



Predictive Relationship of Self-efficacy and Motivation on Teachers' Job Satisfaction

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Abstract

This study examined the predictive relationship of Self-efficacy and motivation on teachers' job satisfaction among public school teachers in 15 elementary and secondary schools in the Santo Tomas East and West Districts, Davao del Norte, Philippines. From a population of 982 teachers, a total of 275 respondents were selected using stratified random sampling and surveyed through an adapted and validated questionnaire administered via Google Forms. Descriptive results revealed that teachers demonstrated a very high level of Self-efficacy and job satisfaction, while motivation was generally very high, with the dimensions of recognition and responsibility rated only as high, consistent with the tabulated results. Correlation analysis showed a moderate to strong positive relationship between Self-efficacy, motivation, and job satisfaction. Multiple regression analysis indicated a strong predictive model ($R = 0.729$; $R^2 = 0.532$), explaining 53.20% of the variance in teachers' job satisfaction. These findings underscore the significant role of enhancing teachers' instructional confidence and motivational conditions in improving workplace satisfaction. The study contributes empirical evidence to the Philippine educational context and offers practical implications for school leaders and policymakers to strengthen professional development programs, recognition systems, and supportive work environments that promote sustained teacher satisfaction.

Keywords: Regression Analysis, Motivation, Job Satisfaction, Self-efficacy, Public School Teachers

Introduction

Teachers' job satisfaction is a critical determinant of instructional quality, teacher retention, and overall school effectiveness. It reflects teachers' overall evaluation of their work roles, responsibilities, and professional environment, encompassing factors such as compensation and benefits, job security, leadership support, professional development opportunities, and interpersonal relationships within the school community (Boamah et al., 2022). Studies also show that collective teacher efficacy and emotional well-being strongly influence job satisfaction and performance (Buonomo et al., 2020; Burić & Kim, 2020). Prior studies consistently indicate that satisfied teachers demonstrate higher commitment, stronger instructional performance, and greater resilience in the face of professional demands, thereby positively influencing student learning outcomes and school improvement initiatives (Aldridge & Fraser, 2016). Moreover, transformational leadership and institutional support have been identified as predictors of teacher motivation and satisfaction (Cansoy, 2020; Hutagalung et al., 2020).

A growing body of research highlights Self-efficacy as the most influential psychological factors shaping teachers' job satisfaction. Teacher Self-efficacy refers to educators' beliefs in their capacity to organize and execute actions required to successfully accomplish teaching tasks, manage classrooms, and foster student engagement (Tschannen-Moran & Hoy, 2001; Henson, 2020). High teacher Self-efficacy has been associated with greater instructional quality, resilience in challenging situations, and higher overall satisfaction (Zakariya, 2020; Skaalvik & Skaalvik, 2014; Skaalvik, 2020). In this study, Self-efficacy is operationalized through three dimensions: instructional strategies, classroom management, and student engagement. Teachers with strong Self-efficacy are



more likely to persevere through challenges, adopt effective teaching strategies, and experience a sense of professional accomplishment, which in turn enhances job satisfaction.

Motivation is the inner drive and desire that directs behavior toward specific goals or outcomes (Deci & Ryan, 2000). Research highlights that both intrinsic and extrinsic motivational factors significantly shape teacher engagement and performance (Bayraktar & Akın, 2019; Alghamdi, 2019). It involves the cognitive and emotional processes that initiate, guide, and sustain actions, influencing individuals to engage in activities, persevere through challenges, and strive for personal growth. Motivation plays a vital role in education, work, and personal pursuits, shaping the level of effort, commitment, and achievement individuals exhibit in their endeavors.

Grounded in Herzberg's Two-Factor Theory, teacher motivation in this study is conceptualized through five dimensions: achievement, recognition, responsibility, advancement, and work itself. Herzberg et al. (1959) argue that motivator factors—such as recognition and meaningful work—are essential for fostering job satisfaction, while their absence may lead to disengagement even when basic conditions are met. Empirical studies confirm that motivated teachers demonstrate higher morale, greater commitment, and a willingness to innovate in instructional practices (Nyakongo, 2015; Bennell & Monyokolo, 1994).

