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Modeling Teachers' Professional Well-Being Through Organizational Support and Professional Engagement: The Mediating Role of Teacher Self-Efficacy

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ABSTRACT

This study examined the relationships of organizational support and professional engagement with professional well-being among public secondary school teachers in Cebu Province, Philippines, with teacher self-efficacy as a potential mediator. Using a cross-sectional, non-experimental quantitative design, data were collected from 300 randomly selected permanent junior and senior high school teachers through a validated, structured five-point questionnaire. Descriptive statistics, confirmatory factor analysis, and structural equation modeling were employed. Respondents reported favorable organizational support ($M = 4.17$), professional engagement ($M = 4.43$), teacher self-efficacy ($M = 4.50$), and professional well-being ($M = 4.44$). Professional engagement was positively associated with self-efficacy ($\beta = 0.743$, $p < .001$) and well-being ($\beta = 0.177$, $p = .014$), while self-efficacy demonstrated a significant positive association with well-being ($\beta = 0.579$, $p < .001$). Organizational support significantly predicted self-efficacy ($\beta = 0.187$, $p = .001$) but not well-being directly. Self-efficacy significantly mediated the engagement–well-being relationship ($\beta = 0.430$, $p < .001$), whereas its mediation of the support–well-being relationship was not statistically significant. The findings highlighted professional engagement and self-efficacy as important correlates of teachers' professional well-being. Schools should strengthen collaborative professional learning, instructional confidence, recognition, and wellness initiatives through the proposed TEACH-WELL Program. The geographically limited, cross-sectional, self-reported data constrained causal interpretation and broader applicability. The study provides a context-specific empirical foundation for integrating professional development and teacher well-being initiatives within public secondary education.

Keywords: *Cebu Province, Organizational Support, Professional Engagement, Professional Well-Being, Structural Equation Modeling, Teacher Self-Efficacy*

1. INTRODUCTION

1.1. Background and Context of the Study

Teachers perform responsibilities that extend beyond classroom instruction to curriculum implementation, learner assessment, professional learning, school improvement, and community engagement. These overlapping demands make professional well-being an important consideration in sustaining a capable and committed teaching workforce. International discussions of teacher development emphasize that educational systems depend on teachers who are adequately prepared, motivated, and supported throughout their careers (UNESCO & International Task Force on Teachers for Education 2030, 2024). Research has also associated supportive job resources with teachers' vitality, professional growth, engagement, and intentions to remain in the profession (Collie, 2023). Professional well-being encompasses satisfaction, meaning, growth, recognition, and effective professional functioning rather than merely the absence of occupational distress. Organizational support concerns teachers' perceptions of administrative assistance, recognition, collegial relationships, suitable working conditions, and access to resources. Evidence indicates that perceived organizational support is associated with job satisfaction through a positive school climate (Kurt & Duyar, 2023). Professional engagement involves teachers' cognitive, emotional, behavioral, and collaborative participation in their responsibilities. A recent meta-analysis identified work engagement as an important correlate of teacher well-being, emphasizing the relevance of examining professional involvement alongside workplace conditions (Zhou et al., 2024). Teacher self-efficacy adds a personal dimension to these institutional and professional experiences. Within Social Cognitive Theory, efficacy beliefs concern an individual's perceived ability to organize and perform actions needed to accomplish particular tasks (Bandura, 1997). For teachers, these beliefs relate to instructional strategies, classroom management, persistence, and responses to professional challenges. Drawing on Social Cognitive Theory, the Job Demands–Resources perspective, and Positive Psychology, the study situated these interconnected constructs among public secondary school teachers under the Department of Education in Cebu Province, Philippines. It examined the relationships of organizational support and professional engagement with professional well-being and assessed teacher self-efficacy as a potential mediator.

