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School Milieu and Teaching–Learning Efficacy as Determinants of Job Satisfaction Among Public School Teachers

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Abstract

This study examined school milieu and teacher self-efficacy as predictors of job satisfaction among public school teachers in San Fernando District II, Cebu Province, Philippines, during School Year 2026–2027. Anchored in Social Cognitive Theory, the Social-Ecological Model, Job Demands-Resources Theory, Herzberg's Motivator-Hygiene Theory, and Distributed Leadership Theory, the study employed a quantitative descriptive-correlational and causal-comparative design. Using stratified purposive sampling, 48 teachers from four public elementary and secondary schools participated. Data were collected through an adapted five-part Teacher Research Questionnaire and official Individual Performance Commitment and Review Form (IPCRF) ratings, then analyzed using descriptive statistics, Pearson correlation, and multiple linear regression. Results revealed a moderately optimized school milieu (M = 2.61), high teacher self-efficacy (M = 3.03), and high overall job satisfaction (M = 3.00). Intrinsic satisfaction (M = 3.36) exceeded extrinsic satisfaction (M = 2.63), while teacher performance was generally Very Satisfactory. Major challenges included inadequate classroom ventilation, excessive administrative responsibilities, insufficient workspaces, and limited instructional resources. School milieu (r = 0.726) and teacher self-efficacy (r = 0.638) were significantly associated with overall job satisfaction. Both variables jointly explained 65.90% of its variance, with school milieu demonstrating the stronger predictive contribution. The findings supported the proposed School Milieu Optimization-Driven Strategic Enhancement Program (PROJECT TEAMS), emphasizing improved facilities, resource allocation, workload management, and professional development. The study aligns with Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 8 (Decent Work and Economic Growth). Its sustainability contribution lies in providing an evidence-based foundation for improving institutional working conditions, supporting teacher well-being, and promoting the sustained delivery of quality public education.

Keywords: Educational Sustainability; Job Satisfaction; Public School Teachers; School Milieu; Strategic Enhancement Program; Teacher Self-Efficacy; Working Conditions

1. Introduction

Teacher job satisfaction is an important factor in maintaining quality education, instructional effectiveness, and institutional stability. It is influenced by both the school environment and teachers' confidence in performing their professional responsibilities. School milieu includes physical facilities, administrative support, instructional resources, and organizational climate, while teacher self-efficacy refers to teachers' perceived ability to apply instructional strategies, manage classrooms, and engage learners. This study examines school milieu and teacher self-efficacy as predictors of job satisfaction among public school teachers in selected schools of San Fernando

District II, Cebu Province, during School Year 2026–2027. The findings will serve as the basis for developing a Strategic Enhancement Program.

Teachers' professional satisfaction is closely associated with their working conditions and confidence in delivering effective instruction. International reports identify increasing workloads, inadequate institutional support, and occupational stress as concerns affecting teacher morale and retention (UNESCO, 2021). Poor physical facilities, limited instructional resources, and ineffective administrative practices may further contribute to professional dissatisfaction (Madigan & Kim, 2021; Toropova et al., 2021). Teacher self-efficacy also influences how educators respond to instructional challenges. Teachers with stronger efficacy beliefs are generally more confident in adapting teaching strategies, managing classroom behavior, and encouraging learner participation (Bandura, 1997; Tschannen-Moran & Hoy, 2001). In the Philippine context, these factors are particularly relevant as teachers respond to curriculum reforms, increasing professional expectations, and resource limitations under the MATATAG Agenda (Department of Education [DepEd], 2023).

Studies emphasize that school milieu and teacher self-efficacy are associated with occupational satisfaction. Adequate classroom facilities, supportive supervision, equitable resource allocation, and positive organizational relationships contribute to favorable teaching environments (Barrett et al., 2021; Bacolod et al., 2022). Conversely, excessive workloads and insufficient institutional support may increase occupational stress and burnout (Pressley et al., 2021). Teacher self-efficacy encompasses instructional strategies, classroom management, and student engagement. Strong efficacy beliefs are associated with instructional adaptability, professional resilience, and greater job satisfaction (Fathi et al., 2021). Job satisfaction includes intrinsic factors, such as professional achievement and teaching fulfillment, and extrinsic factors, including working conditions, administrative support, and compensation (Herzberg, 1966). Philippine studies further suggest that teachers may remain committed to their profession despite organizational and resource-related challenges (Abun et al., 2021).