International evidence underscores the consequences of low job satisfaction among teachers. In several European countries, including the Netherlands, Flanders, and Belgium, teacher dissatisfaction arising from work pressure, insufficient administrative support, student behavioral challenges, and limited professional recognition has contributed to high attrition rates in both primary and secondary education (European Commission: Directorate-General for Education, Youth, Sport and Culture, 2021). These patterns indicate the universal importance of teacher motivation and Self-efficacy in predicting job satisfaction and retention (Håvold et al., 2021). These findings reveal a consistent pattern across contexts: when teachers perceive low motivation and diminished Self-efficacy, their job satisfaction declines, leading to burnout and eventual withdrawal from the profession.

In the Philippine context, similar concerns have been documented. Teachers often report heavy workloads, limited opportunities for recognition and promotion, and challenging working conditions, all of which negatively affect motivation and psychological well-being (Fabelico & Afalla, 2020). Diminished motivation and Self-efficacy among Filipino teachers have been linked to emotional exhaustion, lower productivity, and mental health challenges (Shrestha, 2019; Gonzales et al., 2020). Locally, in the Division of Davao del Norte, issues such as perceived unfair promotion practices, favoritism, inadequate administrative support, and substandard working environments have been cited as major contributors to declining job satisfaction and increased absenteeism (Shrestha, 2019).

These local challenges can be theoretically explained through Bandura's Social Cognitive Theory and Herzberg's Two-Factor Theory. Bandura (1977) posits that Self-efficacy shapes individuals' motivation, persistence, and emotional responses to adversity; thus, teachers who perceive limited control over promotions or lack administrative support may experience weakened Self-efficacy. Similarly, Herzberg's theory explains how insufficient recognition, limited responsibility, and poor working conditions undermine motivational drivers essential for job satisfaction. Together, these theories provide a strong rationale for investigating both Self-efficacy and motivation as predictors of teacher job satisfaction (Caprara et al., 2006; Herzberg et al., 1959). Linking these theories to the lived experiences of teachers in Davao del Norte highlights the need for context-specific empirical investigation.



The existing literature reveals partial but promising insights into the relationship between Self-efficacy, motivation, and job satisfaction among Philippine teachers, though a comprehensive regression-based approach remains unexplored. Multiple studies in the Davao region and broader Philippines have found significant positive correlations between these variables. Husain and De Leon (2025) demonstrated that motivation and Self-efficacy have a significant positive relationship with job performance. Gonzales et al. (2020) further confirmed that job satisfaction varies with Self-efficacy and motivation levels. While Mama and Tagadiad (2024) specifically focused on Davao del Norte, examining teacher Self-efficacy, the research still lacks a comprehensive regression analysis simultaneously exploring motivation and Self-efficacy's combined predictive power on job satisfaction. This gap highlights the need for empirical testing of regression models to quantify the predictive strength of these factors (Field, 2018; Klassen & Chiu, 2010). Overall, the existing evidence suggests strong potential for such research, but a precise regression-based investigation remains a critical research gap.

Guided by this gap, the present study examined the significant predictive relationship of Self-efficacy and motivation on teachers' job satisfaction among public school teachers in the Division of Davao del Norte during School Year 2022–2023. Specifically, the study aimed to determine the level of teachers' Self-efficacy in terms of classroom management, instructional strategies, and student engagement; assess the level of teachers' motivation in terms of recognition, responsibility, professional advancement, professional growth, and work itself; and examine the level of teachers' job satisfaction in terms of compensation and benefits, leadership of administrators, social relationships, and work environment. Furthermore, the study investigated whether Self-efficacy and motivation were significantly related to and significantly predicted teachers' job satisfaction. This approach aligns with prior research emphasizing the predictive analysis of teacher characteristics on job satisfaction outcomes (Oco et al., 2022; Nyakongo, 2015).

A 0.05 level of significance was employed in testing the null hypotheses of the study, which posited that there is no significant relationship between teachers' Self-efficacy and their job satisfaction, no significant relationship between teachers' motivation and their job satisfaction, and that no factors significantly predicted teachers' job satisfaction.

This study was anchored on Tschannen-Moran and Hoy's (2001) model, which emphasizes that strong teacher Self-efficacy fosters positive outcomes, while its absence harms well-being, performance, and job satisfaction. Bandura's (1977) Social Cognitive Theory supports this, noting that Self-efficacy shapes teachers' effort, perseverance, and resilience in classroom management, instruction, and engagement. Herzberg et al.'s (1959) motivation theory adds that recognition, responsibility, and meaningful work drive motivation and satisfaction. Likewise, Nyakongo (2015) found that motivated teachers, supported through training, better conditions, and promotion, show higher morale and commitment. Job satisfaction, defined as pleasure from work, depends on compensation, benefits, leadership, relationships, and environment (Oco et al., 2022).