1.2. Research Problem

Understanding teachers' professional well-being requires attention to both school conditions and the personal resources through which teachers respond to professional demands. Organizational support may provide recognition, assistance, and opportunities for professional development, but teachers can experience these resources differently depending on their engagement and confidence in performing instructional tasks. Evidence linking perceived organizational support with teachers' job satisfaction (Kurt & Duyar, 2023) and self-efficacy with well-being (Lu et al., 2024) underscores the importance of examining these constructs together rather than through separate institutional or individual explanations. In the Philippines, Republic Act No. 4670 (1966) recognizes public-school teachers' working conditions, professional rights, and career development. The Department of Education subsequently issued guidelines on wellness leave for its personnel, reflecting formal recognition of employee well-being within the education system (Department of Education, 2026). These provisions establish a relevant policy context but do not explain how perceived organizational support, professional engagement, and teacher self-efficacy are associated with professional well-being among public secondary school teachers in Cebu Province. Accordingly, the study investigated the relationships among these four constructs, particularly the hypothesized mediating role of teacher self-efficacy, through an integrated empirical model.

1.3. Research Gap

Existing scholarship provides evidence concerning individual dimensions of teachers' professional functioning. Collie (2023) examined job resources and demands in relation to teacher well-being and turnover intentions, while Zhou et al. (2024) synthesized the associations between teacher well-being and several psychological and occupational factors. Research on teacher self-efficacy has also demonstrated the relevance of professional learning interventions (Täschner et al., 2025). These studies clarified important associations and intervention approaches, but their respective analyses did not establish the combined structural pathways proposed for public secondary school teachers in Cebu Province. The gap addressed by the study was therefore contextual and model-specific. It investigated whether organizational support and professional engagement were related directly to professional well-being and indirectly through teacher self-efficacy within a single latent-variable framework. It also connected the examination of these pathways to the development of a school-based professional well-being program. Structural Equation Modeling enabled the simultaneous assessment of the hypothesized relationships and mediation effects within the study setting.

1.4. Purpose and Objectives of the Study

The study aimed to model the professional well-being of public secondary school teachers in the Department of Education, Cebu Province, through organizational support and professional engagement, with teacher self-efficacy as a mediator. Specifically, it described respondents' age, sex, highest educational attainment, teaching experience, and professional development training attendance; assessed their agreement with the four principal constructs; and tested the hypothesized paths from organizational support and professional engagement to teacher self-efficacy and professional well-being, together with the path from self-efficacy to well-being. It further examined the mediating role of self-efficacy in both proposed relationships through Structural Equation Modeling. Its intended practical output was the TEACH-WELL Program, a proposed school-based professional well-being enhancement initiative.

1.5. Significance and Practical Contribution of the Study

The study contributed a context-specific structural examination of how organizational support, professional engagement, and efficacy beliefs were associated with teachers' professional well-being. Its analytical framework offered potential guidance for school administrators and Department of Education offices in reviewing mentoring, professional learning, collegial collaboration, recognition, and supportive workplace practices. For teachers, the framework offered a basis for understanding the institutional and personal conditions related to positive professional functioning. The proposed TEACH-WELL Program was intended to translate the examined relationships into a school-based framework for support, professional growth, and wellness. Reviews of teacher well-being research emphasize the practical relevance of carefully designed interventions and context-sensitive approaches (Dreer, 2023; Dreer & Gouasé, 2022). The study did not measure student achievement or program effectiveness.

1.6. Sustainable Development Goals (SDG) Alignment

The study aligned with Sustainable Development Goal (SDG) 3: Good Health and Well-being and SDG 4: Quality Education (United Nations Department of Economic and Social Affairs, 2025). Its relevance to SDG 3 lay in examining teachers' professional well-being and the organizational and personal conditions associated with occupational welfare. Its relevance to SDG 4 involved the professional conditions that support teachers' continued participation, development, and functioning in public secondary education. The proposed TEACH-WELL Program connected these goals by organizing school-based support, professional engagement, teacher self-efficacy, and wellness within one framework. This alignment reflected potential practical

contributions rather than measured changes in health indicators, student outcomes, or SDG attainment.

2. METHODOLOGY

2.1. Research Design

This study employed a cross-sectional, non-experimental quantitative design to examine associations among organizational support, professional engagement, teacher self-efficacy, and professional well-being among public secondary school teachers (Creswell & Creswell, 2023). Structural Equation Modeling (SEM) assessed hypothesized direct and indirect pathways involving teacher self-efficacy (Kline, 2023). The analysis followed two stages: confirmatory factor analysis (CFA) evaluated the measurement model, and structural path modeling examined the proposed relationships. The design supported simultaneous analysis of multiple latent constructs without experimental manipulation.