Globally, teacher workload, organizational support, and professional well-being remain significant educational concerns (Schleicher, 2021). In the Philippines, public school teachers encounter challenges involving classroom overcrowding, inadequate facilities, limited instructional materials, and increasing administrative responsibilities (EDCOM II, 2023; David et al., 2021). These conditions may influence their instructional effectiveness and job satisfaction. The study focuses on Sangat Central Elementary School, Sangat National High School, Balud Elementary School, and Balud National High School in San Fernando District II, Cebu Province. These schools represent different institutional settings with varying facilities, resources, and administrative arrangements. Examining these conditions provides an opportunity to determine how school milieu and teacher self-efficacy relate to job satisfaction within the district.

The study is anchored in complementary theories explaining the relationships among school milieu, teacher self-efficacy, and job satisfaction. Social Cognitive Theory explains how teachers' beliefs in their capabilities influence instructional practices, classroom management, and learner engagement (Bandura, 1997; Tschannen-Moran & Hoy, 2001). The Social-Ecological Model emphasizes the influence of physical, administrative, and organizational environments on professional experiences (Barrett et al., 2021; Uline & Tschannen-Moran, 2020). The Job Demands-Resources Theory explains how workplace demands and available resources influence occupational stress, motivation, and satisfaction (Bakker et al., 2023). Herzberg's Motivator-Hygiene Theory distinguishes intrinsic professional fulfillment from extrinsic working conditions (Herzberg, 1966), while Distributed Leadership Theory emphasizes collaborative decision-making and supportive school administration. Together, these theories support the examination of school milieu and teacher self-efficacy as potential predictors of job satisfaction.

Although previous studies have examined school working conditions, teacher self-efficacy, and job satisfaction, limited localized evidence has been identified in the source manuscript regarding their combined predictive relationships within San Fernando District II. Existing research frequently examines these factors separately, leaving a need for an integrated assessment of their influence on teachers' occupational experiences. This study addresses the identified gap by examining four dimensions of school milieu: physical facilities and spatial environment, administrative support and supervisory communication, resource availability and instructional allocation, and school organizational climate. It also assesses teacher self-efficacy in instructional strategies, classroom management, and student engagement, alongside intrinsic and extrinsic job satisfaction. Teachers' demographic profiles, IPCRF performance ratings, and challenges affecting the teaching–learning continuum are also considered. The findings will guide the development of a context-responsive Strategic Enhancement Program.

The study supports Sustainable Development Goal 4 (SDG 4), Quality Education, by examining working conditions and professional competencies that contribute to effective teaching and supportive learning environments. It also aligns with Sustainable Development Goal 8 (SDG 8), Decent Work and Economic Growth, through its emphasis on occupational satisfaction, institutional support, and improved working conditions. These

priorities are consistent with Republic Act No. 4670, the Magna Carta for Public School Teachers, and Republic Act No. 9155, the Governance of Basic Education Act of 2001, which recognize the importance of teacher welfare and effective school governance.

The study contributes to educational and institutional sustainability by identifying school conditions and professional factors associated with teacher job satisfaction. Its findings may assist school administrators in improving facilities, strengthening supervisory communication, allocating instructional resources, and supporting teachers' professional development. Through the proposed Strategic Enhancement Program, the research aims to promote supportive working environments, strengthen teacher self-efficacy, and contribute to the sustained delivery of quality public education.

2. Material and methods

2.1 Research Design

The study utilized a quantitative descriptive-correlational and causal-comparative research design to assess the study variables and determine their relationships. Descriptive methods examined existing conditions, while correlational analysis and multiple linear regression determined the predictive contributions of school milieu and teacher self-efficacy to job satisfaction (Creswell & Guetterman, 2021; Mertens, 2020; Cohen, Manion, and Morrison; Fraenkel et al., 2023; Hair et al., 2020). The study followed the Input-Process-Output (IPO) framework (Katz & Kahn, 1978; Lunenburg & Ornstein, 2021). Inputs included teachers' profiles, school milieu, self-efficacy, job satisfaction, IPCRF ratings, and encountered challenges. The process involved data collection and statistical analysis, while the output was a proposed Strategic Enhancement Program.