Figure 1 presents the conceptual framework of the study. Self-efficacy and motivation are treated as independent variables, while teachers' job satisfaction is the dependent variable. Self-efficacy is represented by instructional strategies, classroom management, and student engagement, based on the model of Tschannen-Moran and Hoy (2001). Motivation is operationalized through recognition, responsibility, advancement, professional growth, and work itself, grounded in Herzberg's Two-Factor Theory. Job satisfaction encompasses compensation and benefits, leadership, social relationships, and work environment (Oco et al., 2022). Anchored on Bandura's Social Cognitive



Theory and Herzberg's Motivation Theory, the framework hypothesizes that higher levels of Self-efficacy and motivation significantly predict higher levels of teachers' job satisfaction in the Davao del Norte Division.

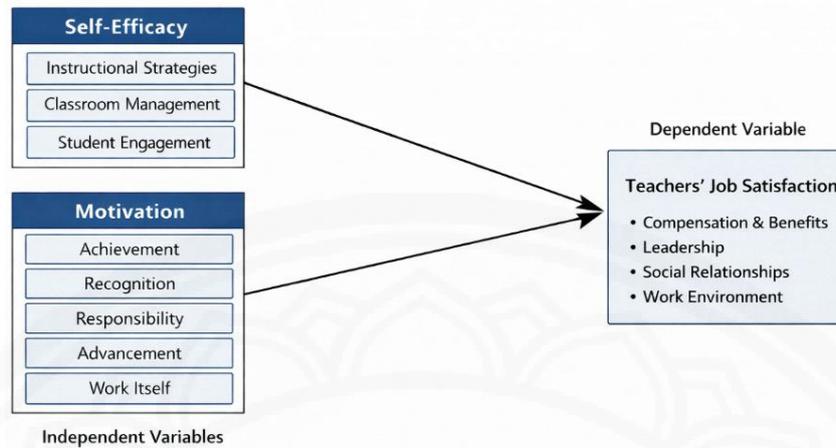


Figure 1 Predictive relationship of self-efficacy and motivation on teachers' job satisfaction.

Methods and Materials

Research Design

This study employed a quantitative, predictive–correlational research design. The design integrated descriptive statistics, correlation analysis, and multiple linear regression to examine the predictive relationship between Self-efficacy, motivation, and teachers' job satisfaction. Predictive designs are appropriate for identifying statistically significant predictors and estimating the extent to which independent variables explain variance in a dependent variable, without implying causality (Field, 2018; Aldridge & Fraser, 2016). This approach aligns with prior studies that examined the predictive relationships among teacher Self-efficacy, motivation, and job satisfaction using regression-based models (Klassen & Chiu, 2010).

Sampling Procedure

The study population consisted of 982 public school teachers from elementary and secondary schools in the Santo Tomas East and West Districts, Division of Davao del Norte. The required sample size was determined using Yamane's Formula at a 95% confidence level and 5% margin of error, calculated as:

$$n = \frac{N}{1 + Ne^2}$$

where n is the sample size, N is the population size (982), and e is the margin of error (0.05). The computed minimum sample size was 277 respondents. A total of 275 teachers ultimately participated, which is statistically acceptable and sufficient for regression analysis involving two predictors (Field, 2018; Alghamdi, 2019). A stratified random sampling technique was employed to ensure proportional representation of teachers from both districts and school levels. The population was divided into strata based on school assignments, after which respondents were randomly selected from each stratum (Cochran, 1977). Teachers who were pregnant, on extended medical leave, or with conditions that could limit voluntary participation were excluded. Participation was strictly voluntary, and only teachers who provided informed consent were included in the final sample (Babbie, 2020; Thomas, 2023).