2.2. Research Locale, Population, and Participants or Respondents

The investigation was conducted in the Department of Education (DepEd) Division of Cebu Province, Philippines, during School Year 2026–2027. Respondents were permanent teachers from selected public junior high and senior high schools. Eligible participants were actively teaching during data collection and voluntarily agreed to participate. School administrators, non-teaching personnel, substitute teachers, and teachers on official leave were excluded. The final sample included 300 teachers. Professional development programs, mentoring, Learning Action Cell sessions, and wellness initiatives within the division provided relevant organizational context.

2.3. Sampling Technique and Sample Determination

The study employed probability sampling, using random selection from a sampling frame of eligible teachers. Sample determination considered statistical power, anticipated relationship strengths, a 0.05 significance criterion, and SEM complexity, including the number of latent variables, observed indicators, structural paths, and indirect parameters. The final sample of 300 satisfied the study's stated power requirements for measurement validation, structural testing, and mediation analysis. All 300 completed questionnaires met the inclusion and screening criteria and were retained.

2.4. Research Instrument and Validation

A self-administered, structured questionnaire contained two sections. The first recorded age, sex, highest educational attainment, teaching experience, and professional development training attended during the preceding three years. The second assessed four constructs using a five-point scale from Strongly Disagree (1) to Strongly Agree (5). Organizational support and professional engagement items were adapted from Albino and Paglinawan (2025); teacher self-efficacy items followed Tschannen-Moran and Woolfolk Hoy (2001); and professional well-being items drew on Zewude et al. (2024). Organizational support addressed administrative support, peer support, work environment, and emotional support; engagement covered emotional, social, behavioral, cognitive, and institutional dimensions. Self-efficacy concerned instructional strategies, classroom management, and student engagement; well-being covered meaning and purpose, job satisfaction, professional growth, recognition, and autonomy. Expert content review, instrument revision, and pilot testing outside the final sample assessed relevance and clarity; coefficient alpha assessed reliability.

2.5. Data Gathering Procedure

Administrative clearance was secured from DepEd Cebu Province leadership and participating school heads before data collection. Expert validation and pilot testing preceded survey administration. Eligible respondents received a Google Forms questionnaire and information about the study's scope, voluntary nature, and participant protections. Informed consent was obtained before participation. Completed responses were retrieved electronically, screened for completeness and suitability, organized for quantitative analysis, and securely stored. Descriptive summaries preceded measurement-model and structural analyses.

2.6. Data Analysis and Statistical Treatment

Frequencies, percentages, means, and standard deviations summarized respondent profiles and construct scores. Mean ratings followed five descriptive ranges: very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00). CFA examined standardized loadings, coefficient alpha, composite reliability (0.70 benchmark), and average variance extracted (0.50 benchmark). Discriminant validity was assessed using heterotrait–monotrait ratios (0.85 or 0.90 thresholds) and Fornell–Larcker comparisons (Cheung et al., 2024). SEM examined direct and indirect coefficients, test statistics, p-values, confidence intervals, and comparative, Tucker–Lewis, absolute, and residual fit indices (Kline, 2023).

2.7. Ethical Considerations

Administrative permissions were obtained from DepEd Cebu Province leadership and participating school heads. Before answering the online survey, respondents received information about its purpose and protections and provided informed consent. Participation was voluntary, with the right to withdraw. Respondent privacy, identity protection, and confidentiality were maintained during data gathering and analysis. Survey responses were securely stored and restricted to academic research purposes.

