



Exploring the Effect of Self-Efficacy on Burnout and Job Commitment of Elementary Teachers: A Basis for Wellness Program

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ABSTRACT

This study aimed to determine the significant effect of teachers' self-efficacy on their burnout and job commitment. The key findings are as follows: among highly proficient teacher-respondents, the degree of self-efficacy was rated as "Quite a Bit" across four indicators: decision-making, school resources, instructional self-efficacy, and enlisting parental involvement while proficient teacher-respondents, ratings varied across the six indicators. Efficacy to influence, instructional self-efficacy, and efficacy to enlist community involvement were rated "Quite a Bit," while disciplinary self-efficacy, efficacy to enlist parental involvement, and efficacy to create a positive school climate were rated "Very Much." For level of burnout, highly proficient teachers were rated "High" in terms of career satisfaction. However, both groups generally reported a "Low" level of burnout concerning perceived administrative support and coping with job-related stress. Regarding attitudes toward learners, most teachers reported a "Moderately High" level of burnout. A significant difference in job commitment was found between highly proficient and proficient elementary teachers. However, no significant differences were observed between the two groups in terms of self-efficacy and burnout. Furthermore, job commitment was significantly affected by teachers' self-efficacy, whereas burnout was not. Based on these findings, a development wellness program is proposed for adoption by schools to support teacher well-being and professional growth.

INTRODUCTION

Teachers worldwide face escalating burnout from physical, emotional, and intellectual demands, compromising their effectiveness and student outcomes (Lawsin & Prudente, 2023; Nguyen et al., 2021; Jimenez, 2021a). A consistent trend emerges: self-efficacy – teachers' belief in their ability to impact learners acts as a protective buffer, with high levels linked to reduced burnout, sustained commitment, and better performance (Collie, 2023; Amata, 2022). Globally, 70% of teachers report overwork and stress-related health issues, exacerbated by post-pandemic effects (Lovewell, cited in Culajara, 2019; *UND Today*, 2024), while in the Philippines, 70-71% experience significant work stress, ranking the nation high in national tension (Wilson, 2024; Dy-Zulueta, 2024).

Despite these trends, critical issues persist: burnout's reciprocal erosion of self-efficacy creates a vicious cycle, diminishing job commitment amid inadequate support like feedback or autonomy (Sardina et al., 2024; Asio & Jimenez, 2020a; Education Support, 2019). Localized data remains scarce, particularly for Philippine elementary teachers, where administrative overload and resource shortages amplify vulnerabilities (Dela Cruz & Macalisang, 2024). An informal local survey of 20 proficient teachers revealed 75% moderate and 25% high burnout alongside mostly high commitment (70%), signaling surface resilience masking deeper strain—but small samples limit broader insights, highlighting a gap in rigorous, context-specific analyses of self-efficacy's dual role as resource and demand.

This study bridges these gaps by empirically testing self-efficacy's predictive effects on burnout and commitment among public elementary teachers in Pampanga's South Sector, providing novel localized data absent in broader reviews. Unlike prior descriptive work, it employs predictive modeling to clarify causal pathways, directly informing a tailored wellness program with professional development, social support, and equity measures. Building on Dela Cruz and Macalisang (2024), these findings advance holistic interventions, fostering resilient educators, enhanced commitment, and improved educational quality in understudied Philippine contexts.

LITERATURE REVIEW

Teacher self-efficacy refers to a teacher's belief in their capacity to organize and execute actions required for specific teaching tasks (Gabule, 2023). Moreover, researchers like Shu (2022), Kim and Buric (2020), and Ehrich et al. (2020) have established that self-efficacy shapes goal selection, persistence amid challenges, and motivation for teaching actions.

Building on this, self-efficacy's multidimensional nature spans instructional, classroom management, and motivational efficacy (Tschannen-Moran et al., 2016; Skaalvik & Skaalvik, 2019; Jimenez, 2020a; Jimenez, 2020b; Asio & Jimenez, 2020b; Asio & Jimenez, 2021a; Wang et al., 2023). For instance, Demir (2020) showed it enhances teaching capacity, while Mujanah (2020) linked it to improved workplace performance.

Furthermore, factors shaping self-efficacy include experience, practices, relationships, and job satisfaction (An et al., 2021; Asio, 2021; Asio & Jimenez, 2021b; De Castro & Jimenez, 2022; Perez-Arias, 2023). Similarly, Leithwood et al.