Research Instrument

Data were collected using an adapted survey questionnaire derived from established instruments by Tschannen-Moran and Hoy (2001) for Self-efficacy, Noltemeyer (2014) for motivation, and Oco et al. (2022) for job satisfaction. The instrument consisted of three sections: 1) Self-efficacy, 2) motivation, and 3) job satisfaction. Responses were measured using a 5-point Likert scale ranging from 1 (Never) to 5 (Always). To ensure content validity, the questionnaire was subjected to expert evaluation by education specialists from the Higher Education Institutions and the Department of Education. The experts reviewed the instrument for clarity, relevance, and alignment with the study constructs, and revisions were made based on their recommendations. A pilot test involving 30 teachers outside the study sample was conducted to assess reliability. The instrument demonstrated excellent internal consistency, with Cronbach’s alpha coefficients of 0.913 for Self-efficacy, 0.938 for motivation, and 0.927 for job satisfaction. The overall reliability coefficient of 0.955 indicates that the instrument is highly reliable and suitable for large-scale data collection.

To ensure standardized interpretation of descriptive results, the following mean score ranges were used:

Mean Range	Descriptive Level
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

These criteria were applied consistently across all tables for Self-efficacy, motivation, and job satisfaction.

Data Gathering Procedure

Data collection was conducted using Google Forms to ensure accessibility and efficiency. Approval to conduct the study was secured from the Division of Davao del Norte, followed by coordination with the Santo Tomas East and West District offices. An online orientation was conducted to explain the study’s purpose, procedures, and ethical safeguards. Participants were provided with an informed consent form and assured that their responses would remain anonymous and confidential. Online data collection facilitated timely retrieval and secure storage of responses, consistent with best practices in educational research (Wright, 2005; Vasantha Raju & Harinarayana, 2016).

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Data Analysis Procedure

Data were analyzed using descriptive and inferential statistical techniques. Mean (Newbold et al., 2020; Buonomo et al., 2020) and standard deviation (Walpole et al., 2017) were used to describe levels of Self-efficacy, motivation, and job satisfaction. Pearson’s product-moment correlation coefficient (Daniel & Cross, 2018; Burić & Kim, 2020) was employed to determine the strength and direction of relationships among variables. Multiple



linear regression analysis (Field, 2018; Caprara et al., 2006) was used to examine the predictive relationship of Self-efficacy and motivation on teachers' job satisfaction. Before regression analysis, assumptions were tested, including multicollinearity (Variance Inflation Factor), independence of errors (Durbin-Watson statistic), normality of residuals (Q-Q plot), homoscedasticity, and detection of influential cases (Cook's Distance), following the guidelines of Field (2018). The regression model was expressed as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$ where: Y represents teachers' job satisfaction, X1 represents Self-efficacy, and X2 represents motivation.

Ethical Considerations

This study was conducted in accordance with established ethical standards for research involving human participants. Formal ethical clearance was not required for the study, as it involved no human subject intervention, no collection of sensitive personal data, and posed minimal risk to participants. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Participants were informed of the study's objectives, procedures, potential risks, and benefits. Confidentiality and anonymity were ensured through non-identifiable survey responses and secure data storage. Ethical principles of respect, beneficence, and justice were strictly upheld throughout the research process (Resnik & Elliott, 2019; Boamah et al., 2022).

Results

Level of Self-efficacy Among Teachers

The level of Self-efficacy among teachers yielded an overall mean of 4.53 (SD = 0.436), which is interpreted as very high (Table 1). This indicates that teachers strongly believe in their ability to perform teaching-related tasks effectively. Among the dimensions, classroom management and student engagement both obtained the highest mean of 4.54, while instructional strategies recorded a mean of 4.50. All dimensions were rated very high, reflecting teachers' confidence in managing classrooms, implementing effective instructional strategies, and engaging learners. The relatively low standard deviation values (ranging from 0.497 to 0.548) suggest homogeneity of responses, indicating that teachers consistently perceive themselves as highly efficacious across all dimensions.

Table 1 Level of self-efficacy among teachers

Self-efficacy	Mean	SD	Description
A. Classroom management	4.54	0.502	Very High
B. Instructional strategies	4.50	0.497	Very High
C. Student engagement	4.54	0.548	Very High
Overall Mean	4.53	0.436	Very High

Level of Motivation Among Teachers

Teachers' level of motivation obtained an overall mean of 4.20 (SD = 0.549), interpreted as very high (Table 2). This indicates that teachers are generally motivated in their professional roles. Among the motivational factors, work recorded the highest mean (4.56), followed by professional growth (4.27) and professional advancement (4.25), all described as very high. In contrast, recognition (3.74) and responsibility (4.18) were interpreted as high, indicating that while teachers feel motivated, these areas may still be enhanced through institutional support and leadership practices. The standard deviation values indicate moderate variability, suggesting differences in how teachers perceive motivational factors, particularly recognition.