3. RESULTS AND DISCUSSION

3.1. Demographic and Professional Profile of the Respondents

The study included 300 public secondary school teachers whose profiles established the context for interpreting organizational support, professional engagement, teacher self-efficacy, and professional well-being. Most participants were aged 26–35 years (n = 175, 58.33%), followed by those aged 36–45 years (n = 67, 22.33%), 46–55 years (n = 34, 11.33%), 56 years or older (n = 13, 4.33%), and 25 years or younger (n = 11, 3.67%). Female respondents accounted for 224 (74.67%) and male respondents for 76 (25.33%). Consequently, the findings largely represented the reported experiences of female teachers and respondents in the 26–35-year age group, although the sample included participants across several age brackets. Regarding educational attainment, 162 teachers (54.00%) had earned master's degree units, 93 (31.00%) held bachelor's degrees, 30 (10.00%) had completed master's degrees, 13 (4.33%) had earned doctoral units, and two (0.67%) had completed doctorates. In terms of teaching service, the largest group had 6–10 years of experience (n = 106, 35.33%), followed by 1–5 years (n = 83, 27.67%) and 11–15 years (n = 47, 15.67%). There were also 20 teachers (6.67%) with less than one year of service, 20 (6.67%) with 16–20 years, 10 (3.33%) with 21–25 years, and 14 (4.67%) with at least 26 years. The distribution reflected varied professional preparation and career experience rather than a single teaching-career stage. Professional learning participation was concentrated in lower frequency categories. During the previous three years, 141 respondents (47.00%) had attended fewer than five professional development trainings and 126 (42.00%) had attended five to ten. Only 16 (5.33%) reported 11–15 trainings, eight (2.67%) reported 16–20, and nine (3.00%) reported more than 20. Thus, 89.00% had participated in no more than ten trainings

over the reference period. This pattern is relevant to the continuing professional development expectations of the Philippine Professional Standards for Teachers (Department of Education [DepEd], 2017). The evidence describes participation frequency, not training quality, effectiveness, or the contribution of demographics to later structural outcomes. It provides a contextual baseline rather than a tested explanation of the relationships among the four constructs.

3.2. Generally Favorable Organizational Support with Comparatively Lower Wellness Provisions

Perceived organizational support obtained an overall mean of 4.17 (SD = 0.79), interpreted as Agree on the study's five-point response scale. Teachers most strongly endorsed school leaders' recognition of their input, involvement in decision-making, and provision of feedback and appreciation (M = 4.30, SD = 0.76). High ratings also characterized a safe and conducive teaching environment (M = 4.27, SD = 0.73), access to resources, guidance, and professional development opportunities (M = 4.24, SD = 0.79), and fair opportunities for recognition, rewards, and advancement (M = 4.20, SD = 0.78). Three of these items reached the Strongly Agree category, while fair opportunities for recognition, rewards, and advancement (M = 4.20) remained within the Agree category. Overall, these findings indicated favorable assessments of leadership practices and operational support. Other indicators remained within the Agree range: recognition of teachers' contributions by the school community (M = 4.13, SD = 0.72), adequate instructional facilities and technology (M = 4.10, SD = 0.78), and opportunities to discuss personal or professional concerns (M = 4.10, SD = 0.85). The lowest mean concerned institutional initiatives supporting emotional well-being and work–life balance (M = 3.99, SD = 0.91). This comparatively weaker rating did not indicate disagreement but suggested that teachers experienced wellness-focused provisions less positively than participation in school decisions, professional resources, or physical workplace conditions. The difference is especially pertinent because professional well-being was the principal outcome construct. Recent research offers relevant but not identical contextual evidence. Wang (2024) examined organizational support, workload, work engagement, and psychological well-being among secondary school teachers, showing why support should be interpreted alongside other occupational conditions. Collie (2023) likewise identified associations between job resources, job demands, and several dimensions of teacher well-being. Research on school climate also linked supportive environments with teacher self-efficacy and career perceptions (McLean et al., 2023). Within the Philippine policy setting, DepEd Order No. 002, s. 2026, provides guidelines for wellness leave among eligible personnel (DepEd, 2026). These sources strengthen the practical rationale for sustaining administrative support while reviewing wellness-related provisions. However, the present ratings are descriptive and do not demonstrate that higher perceived support produced better well-being; that direct relationship was separately assessed in the structural model.