(2019) found supportive leadership boosts efficacy, as do positive feedback and peer modeling (Jimenez, 2021b; Haney et al., 2019).

Consequently, high self-efficacy yields positive outcomes: stronger student achievement (Haney et al., 2019), retention (Mondejar & Asio, 2022), and burnout protection (Jennings & Green, 2019). Extending this, Buric et al. (2020) correlated it with positive emotions, whereas Rezaeian and Abdollahzadeh (2020) tied it to instructional confidence.

In Philippine contexts, Sasan et al. (2024) surveyed 300 teachers, revealing strong self-efficacy linked to satisfaction via student involvement and management. Likewise, Castillo (2023) and Jimenez and Jimenez (2022) found it boosted pandemic-era satisfaction despite demands.

Directly addressing burnout, Bing et al. (2022) showed self-efficacy explained 20% of variance—outpredicting emotion regulation—while Ozkara (2019) found negative ties to exhaustion. Similarly, Asoncion and Bolofer (2021) revealed partial mediation between practices and commitment; Malagsic et al. (2021) confirmed significant self-efficacy-commitment links amid COVID-19.

On burnout's side, it manifests as emotional exhaustion, depersonalization, and low accomplishment from chronic stress (Launer, 2020; Jomuad et al., 2021). Compounding this, Philippine teachers face 70% stress rates (Dy-Zulueta, 2024), with demands driving burnout (Dela Cruz & Macalisang, 2024). Yet, self-efficacy moderates: Bantilan et al. (2024) recommended development plans; Saner and Villena (2024) proposed programs for efficacy gains.

Across studies, teacher self-efficacy emerges as a robust buffer against burnout—explaining significant variance (Bing et al., 2022), mediating commitment (Asoncion & Bolofer, 2021), and fostering resilience (Castillo, 2023)—while burnout erodes health, retention, and student outcomes (Madigan & Kim, 2020; Francisco et al., 2022). Transitioning from global foundations (Tschannen-Moran et al., 2016) to Philippine validations (Sasan et al., 2024; Malagsic et al., 2021), findings converge: high efficacy via experience and support reduces exhaustion (Jennings & Green, 2019) amid stressors like paperwork (Jomuad et al., 2021). This interconnected evidence justifies wellness programs emphasizing efficacy-building through mentorship, autonomy, and resources to curb 70–75% burnout prevalence, enhance commitment, and sustain teaching effectiveness.

Conceptual Framework

Based on the theoretical and empirical literature, this presents the conceptual model of this study in which the shows the interconnection between self-efficacy of teachers and their burnout and job commitment that encompasses the theories of Job Demands-Resources Model and how this theory will be used as a strong springboard to device mechanisms in dealing with factors that contribution burnout and job commitment at work and propose a wellness program for teachers.