Table 2 Level of motivation among teachers

Motivation	Mean	SD	Description
A. Recognition	3.74	0.884	High
B. Responsibility	4.18	0.690	High
C. Professional advancement	4.25	0.696	Very High
D. Professional growth	4.27	0.685	Very High
E. Work	4.56	0.545	Very High
Overall Mean	4.20	0.549	Very High

Level of Teacher’s Job Satisfaction

Teachers’ job satisfaction registered an overall mean of 4.32 (SD = 0.547), described as very high (Table 3). This suggests that teachers are highly satisfied with their profession. Among the indicators, social relationship obtained the highest mean (4.44), followed by work environment (4.33), compensation and benefits (4.29), and leadership of administrators (4.22). All indicators were interpreted as very high, reflecting a generally positive work experience among teachers. The moderate standard deviation values indicate some variability in responses, suggesting that while satisfaction is high overall, individual experiences may differ.

Table 3 Level of teacher’s job satisfaction

Job Satisfaction	Mean	SD	Descriptive Level
A. Compensation and benefits	4.29	0.635	Very High
B. Leadership of administrators	4.22	0.819	Very High
C. Social relationship	4.44	0.662	Very High
D. Work environment	4.33	0.669	Very High
Overall Mean	4.32	0.547	Very High

Significant Relationship of Self-efficacy and Motivation to Teachers’ Job Satisfaction

Pearson correlation analysis revealed that Self-efficacy ($r = 0.562, p < .001$) and motivation ($r = 0.720, p < .001$) have positive and significant relationships with teachers’ job satisfaction (Table 4). Self-efficacy exhibited a moderate positive relationship, while motivation showed a strong positive relationship with job satisfaction. These findings led to the rejection of the null hypothesis, confirming that Self-efficacy and motivation are significantly associated with teachers’ job satisfaction.

Table 4 Significant relationship of self-efficacy and motivation to teachers’ job satisfaction

Variables	Job Satisfaction			Decision
	R-value	p-value	Description	
Self-efficacy	0.562***	< .001	Moderately correlated	Reject the null
Motivation	0.720***	< .001	Strongly correlated	Reject the null

Regression Analysis on the Predictive Relationship of Self-efficacy and Motivation on Teachers’ Job Satisfaction

Several assumptions for multiple regression were complied with first. It is observed that the largest VIF is 2.52, far from the threshold value of greater than 10 for the serious concern of multicollinearity for independent variables. Thus, there are no causes for concern about the independent variable/predictors. There is no collinearity in the data. The Durbin–Watson statistic of 1.68, being close to 2, suggests that the assumption of independence of residuals is reasonably met. However, the significant p-value of 0.002 suggests the presence of slight positive autocorrelation in the data. The quantile–quantile (q–q) plot or standard probability plot indicates that the residuals are normally distributed, as most data points align with the qq–line. The range of Cook’s distance values in the



data set is from $6.86e-9$ to 0.0885 . This figure indicates the extent of variation in the predictive relationship of individual data points on the regression model. The mean value of Cook's distance is 0.00396 . Cook's distance represents no influential case on the regression model.

After complying with the assumptions, multiple regression was done to determine whether Self-efficacy and motivation are predictors of job satisfaction. The regression formula used was $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$, where Y job satisfaction, X_1 Self-efficacy, X_2 motivation.

The multiple regression analysis revealed that Self-efficacy (p-value = 0.007) and motivation (p-value = $< .001$) predict job satisfaction. The final model is:

$$\text{Job Satisfaction} = 0.866 + 0.189 (\text{Self-efficacy}) + 0.618 (\text{Motivation})$$

This model indicates that the job satisfaction estimation increases by 0.189 when Self-efficacy improves, and the motivation remains constant. Moreover, the job satisfaction estimation increases by 0.618 as motivation increases, provided Self-efficacy remains fixed.