3.3. Strong Professional Engagement in Learning, Collaboration, and Classroom Application

Professional engagement registered an overall mean of 4.43 (SD = 0.59), interpreted as Strongly Agree. All ten items fell within that category, indicating consistently positive self-reports concerning professional learning, collaboration, reflection, and knowledge application. The highest item was the application of knowledge and teaching strategies gained from professional development in classroom practice (M = 4.57, SD = 0.53). Active participation in school-based professional learning and collaborative activities followed (M = 4.52, SD = 0.55). These findings

suggest that respondents particularly identified engagement with using acquired learning and taking part in structured school-level professional activities. Strong ratings were also recorded for motivation to participate in professional development (M = 4.49, SD = 0.62), experiencing professional growth after learning activities (M = 4.47, SD = 0.56), sharing ideas and teaching strategies with colleagues (M = 4.47, SD = 0.57), and reflecting on instructional improvement (M = 4.47, SD = 0.55). Teachers also endorsed contributing to school professional learning initiatives (M = 4.37, SD = 0.60), using research-based knowledge to address classroom challenges (M = 4.36, SD = 0.57), and joining professional discussions or networking (M = 4.34, SD = 0.61). Seeking additional learning opportunities beyond institutional requirements received the lowest rating (M = 4.28, SD = 0.69), but remained within Strongly Agree. Thus, voluntary learning beyond required activities represented a relative development opportunity rather than evidence of weak engagement. These results are consistent with contemporary syntheses emphasizing active, supported, and collaborative professional learning. Mok et al. (2023) found that feedback, modeling, and reflection were meaningful components of interventions aimed at strengthening teacher self-efficacy, while Stavermann (2025) highlighted the role of interaction and support in teacher professional development. In a Philippine sample, Alonzo et al. (2025) reported relationships among teachers' collective and personal resources, commitment, and engagement. The present findings extend this discussion by documenting high perceived engagement among the 300 respondents, particularly through classroom application and school-based collaboration. They support institutional attention to sustained, relevant professional learning and opportunities for self-directed growth, without establishing that training participation caused the reported engagement scores.

3.4. High Teacher Self-Efficacy in Learner Engagement and Instructional Adaptation

Teacher self-efficacy obtained an overall mean of 4.50 (SD = 0.55), interpreted as Strongly Agree, with all ten statements in the highest qualitative category. The strongest belief concerned helping learners develop confidence in their ability to succeed academically (M = 4.61, SD = 0.51). This was followed by providing alternative explanations when lessons were difficult to understand (M = 4.58, SD = 0.53) and adjusting instructional strategies to meet varied learning needs (M = 4.56, SD = 0.55). Establishing clear classroom expectations and routines (M = 4.54, SD = 0.54), motivating learners with low interest (M = 4.52, SD = 0.56), and promoting critical thinking and creativity (M = 4.50, SD = 0.55) were likewise strongly endorsed. Teachers also reported confidence in using varied teaching and assessment strategies (M = 4.47, SD = 0.57), managing disruptive behavior (M = 4.42, SD = 0.58), and responding to challenging behavior while maintaining productive instruction (M = 4.42, SD = 0.57). The lowest rating involved designing challenging, meaningful learning experiences for learners with different abilities (M = 4.38, SD = 0.59). Although comparatively lower, it remained favorable. This pattern suggests that respondents were especially confident about encouraging learners and adjusting explanations but perceived comparatively greater complexity in designing appropriately challenging learning experiences for diverse students. Bandura's (1997) foundational social cognitive account defines self-efficacy in terms of beliefs about one's capability to execute actions required for desired outcomes. More recent evidence provides an instructional context for the present ratings: Täschner et al. (2025) synthesized interventions designed to develop teacher self-efficacy, and Mok et al. (2023) emphasized the contribution of individual support activities such as feedback and reflection. McLean et al. (2023) also associated school climate with the developing efficacy beliefs of first-year teachers. These studies are consistent with interpreting teacher efficacy as both a professional belief and a potentially developmental resource.

Importantly, the present results measure teachers' perceived capability rather than independently observed classroom performance or student achievement. The relatively lower item on differentiated challenge provides a specific focus for professional learning while maintaining the overall conclusion of high reported self-efficacy.