2.2 Locale of the Study

The study was conducted in four public schools in San Fernando District II, Cebu Province: Sangat Central Elementary School, Sangat National High School, Balud Elementary School, and Balud National High School. These institutions represented different school sizes, educational levels, facilities, and administrative conditions, providing a basis for examining school milieu and teacher job satisfaction across varied educational settings (Barrett et al., 2021).

2.3 Respondents of the Study

The study targeted 48 permanently appointed, licensed public elementary and secondary school teachers from the four participating schools. Eligible respondents had at least one year of continuous service in their respective schools and an official Individual Performance Commitment and Review Form (IPCRF) rating from the preceding evaluation cycle. Substitute teachers, newly transferred teachers with less than one year of service, and non-teaching personnel were excluded.

2.4 Sample and Sampling Procedure

Stratified purposive sampling with equal quota allocation was employed to select 12 teachers from each school, representing 25% of the total sample per institution. The 48 target respondents were equally distributed between elementary and secondary levels, with 24 teachers or 50% from each. This approach ensured representation across the participating educational settings (Creswell & Guetterman, 2021; Fraenkel et al., 2023).

2.5 Research Instrument

The study used an adapted five-part Teacher Research Questionnaire. The first part gathered demographic and professional information, while the second assessed school milieu in terms of physical facilities, administrative support, resource availability, and organizational climate, based on the environmental frameworks of Moos and Cavanagh and Kennish and Earthman. The third part measured instructional strategies, classroom management, and student engagement using the Teachers' Sense of Efficacy Scale developed by Megan Tschannen-Moran and Anita Woolfolk Hoy. The fourth assessed intrinsic and extrinsic job satisfaction using the Minnesota Satisfaction Questionnaire by Weiss, Dawis, England, and Lofquist, supported by (Abun et al., 2021). The fifth gathered IPCRF ratings and identified instructional challenges. Five external experts evaluated the questionnaire using Good and Scates' validation criteria.

2.6 Data Gathering Procedure

The researcher sought approval from the Schools Division Superintendent of Cebu Province and coordinated with participating school heads before administering the questionnaires. Data collection was scheduled to avoid disrupting classes, consistent with DepEd Order No. 9, s. 2005. Informed consent was secured, responses were coded, and authorized IPCRF ratings were retrieved under confidentiality safeguards. The collected data were organized for statistical analysis (Creswell & Guetterman, 2021).

2.7 Data Analysis Techniques

Descriptive statistics, including frequency, percentage, rank, weighted mean, and standard deviation, were used to analyze respondents' profiles, school milieu, self-efficacy, job satisfaction, performance ratings, and encountered challenges (Fraenkel et al., 2023). Recurring challenges were also categorized thematically. A four-point scale interpreted school milieu, self-efficacy, and job satisfaction using the ranges 3.26–4.00, 2.51–3.25, 1.76–2.50, and 1.00–1.75, based on Moos and Cavanagh and Kennish, Tschannen-Moran and Hoy, and Weiss et al., respectively. IPCRF ratings followed DepEd Order No. 2, s. 2015, ranging from Outstanding (4.500–5.000) to Poor (1.000–1.499). Negatively worded items were reverse-scored. Pearson correlation examined relationships among variables, while multiple linear regression determined the predictive contributions of school milieu and teacher self-efficacy to job satisfaction.

2.8 Ethical Considerations

The study observed voluntary participation, informed consent, confidentiality, and data protection under Republic Act No. 10173, or the Data Privacy Act of 2012. Respondents' identities were protected through coded questionnaires, while IPCRF records were accessed with institutional authorization. The research also followed ethical principles concerning non-maleficence, transparency, and freedom from coercion or conflicts of interest.