The intercept of 0.866 represents the baseline level of job satisfaction when both predictors are zero, indicating that job satisfaction is naturally present even without considering Self-efficacy and motivation. The coefficient for Self-efficacy (0.189) suggests that each unit increase in Self-efficacy is associated with a 0.189 unit increase in job satisfaction, highlighting its positive predictive relationship. Similarly, the coefficient for motivation (0.618) indicates that a unit increase in motivation corresponds to a 0.618 unit increase in job satisfaction, emphasizing its significant positive effect (Table 5). Overall, the study's findings underscore the importance of both Self-efficacy and motivation in enhancing job satisfaction, indicating that higher levels of these predictors are linked with higher levels of job satisfaction.

Table 5 Model coefficients of self-efficacy and motivation

Predictor	Estimate	SE	T	P
Intercept	0.866	0.2379	3.64	$< .001$
Self-efficacy	0.189	0.0695	2.72	0.007
Motivation	0.618	0.0552	11.20	$< .001$

The model yielded an R value of 0.729 , with an R^2 of 0.532 and an Adjusted R^2 of 0.528 , indicating that approximately 52.8% of the variance in teachers' job satisfaction is explained by Self-efficacy and motivation (Table 6).

Table 6 Model fit measures

Model	R	R^2
1	0.729	0.532

Discussion

Level of Self-efficacy Among Teachers

The findings of this study reveal that teachers exhibit strong Self-efficacy, as reflected in their confident handling of classroom management, effective instructional strategies, and active student engagement. These results align with Bandura's social cognitive theory, which posits that individuals' belief in their abilities influences their motivation, persistence, and performance (Caprara et al., 2006). Teachers' high Self-efficacy suggests that they are confident in performing professional tasks and overcoming challenges in teaching.



Consistent with Zakariya (2020), the study supports the idea that teacher Self-efficacy contributes positively to job satisfaction and overall well-being. Moreover, research by Burić and Kim (2020) highlights that higher teacher Self-efficacy correlates with instructional quality, indicating that confident teachers are more effective in fostering positive learning environments. Transformational leadership from principals further strengthens Self-efficacy by providing support, autonomy, and recognition (Cansoy, 2020). These findings collectively underscore that Self-efficacy is a key factor in professional growth, job satisfaction, and student achievement.

Despite overall high Self-efficacy, the relatively lower scores for recognition and responsibility suggest areas for improvement. Recognition reflects acknowledgment from supervisors or peers, while responsibility involves accountability and ownership of professional tasks. Lower ratings in these dimensions may indicate that teachers perceive insufficient feedback, incentives, or delegation of meaningful responsibilities. This insight points to the need for school leaders to enhance recognition systems and empower teachers with meaningful responsibilities, especially in the local context where teachers' morale can be shaped by community expectations and administrative practices.

Level of Motivation Among Teachers

The study shows that teachers demonstrate high motivation, valuing aspects such as professional growth, recognition, responsibility, and fulfillment in their work. Motivated teachers exhibit enthusiasm, engagement, and productivity, which aligns with Harris and Jones (2019), who note that teacher motivation positively influences both teaching effectiveness and student learning outcomes.

Previous studies (Rasyid & Tanjung, 2020) corroborate that teacher motivation is essential for fostering dedication, professional development, and institutional success. In this study, higher motivation likely contributes to the teachers' ability to manage classrooms effectively and sustain engagement despite challenges. Nonetheless, the slightly lower ratings in recognition and responsibility indicate that intrinsic motivation may not be fully reinforced by extrinsic acknowledgment or structured accountability. In a local Philippine school setting, this may reflect limited formal recognition programs or gaps in delegation of leadership responsibilities to teachers, highlighting opportunities for targeted interventions to sustain motivation.

Level of Job Satisfaction Among Teachers

Teachers reported high levels of job satisfaction, influenced by supportive leadership, positive social relationships, adequate compensation, and conducive work environments. This finding aligns with Atmaca et al. (2020) and Buonomo et al. (2020), emphasizing that job satisfaction is shaped by both emotional responses to teaching tasks and interactions within the school community.

Autonomy-supportive leadership and organizational resources contribute significantly to job satisfaction (Slemp et al., 2020; Worth & Van den Brande, 2020). Teachers who perceive alignment between personal goals and institutional expectations tend to exhibit higher satisfaction, professional commitment, and retention (Nemțeanu & Dabija, 2020). In the local context, schools that prioritize teacher support and collaboration may see enhanced teacher well-being, lower turnover, and better student outcomes.