3.5. Favorable Professional Well-Being Anchored in Purpose and Professional Growth

Professional well-being recorded a grand mean of 4.44 (SD = 0.61), interpreted as Strongly Agree. Respondents most strongly agreed that teaching gave their work meaning and purpose (M = 4.57, SD = 0.57). Feeling fulfilled through contributions to student learning and development (M = 4.54, SD = 0.54) and actively seeking new ideas to improve teaching effectiveness (M = 4.54, SD = 0.54) followed. The high scores indicated that the most positively rated dimensions of well-being concerned professional purpose, contribution to learners, and continuing improvement. Other indicators were also within the Strongly Agree range: positive feelings while teaching (M = 4.47, SD = 0.57), satisfaction with achieving professional goals (M = 4.44, SD = 0.57), motivation for professional growth (M = 4.41, SD = 0.65), autonomy in instructional decisions (M = 4.39, SD = 0.56), optimism about remaining in teaching (M = 4.38, SD = 0.70), and work–life balance (M = 4.37, SD = 0.69). Feeling appreciated and valued as a member of the teaching profession received the lowest mean (M = 4.31, SD = 0.70). Although positive, the relative position of recognition and work–life balance complemented the lower wellness-related item under organizational support and indicated aspects of professional experience that merited continued institutional attention. The multidimensional pattern agrees with Hascher and Waber's (2021) systematic review, which emphasizes the diverse personal and school-related dimensions of teacher well-being and the importance of professional relationships. Collie (2023) similarly linked well-being indicators with job demands and resources, while Uslukaya (2024) examined how teacher self-efficacy and perceived support related to burnout. These sources provide a basis for treating teacher well-being as broader than simple job satisfaction or the absence of stress. In the present sample, high overall well-being coexisted with relatively lower appreciation and work–life balance ratings. Accordingly, the results support retaining meaningful professional opportunities and reviewing recognition and wellness practices, without assuming that favorable self-reports establish the absence of occupational difficulties.

3.6. Satisfactory Reliability and Convergent Validity of the Measurement Model

The measurement model assessed organizational support, professional engagement, professional well-being, and teacher self-efficacy using standardized item loadings, Cronbach's alpha, composite reliability, and average variance extracted (AVE). All reported loadings exceeded 0.70 and ranged overall from 0.728 to 0.879, indicating acceptable item-level representation according to the criteria established for the study. The lowest loading was OS4 (0.728), whereas the highest was OS5 (0.879). Organizational support had item loadings of 0.728–0.879, Cronbach's α = 0.933, composite reliability = 0.945, and AVE = 0.681. Professional engagement had loadings of 0.764–0.856, α = 0.938, composite reliability = 0.947, and AVE = 0.642. Professional well-being had loadings of 0.770–0.856, α = 0.942, composite reliability = 0.951, and AVE = 0.659. Teacher self-efficacy had loadings of 0.764–0.839, α = 0.945, composite reliability = 0.953, and AVE = 0.670. Thus, the four constructs exceeded the established reliability benchmark of 0.70, while each AVE value surpassed the recommended threshold of 0.50. Collectively, the results indicated high internal consistency and adequate convergent validity according to the prespecified criteria. Hair et al. (2021) discuss indicator loadings, internal consistency, composite reliability, and AVE as complementary aspects of evaluating reflective

measurement models. Consistent with that guidance, the reported coefficients support the use of these measures in the subsequent structural assessment. Nevertheless, high internal consistency should not be taken as proof of every form of construct validity, and the results alone do not establish that the hypothesized directional relationships are correct. The next assessment therefore examined whether the four related constructs were sufficiently distinct from one another.