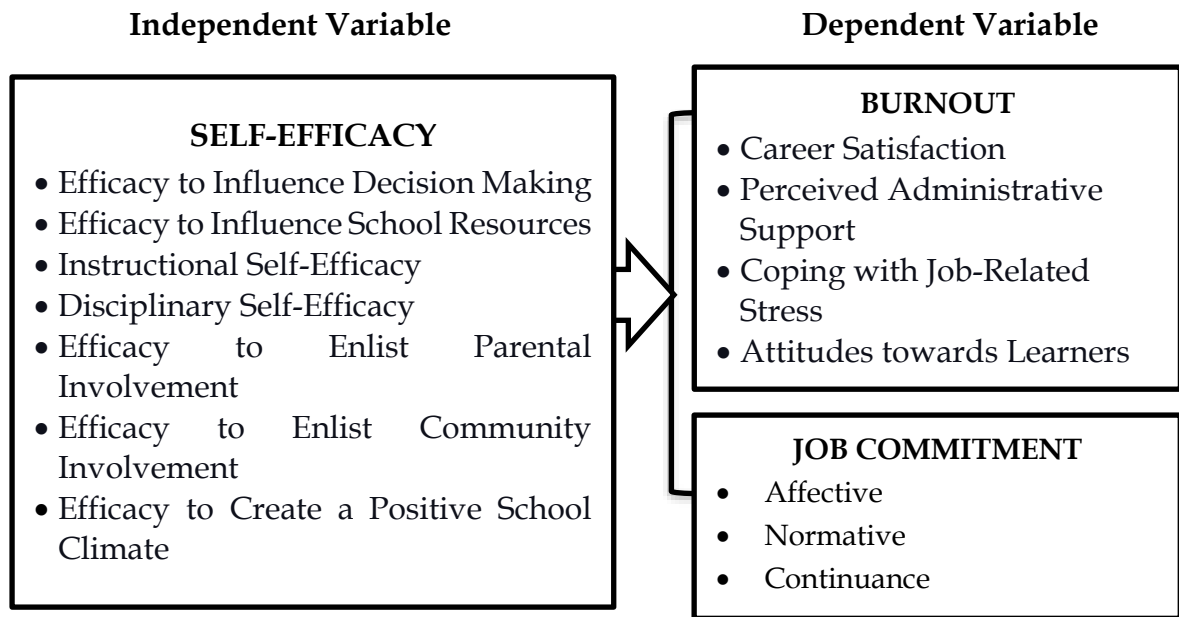


Table 1. Conceptual Framework

METHODOLOGY

This study employed a descriptive-correlational design supplemented by regression analysis to assess the effects among self-efficacy, burnout, and job commitment among elementary public school teachers in a Schools Division Office (SDO) in Central Luzon, Philippines, during School Year 2024-2025. This aligns with McCombes (2023), who describes such methods as systematically portraying populations or phenomena by addressing "what," "where," "when," and "how" without making causal inferences. The regression analysis built on this by modeling predictive effects, quantifying how emotional intelligence (EI) mitigates stress to elevate instructional output.

The research was conducted in a SDO in Central Luzon, specifically the South Sector, which comprises eight districts that provided a diverse and representative sampling frame of elementary school teachers across various school contexts. The researcher utilized the Enhanced Basic Education Information System (EBEIS) of the SDO for School Year 2024–2025 as the primary data source. EBEIS is a web-based database designed to improve education statistics, sector performance indicators, and school profiles, thereby facilitating better data collection, decision-making, and knowledge sharing within the Department of Education (Lligo, 2019). To determine the appropriate sample size, the RaoSoft Digital Sample Size Calculator (RaoSoft, Inc., Seattle, WA) was employed, based on a 5% margin of error, a 95% confidence interval, and a 50% response distribution, following guidelines established by Tauseef et al. (2020), ensuring statistically sufficient and generalizable findings.

Given the hierarchical structure of the teaching force, a stratified-proportionate sampling technique was employed. Stratified sampling involves dividing a population into distinct subgroups based on shared characteristics, from which random samples are drawn, while proportionate stratified sampling ensures each subgroup is represented in the final sample in proportion to its actual size within the overall population (Thomas, 2023). In this study, the

population was stratified into two groups based on professional development level: proficient elementary teachers and highly proficient elementary teachers. This stratification allowed for meaningful comparisons between these two groups, which was central to the study's objectives.

RESEARCH RESULT

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Efficacy to Influence Decision Making

The results reveal that highly proficient teachers (M = 7.01) perceive themselves as having greater influence in decision-making compared to proficient teachers (M = 6.08). This disparity is most pronounced in the second item, where highly proficient teachers rated their influence as "Very Much" (M = 7.55) while proficient teachers rated it as "Somewhat Influence" (M = 6.17).

Professional growth and experience enhance teachers' perceived capacity to participate in school decision-making processes. Highly proficient teachers, having undergone advanced career development, likely possess greater confidence and are afforded more opportunities to contribute to school governance.

Grant and Alyami (2023) highlighted the complexity of teacher decision-making, emphasizing that framing subskills are crucial for effective participation in school-level decisions. This aligns with the finding that more experienced teachers demonstrate higher efficacy in this domain.

Table 1. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Efficacy to Influence Decision Making

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Efficacy to Influence Decision Making 1	6.47	1.165	Quite a Bit	5.98	1.427	Somewhat Influence
Efficacy to Influence Decision Making 2	7.55	1.570	Very Much	6.17	1.865	Somewhat Influence
Overall	7.01	1.100	Quite a Bit	6.08	1.406	Somewhat Influence

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Efficacy to Influence School Resources

Both proficient (M = 6.49) and highly proficient teachers (M = 6.67) reported comparable levels of efficacy in influencing school resources, both falling under the interpretation "Quite a Bit." This suggests a shared perception of capability across proficiency levels.