Significant Relationship of Self-efficacy and Motivation to Teachers' Job Satisfaction

The study demonstrates a significant positive relationship between Self-efficacy, motivation, and job satisfaction, supporting the rejection of the null hypothesis. Teachers with higher Self-efficacy and intrinsic motivation experience greater job satisfaction, consistent with findings by Kasalak and Dağyar (2020) and Zhang and Varela (2024).



These results align theoretically with Bandura's social cognitive theory, which posits that belief in one's abilities (Self-efficacy) fosters motivation and persistence, ultimately enhancing job satisfaction. In practice, these findings suggest that interventions aiming to strengthen teachers' Self-efficacy and motivation—such as professional development programs, recognition initiatives, and autonomy-supportive leadership—can enhance satisfaction and retention.

Regression Analysis on the Predictive Relationship of Self-efficacy and Motivation on Teachers' Job Satisfaction

The regression analysis revealed that Self-efficacy and motivation are significant predictors of teachers' job satisfaction, underscoring the critical role of personal and motivational factors in shaping teachers' professional well-being. Teachers who possess strong beliefs in their instructional capabilities and who are intrinsically motivated tend to experience higher levels of satisfaction in their work, as they perceive themselves as competent, effective, and fulfilled in their teaching roles.

These findings are consistent with and extend prior empirical research. Skaalvik and Skaalvik (2014) demonstrated that teachers' Self-efficacy positively influences job satisfaction by enhancing feelings of competence and control over teaching demands. Similarly, Bayraktar and Akin (2019) found that intrinsic motivation significantly contributes to job satisfaction, as teachers derive meaning and enjoyment from their professional tasks. More recent studies further corroborate these relationships, showing that higher levels of Self-efficacy and motivation are associated with increased job satisfaction among teachers (Kasalak & Dağyar, 2020; Wang & Dapat, 2023). The present study strengthens this body of literature by confirming these predictive relationships within the current research context.

From a theoretical standpoint, the findings are well aligned with Bandura's Social Cognitive Theory, which posits that individuals' beliefs in their capabilities influence their motivation, persistence, and emotional outcomes (Caprara et al., 2006). Teachers with higher Self-efficacy are more likely to engage proactively in their work, sustain motivation despite challenges, and derive satisfaction from successful task performance. The results therefore provide empirical support for the theoretical proposition that Self-efficacy and motivation function as key mechanisms through which job satisfaction is enhanced.

The study has notable strengths, including the use of regression analysis to establish predictive relationships and the inclusion of theoretically grounded variables that are well-supported in the literature. However, several limitations should be acknowledged. The cross-sectional design limits causal inference, and the reliance on self-reported data may introduce response bias. Additionally, contextual factors such as school leadership style, organizational culture, and workload were not included and may also predict teachers' job satisfaction.

Despite these limitations, the findings offer important implications within the local Philippine educational context. In settings where teachers often face heavy workloads, limited resources, and high accountability demands, strengthening Self-efficacy through targeted professional development and mentoring programs becomes particularly crucial. School leaders and policymakers may also enhance teachers' motivation by providing meaningful recognition, opportunities for professional growth, and supportive working conditions. By addressing both Self-efficacy and motivation, educational institutions can foster a more positive work environment that supports teacher satisfaction, retention, and overall instructional quality.



Conclusion and Suggestions

The findings indicated that teachers demonstrated high levels of Self-efficacy in instructional strategies, classroom management, and student engagement. Motivation significantly predicted professional growth, recognition, responsibility, and overall work performance. Teachers also reported high job satisfaction, particularly regarding administrative leadership, social relationships, and the work environment. The study confirmed a significant positive relationship between Self-efficacy, motivation, and job satisfaction, highlighting their interconnected role in shaping teachers' professional fulfillment. Despite these insights, the study was limited by reliance on self-reported data and a restricted sample, suggesting avenues for future research. Mixed-method and longitudinal designs could further examine additional factors affecting job satisfaction, including organizational culture, teacher autonomy, and community support, as well as potential causal relationships over time. Based on the findings, it was recommended that school principals and administrators recognize and celebrate teachers' achievements to reinforce motivation, provide professional development opportunities to enhance Self-efficacy, ensure adequate resources and support for teaching and classroom management, and review compensation and benefits to improve overall job satisfaction. Addressing these areas could foster a supportive work environment, sustain teacher motivation, and ultimately enhance student learning outcomes.

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