3. Results and Discussion

3.1 Demographic and Professional Profile of Respondents

3.1.1 Demographic Characteristics

Most respondents were aged 41–50 years (37.50%), female (79.17%), and married (68.75%). The majority had pursued graduate education, with 43.75% having master's units or completed academic requirements. Teacher III was the most common position (39.58%). These findings indicate an experienced, predominantly female teaching workforce with substantial participation in professional advancement. This supports Toropova et al. (2021), Madigan and Kim (2021), Datu et al. (2021), and Bernardo et al. (2023), who emphasized the importance of professional experience, educational preparation, and supportive working conditions.

3.1.2 Teaching Experience and Professional Development

Most teachers had 11–20 years of service (35.42%). The respondents were equally distributed across four schools, with 12 teachers per institution. They attended an average of 8.48 professional development programs, primarily through school- and district-level activities. The findings reflect an experienced workforce that relies on localized professional development. This aligns with Burić and Kim, Zee and Koomen, Geitz et al. (2023), and Tims et al. (2022), who emphasized teaching experience and collaborative learning in strengthening professional competence.

3.2 Status of School Milieu

3.2.1 Physical Facilities and Instructional Resources

Physical facilities (M = 2.21) and resource availability (M = 2.18) were rated Fairly Optimized. Major concerns included classroom heat, overcrowding, inadequate workspaces, limited instructional materials, and teachers' personal spending on classroom supplies. These findings indicate that physical and material limitations continue to affect teaching conditions. This supports EDCOM II (2023), David et al. (2021), Barrett et al. (2021), Earthman, Arcilla et al. (2021), and Ocampo et al. (2022).

3.2.2 Administrative Support and Organizational Climate

Administrative support (M = 3.01) and organizational climate (M = 3.03) were Moderately Optimized. Teachers reported positive communication, collegial relationships, and shared educational goals, although workload distribution and work-life balance remained concerns. The findings suggest that supportive leadership and collaboration help maintain teacher morale despite institutional limitations. This aligns with Spillane et al., Bacolod et al. (2022), Bacolod (2021), and De Guzman et al..

3.2.3 Overall School Milieu

The overall school milieu was Moderately Optimized (M = 2.61, SD = 0.37). Organizational climate ranked highest, while instructional resource availability ranked lowest. These findings show that social and administrative support were stronger than physical and material conditions, emphasizing the need to improve school facilities and resource allocation.

3.3 Level of Teacher Self-Efficacy

3.3.1 Instructional Strategies and Classroom Management

Teachers demonstrated High Efficacy in instructional strategies (M = 3.05) and classroom management (M = 3.06). They were confident in explaining lessons, establishing routines, and managing behavior, although resource shortages, classroom heat, and noise created difficulties. These findings indicate strong instructional confidence

despite environmental challenges. This supports Ulla and Perales (2022), Wang et al. (2022), Aloe et al. (2021), and Pressley (2021).

3.3.2 Student Engagement and Overall Self-Efficacy

Student engagement was rated High Efficacy (M = 2.97), although teachers experienced difficulty motivating chronically absent and disengaged learners. Overall teacher self-efficacy was High (M = 3.03, SD = 0.36). The findings indicate that teachers maintain professional confidence despite instructional challenges. This aligns with Zee and Koomen, Reyes et al. (2021), Bandura, and Tschannen-Moran and Hoy.

3.4 Level of Job Satisfaction

3.4.1 Intrinsic and Extrinsic Job Satisfaction

Intrinsic job satisfaction was Very High (M = 3.36), reflecting teachers' fulfillment from serving learners and achieving professional goals. Extrinsic satisfaction was High (M = 2.63), with lower ratings for facilities, instructional resources, compensation, and administrative policies. The findings suggest that teachers remain committed to their profession despite dissatisfaction with certain working conditions. This supports Morales, Abun et al. (2021), Baluyos et al., and Sims and Jerrim (2021).

3.4.2 Overall Job Satisfaction

Overall job satisfaction was High (M = 3.00, SD = 0.37), with intrinsic satisfaction exceeding extrinsic satisfaction. This indicates that professional dedication remains strong, although improvements in institutional support and working conditions are needed to sustain teacher satisfaction.