Access to and influence over school resources may be more uniformly distributed among teachers regardless of proficiency classification. This could indicate that resource-related decisions are less hierarchical and more collaborative in nature.

Krasniqi (2021) noted that teacher collaborative learning remains fundamental to professional development, with principals employing methods

that offer strong support for teachers' attendance in learning activities, which may contribute to equitable resource influence.

Table 2. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Efficacy to Influence School Resources

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Efficacy to Influence School Resources 1	6.67	1.695	Quite a Bit	6.49	1.792	Quite a Bit

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Instructional Self-Efficacy

In the analysis of self-efficacy levels among proficient and highly. The overall means for proficient (M = 7.05) and highly proficient teachers (M = 6.97) both indicate "Quite a Bit" of instructional self-efficacy. Notably, Item 7 received the highest rating from both groups (highly proficient: M = 8.25; proficient: M = 7.85), indicating strong confidence in advanced instructional practices.

Teachers across proficiency levels demonstrate robust confidence in their instructional capabilities. The exceptionally high rating for specific instructional items suggests that certain teaching competencies are well-developed regardless of proficiency status, while others may require targeted professional development.

Trinidad (2025) revealed that teachers exhibited high levels of emotional intelligence and instructional efficacy, with a significant positive correlation, emphasizing the vital role of emotional intelligence in enhancing teaching effectiveness.

Table 3. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Instructional Self-Efficacy

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Instructional Self-Efficacy 1	6.58	1.791	Quite a Bit	6.31	1.756	Somewhat Influence
Instructional Self-Efficacy 2	7.33	1.779	Very Much	6.92	1.262	Quite a Bit
Instructional Self-Efficacy 3	6.64	1.016	Quite a Bit	6.98	1.459	Quite a Bit
Instructional Self-Efficacy 4	7.13	1.624	Quite a Bit	6.87	1.426	Quite a Bit
Instructional Self-Efficacy 5	6.51	1.051	Quite a Bit	7.32	1.475	Very Much
Instructional Self-Efficacy 6	7.02	1.335	Quite a Bit	7.45	1.492	Very Much
Instructional Self-Efficacy 7	8.25	1.232	A Great Deal	7.85	1.299	Very Much
Instructional Self-Efficacy 8	6.51	1.051	Quite a Bit	6.88	1.248	Quite a Bit
Instructional Self-Efficacy 9	7.04	1.401	Quite a Bit	7.47	1.415	Very Much
Overall	6.97	0.947	Quite a Bit	7.05	0.942	Quite a Bit

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Disciplinary Self-Efficacy

Both groups demonstrated very high disciplinary self-efficacy, with proficient teachers averaging 7.53 and highly proficient teachers 7.62. Item 1 received the highest ratings (proficient: 7.88; highly proficient: 8.09), indicating strong confidence in handling disciplinary matters. It implies that teachers possess strong confidence in their ability to manage classroom discipline, suggesting that classroom management skills are well-established across career stages. This shared confidence may contribute to a stable and orderly learning environment.

Lehner and Johnson (2022) recommended distributive classroom management as an approach to shift from strict control to student-centered inclusion and cooperative inquiry, aligning with teachers' confidence in disciplinary matters.

Table 4. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Disciplinary Self-Efficacy

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Disciplinary Self-Efficacy 1	8.09	1.564	Very Much	7.88	1.423	Very Much
Disciplinary Self-Efficacy 2	7.60	1.630	Very Much	7.45	1.446	Very Much
Disciplinary Self-Efficacy 3	7.16	1.505	Quite a Bit	7.25	1.238	Very Much
Overall	7.62	1.423	Very Much	7.53	1.162	Very Much

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Efficacy to Enlist Parental Involvement

Highly proficient teachers (M = 7.54) reported higher efficacy in enlisting parental involvement compared to proficient teachers (M = 7.17). The overall interpretation for highly proficient teachers was "Very Much," while proficient teachers rated "Quite a Bit."

Career advancement correlates with greater confidence in engaging parents. Highly proficient teachers may have developed more sophisticated communication strategies and relationship-building skills with families over time.

Munardji et al. (2020) found that patterns of multicultural integration in environment-based schools included forming core teams, establishing cooperation with the community, and conducting joint activities, all of which support teacher-parent engagement.

