considered alongside Cayupe et al. (2023), who emphasized the importance of self-efficacy in professional satisfaction, and Glaveli et al. (2024), who identified compensation and organizational conditions as relevant to teachers' job satisfaction. Shah (2023) likewise emphasized classroom management as an important dimension of teacher self-efficacy. The findings indicated that confidence in classroom management was positively associated with satisfaction concerning compensation and benefits within the study sample. However, the absence of statistically significant relationships with other satisfaction dimensions indicated that classroom management self-efficacy was not uniformly associated with all aspects of professional satisfaction.

3.4 Management Action Plan Based on the Study Findings

The study identified four statistically significant relationships: student engagement self-efficacy with compensation and benefits ($r = 0.387, p < .001$), administrative leadership ($r = 0.231, p = .038$), and social relationships ($r = 0.234, p = .035$), and classroom management self-efficacy with compensation and benefits ($r = 0.263, p = .018$). Based on these findings and the areas requiring improvement, a management action plan was developed. The proposed management action plan focused on teacher recognition, student engagement, administrative leadership, classroom management, and sustained professional support through mentoring, training, and institutional collaboration. Its implementation and evaluation were recommended as subsequent institutional activities. The proposed action plan was consistent with Pelingon et al. (2024), who emphasized mentorship and professional development in strengthening teacher self-efficacy. Similarly, Pozo-Rico et al. (2024) demonstrated the potential of structured professional development to improve teaching efficacy and job satisfaction, while Boudouaia et al. (2024) emphasized the relationships among school culture, self-efficacy, job satisfaction, and curriculum implementation commitment. The developed action plan provided a context-specific framework for strengthening teachers' professional confidence and workplace satisfaction in Dupax del Sur District. However, its effectiveness would require subsequent implementation and evaluation.

4. Conclusion & Recommendations

The study concluded that public secondary school teachers in Dupax del Sur District demonstrated high levels of self-efficacy, with classroom management receiving the highest rating, followed by student engagement and instructional strategies. Job satisfaction was likewise high, with administrative leadership ranking highest,

followed by social relationships, work environment, and compensation and benefits. Significant positive relationships were established between student engagement self-efficacy and compensation and benefits, administrative leadership, and social relationships, while classroom management self-efficacy was significantly associated with compensation and benefits. However, instructional strategies self-efficacy showed no significant relationship with any job satisfaction dimension. These findings highlighted the importance of teacher confidence, supportive leadership, professional relationships, and financial satisfaction in the teaching profession. Consequently, a management action plan was developed to strengthen teacher self-efficacy, professional development, institutional support, and workplace satisfaction.

It was recommended that school administrators strengthen peer mentoring, coaching, and Learning Action Cell sessions to enhance instructional strategies, classroom management, and student engagement. The Schools Division Office of Nueva Vizcaya and DepEd Regional Office II were encouraged to implement professional development programs, leadership training, recognition systems, and teacher welfare initiatives while integrating these interventions into School Improvement Plans. Collaboration with local government units, higher education institutions, and nongovernmental organizations was also recommended to provide additional training, resources, incentives, and institutional support. Furthermore, continuous monitoring and evaluation of the proposed management action plan were recommended to sustain effective practices and improve teacher motivation, professional competence, and job satisfaction.

The study was limited to public secondary school teachers from three participating schools in Dupax del Sur District, Nueva Vizcaya, and focused primarily on the relationship between teacher self-efficacy and job satisfaction. Other potentially relevant factors, including workload, mental health, and organizational culture, were not included in the investigation. Consequently, the findings may have limited generalizability beyond the participating schools. Future researchers were encouraged to replicate the study in other schools within the Schools Division of Nueva Vizcaya and employ longitudinal or mixed-method research designs to examine additional factors influencing teacher self-efficacy and job satisfaction.

5. Compliance with Ethical Standards

The study observed ethical procedures to protect the rights, privacy, confidentiality, and welfare of participating public secondary school teachers in Dupax del Sur District. Participation was voluntary, and respondents were informed of their right to withdraw without penalty. Questionnaires were assigned identification codes, while personal information was maintained separately. Physical records were secured in a locked filing cabinet, and electronic files were encrypted and password-protected, with access restricted to authorized research personnel. Collected information was used exclusively for research purposes, with a prescribed retention period of three years before secure disposal. The researcher maintained respectful and nonjudgmental interactions and implemented measures to minimize potential distress.

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