3.7. Discriminant Validity Across the Four Latent Constructs

Discriminant validity was assessed using the heterotrait–monotrait ratio (HTMT) and the Fornell–Larcker criterion. HTMT coefficients ranged from 0.506 to 0.848. The pairwise values were 0.615 for organizational support–professional engagement, 0.601 for organizational support–professional well-being, 0.506 for organizational support–teacher self-efficacy, 0.774 for professional engagement–professional well-being, 0.815 for professional engagement–teacher self-efficacy, and 0.848 for professional well-being–teacher self-efficacy. All values were below the study's conservative HTMT threshold of 0.85, although the professional well-being–self-efficacy ratio approached that cutoff. The Fornell–Larcker matrix produced square roots of AVE of 0.825 for organizational support, 0.801 for professional engagement, 0.812 for professional well-being, and 0.819 for teacher self-efficacy. The corresponding interconstruct correlations were 0.576 for organizational support–professional engagement, 0.564 for organizational support–professional well-being, 0.476 for organizational support–self-efficacy, 0.731 for professional engagement–well-being, 0.771 for professional engagement–self-efficacy, and 0.804 for professional well-being–self-efficacy. Each reported diagonal value exceeded the correlations associated with that construct, satisfying the stated Fornell–Larcker decision rule. Henseler et al. (2015) introduced HTMT as a criterion for assessing discriminant validity in variance-based structural equation models, and Hair et al. (2021) describe its application alongside other reflective measurement checks. On the reported evidence, the four constructs met both discriminant validity criteria. At the same time, the comparatively high similarity between teacher self-efficacy and professional well-being suggests substantive closeness that should remain visible in interpretation. The results justify proceeding to the modeled associations, not treating the four constructs as unrelated professional experiences.

3.8. Direct Structural Relationships Among Organizational Support, Engagement, Efficacy, and Well-Being

Five hypothesized direct paths were evaluated at the 0.05 significance level, and four met that criterion. Organizational support showed a significant positive path to teacher self-efficacy ($\beta = 0.187$, $t = 3.464$, $p = .001$), supporting H1. Within the fitted model, stronger perceived institutional support corresponded with greater perceived instructional capability. This pattern is consistent with McLean et al.'s (2023) findings concerning school climate and teacher efficacy, although the two studies differed in sample and design. It also accords with the importance of personal and collective resources identified in research on Filipino teachers by Alonzo et al. (2025). The present association does not establish that school support caused an increase in efficacy. The direct path from organizational support to professional well-being was positive but statistically non-significant ($\beta = 0.048$, $t = 0.992$, $p = .321$), so H2 was not supported. This finding is notable because organizational support itself received an Agree rating, yet its direct coefficient did not meet the specified significance threshold when considered with the other modeled predictors. In contrast, Wang (2024) and Collie (2023) reported meaningful relationships involving school-level resources and teacher well-being in their respective contexts. The difference should not be

interpreted as proof that organizational support is irrelevant. Rather, the present model did not establish a statistically significant direct support–well-being association; the studies also assessed different measures, settings, and explanatory configurations. Professional engagement demonstrated the largest direct coefficient to teacher self-efficacy (β = 0.743, t = 17.915, p < .001), supporting H3. Teachers reporting greater professional learning, collaboration, and reflective participation also tended to report stronger instructional confidence. The finding is compatible with intervention and professional development syntheses identifying reflective activities and supported learning as relevant to efficacy development (Mok et al., 2023; Täschner et al., 2025). Professional engagement additionally had a positive direct path to professional well-being (β = 0.177, t = 2.457, p = .014), supporting H4. This smaller but statistically significant association suggests that engagement contributed distinct model-based information concerning well-being, consistent with research linking teachers' personal resources and occupational engagement (Sheridan et al., 2025). Teacher self-efficacy displayed the largest direct coefficient among the predictors of professional well-being (β = 0.579, t = 9.069, p < .001), supporting H5. This result agrees with research associating efficacy beliefs with professional and psychological functioning. Uslukaya (2024) reported relationships among teacher efficacy, perceived social support, and burnout, while Yang et al. (2025) identified a self-efficacy-related pathway in early childhood teachers' professional well-being. Thus, the structural findings highlight professional engagement and teacher self-efficacy as the more strongly supported correlates of professional well-being in this sample, while the direct organizational support–well-being hypothesis remained unsupported. Because the research was cross-sectional and nonexperimental, the standardized paths indicate conditional structural associations, not experimentally established effects or causal ordering.