3.5 Teacher Performance Ratings

3.5.1 IPCRF Performance

Most respondents received Very Satisfactory IPCRF ratings (72.92%), while 27.08% were rated Outstanding. The overall mean rating was 4.382, interpreted as Very Satisfactory. The findings indicate favorable teacher performance despite workplace challenges. However, Alcala et al. (2023) and Manalastas (2021) emphasized that high performance ratings may coexist with occupational fatigue and administrative pressures.

3.6 Challenges Encountered in School Milieu

3.6.1 Major Institutional Challenges

The most frequently reported challenges were excessive classroom heat and non-teaching responsibilities (91.67% each), followed by inadequate faculty workspaces (85.42%) and personal spending on instructional materials (83.33%). These findings highlight the need to improve physical facilities, reduce administrative workload, and strengthen instructional resource support to promote better teaching conditions and professional well-being.

3.7 Relationships Among Study Variables

3.7.1 School Milieu and Job Satisfaction

School milieu showed significant positive relationships with intrinsic satisfaction ($r = 0.498$), extrinsic satisfaction ($r = 0.741$), and overall job satisfaction ($r = 0.726$), with p-values below 0.001. These findings indicate that better school environments are associated with higher teacher satisfaction, particularly in relation to external working conditions.

3.7.2 Teacher Self-Efficacy and Job Satisfaction

Teacher self-efficacy was significantly associated with intrinsic satisfaction ($r = 0.728$), extrinsic satisfaction ($r = 0.422$), and overall job satisfaction ($r = 0.638$), with p-values below 0.001. The findings suggest that teachers with stronger professional confidence tend to experience greater job satisfaction, particularly from intrinsic aspects of teaching.

3.8 Predictors of Teacher Job Satisfaction

3.8.1 Regression Analysis

Multiple regression showed that school milieu and teacher self-efficacy jointly explained 65.90% of the variance in job satisfaction ($R^2 = 0.659$). Both were significant predictors ($p < 0.001$), with school milieu ($\beta = 0.582$) contributing more strongly than teacher self-efficacy ($\beta = 0.344$). The findings indicate that school working conditions and teacher confidence are important predictors of job satisfaction. These results provide a basis for the proposed Strategic Enhancement Program, particularly in improving facilities, instructional resources, administrative support, and teacher professional development.

4. Conclusion & Recommendations

The study concluded that public school teachers in San Fernando District II demonstrated high self-efficacy, very high intrinsic job satisfaction, and very satisfactory performance despite challenges involving inadequate facilities, limited instructional resources, excessive administrative workloads, and restricted career advancement.

School milieu was moderately optimized, with stronger organizational and administrative support than physical and material conditions. Both school milieu and teacher self-efficacy were significant positive predictors of job satisfaction, jointly explaining 65.90% of its variance, with school milieu having the stronger predictive contribution. These findings provided the basis for the proposed School Milieu Optimization-Driven Strategic Enhancement Program (PROJECT TEAMS).

The study recommends implementing PROJECT TEAMS through coordinated efforts among the Department of Education, school administrators, teachers, and community stakeholders. Priority actions include improving classroom ventilation and faculty workspaces, ensuring timely instructional resources, reducing non-teaching responsibilities, strengthening supportive supervision, expanding professional development and career advancement opportunities, and improving student engagement through community partnerships. The program should be integrated into School Improvement Plans, supported by appropriate funding, and regularly monitored to improve teachers' working conditions, professional competence, and job satisfaction.

The study was limited to 48 permanently appointed public elementary and secondary school teachers from four schools in San Fernando District II, Cebu Province, during School Year 2026–2027. Its findings were based on self-reported assessments of school milieu, teacher self-efficacy, and job satisfaction, together with official IPCRF performance ratings. The study's descriptive-correlational design identified relationships and predictive contributions but did not establish causation. Its limited geographical coverage and sample size also restrict the generalizability of the findings to other educational settings.

5. Compliance with ethical standards

The author conducted the study in accordance with ethical principles for human-participant research, ensuring voluntary participation and confidentiality of respondents' information. Participants were informed of the study's purpose, and data were collected through non-invasive survey questionnaires administered to public elementary and secondary school teachers from Sangat Central Elementary School, Sangat National High School, Balud Elementary School, and Balud National High School in San Fernando District II, Cebu Province, Philippines. The findings were reported without disclosing personally identifying information.

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