3.9. Teacher Self-Efficacy as a Mediator of the Engagement–Well-Being Relationship

The mediation analysis examined two indirect pathways through teacher self-efficacy. The reported organizational support → teacher self-efficacy → professional well-being coefficient was β = 0.028 (t = 0.964, p = .335). At the 0.05 significance level, this indirect association was not statistically significant. Hence, despite the significant direct path between organizational support and self-efficacy, the specified indirect organizational support–well-being hypothesis was not supported. The result illustrates that statistical support for one component path does not, by itself, establish a significant indirect association. It differs from Liu et al. (2025), who found efficacy-related mediation in a model connecting institutional support with engagement in online teaching; the outcome construct, setting, and efficacy measure in that study were not identical to those of the present research. By contrast, the reported professional engagement → teacher self-efficacy → professional well-being indirect coefficient was significant and positive (β = 0.430, t = 8.041, p < .001). This result supported the second mediation hypothesis and indicates that self-efficacy was a statistically supported intermediary variable in the association between professional engagement and well-being. The findings are consistent with the conceptual emphasis on efficacy beliefs as a personal resource in Bandura's (1997) work and with recent investigations of self-efficacy in models of teacher engagement and well-being (Sheridan et al., 2025; Yang, 2026). Chen (2025) also documented the interplay of institutional support, self-efficacy, and work engagement in a model predicting tertiary teachers' job satisfaction, reinforcing the relevance of studying these variables jointly while illustrating that pathway direction and outcomes differ across studies. Taken together, the findings provided support for the engagement–efficacy–well-being indirect relationship but not for the proposed organizational support–efficacy–well-being pathway. The significant direct path from

professional engagement to well-being (β = 0.177) coexisted with the significant indirect pathway through efficacy (β = 0.430), indicating that the fitted model associated engagement with well-being both directly and through perceived instructional capability. This interpretation remains associational because the data were collected at one time point; the analysis did not establish the timing or causality of the underlying processes. Moreover, the originally reported organizational support indirect coefficient requires reconciliation with the component path coefficients before publication. Accordingly, the mediation decisions are presented as reported rather than recalculated, and the discrepancy should be checked against the original statistical output.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that organizational support, professional engagement, and teacher self-efficacy played distinct roles in explaining professional well-being among 300 public secondary school teachers in the Schools Division of Cebu Province. Respondents generally reported favorable perceptions across all four constructs, reflecting positive professional experiences and confidence in their teaching capabilities. Organizational support significantly predicted teacher self-efficacy but did not demonstrate a statistically significant direct relationship with professional well-being. Conversely, professional engagement significantly predicted both teacher self-efficacy and professional well-being, while teacher self-efficacy emerged as a significant predictor of professional well-being. Furthermore, teacher self-efficacy significantly mediated the relationship between professional engagement and professional well-being but did not significantly mediate the relationship between organizational support and professional well-being. Overall, the findings emphasized the importance of professional engagement and self-efficacy in understanding teachers' well-being and provided an empirical foundation for developing integrated institutional support and professional development initiatives.

School administrators and educational leaders should strengthen institutional initiatives that promote teachers' emotional well-being, work-life balance, professional recognition, and participation in organizational decision-making. Existing supportive leadership practices, constructive feedback mechanisms, and conducive working conditions should be maintained and enhanced. Schools should provide sustained opportunities for professional learning, mentoring, collaboration, and reflective teaching practices that encourage the practical application of acquired knowledge and instructional strategies. Professional development programs should particularly emphasize strengthening teacher self-efficacy in classroom management, student engagement, differentiated instruction, assessment, and instructional effectiveness. Considering the significant relationships among professional engagement, teacher self-efficacy, and professional well-being, institutional interventions should integrate these dimensions rather than address them independently. The proposed TEACH-WELL Program may serve as a structured institutional initiative combining teacher wellness, supportive leadership, professional engagement, self-efficacy development, and recognition. Educational administrators should also periodically evaluate these initiatives to determine their responsiveness to teachers' professional and personal well-being needs.

The study was limited to 300 public secondary school teachers within the Schools Division of Cebu Province, which may restrict the applicability of its findings to other educational settings and teacher populations. Its analytical scope focused on organizational support, professional engagement, teacher self-efficacy, and professional well-being, while other potentially relevant influences remained outside the investigation. Furthermore, the identified structural relationships and mediation effects should not be interpreted as definitive evidence of causation. Future investigations may include larger and more geographically diverse samples,

additional explanatory variables, and longitudinal, qualitative, or mixed-methods approaches to develop a broader understanding of teacher professional well-being.

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