Table 5. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Efficacy to Enlist Parental Involvement

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Efficacy to Enlist Parental Involvement 1	6.64	1.564	Quite a Bit	7.33	1.316	Very Much
Efficacy to Enlist Parental Involvement 2	7.33	1.630	Very Much	7.50	1.428	Very Much
Efficacy to Enlist Parental Involvement 3	7.55	1.505	Very Much	7.79	1.249	Very Much
Overall	7.17	1.423	Quite a Bit	7.54	1.072	Very Much

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Efficacy to Enlist Community Involvement

This domain showed the lowest self-efficacy ratings across both groups. Proficient teachers averaged 6.19 ("Quite a Bit") while highly proficient teachers averaged 6.04 ("Somewhat Influence"). Several items received "Somewhat Influence" ratings, particularly for community involvement beyond basic engagement.

Teachers perceive community engagement as a challenging area requiring additional support. The lower ratings across both groups suggest that professional development in community partnership strategies may be beneficial.

Terzi (2024) found that teachers' overall self-efficacy perception is exceptionally high, with teachers considering themselves more effective in classroom management and instructional strategies than in external engagement activities, consistent with these findings.

Table 6. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Efficacy to Enlist Community Involvement

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Efficacy to Enlist Community Involvement 1	6.62	0.953	Quite a Bit	6.98	1.505	Quite a Bit
Efficacy to Enlist Community Involvement 2	6.11	1.194	Somewhat Influence	6.82	2.033	Quite a Bit
Efficacy to Enlist Community Involvement 3	5.80	1.752	Somewhat Influence	5.49	2.033	Somewhat Influence
Efficacy to Enlist Community Involvement 4	5.64	1.263	Somewhat Influence	5.47	2.003	Somewhat Influence
Overall	6.04	1.014	Somewhat Influence	6.19	1.573	Quite a Bit

Extent of Self-Efficacy of Proficient and Highly Proficient Teachers in terms of Efficacy to Create a Positive School Climate

Both groups demonstrated very high efficacy in creating a positive school climate, with proficient teachers averaging 7.63 and highly proficient teachers 7.72. Several items received "A Great Deal" ratings, particularly for creating a supportive environment.

Teachers possess strong confidence in their ability to contribute to a positive school climate, which is essential for student well-being and academic success. This shared strength can be leveraged to sustain and enhance school culture. Fraser (2024) emphasized that each stakeholder has a role in creating a positive school climate, with learners, teachers, administrators, and parents all contributing to the learning environment.

Table 7. Extent of Self-Efficacy among Proficient and Highly Proficient Teachers in terms of Efficacy to Create a Positive School Climate

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Efficacy to Create a Positive School Climate 1	7.91	1.254	Very Much	7.82	1.347	Very Much
Efficacy to Create a Positive School Climate 2	8.02	1.136	Very Much	8.18	1.137	A Great Deal
Efficacy to Create a Positive School Climate 3	8.27	1.103	A Great Deal	8.36	1.031	A Great Deal
Efficacy to Create a Positive School Climate 4	7.93	1.256	Very Much	7.22	1.538	Very Much
Efficacy to Create a Positive School Climate 5	7.33	1.222	Very Much	7.41	1.629	Very Much
Efficacy to Create a Positive School Climate 6	6.80	1.747	Quite a Bit	6.90	1.516	Quite a Bit
Efficacy to Create a Positive School Climate 7	7.35	1.371	Very Much	7.12	1.545	Quite a Bit
Efficacy to Create a Positive School Climate 8	8.16	1.187	A Great Deal	8.03	1.221	Very Much
Overall	7.72	0.981	Very Much	7.63	0.933	Very Much

Level of Burnout of Proficient and Highly Proficient Teachers in terms of Career Satisfaction

Both groups reported high career satisfaction, with proficient teachers averaging 4.92 and highly proficient teachers 5.02. However, Item 4 received only "Moderately High" ratings (proficient: 3.59; highly proficient: 3.60), indicating potential concerns in specific aspects of career satisfaction. While overall career satisfaction is high, specific elements may contribute to moderate satisfaction

levels. Identifying these aspects could inform targeted interventions to enhance teacher well-being.

Dalton and Arpon (2024) found that teachers were satisfied with their job assignments, with academic achievement showing average mean percentage scores, indicating no significant relationship between job satisfaction and school academic achievement.

Table 8. Level of Burnout of Proficient and Highly Proficient Teachers in terms of Career Satisfaction

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Career Satisfaction 1	5.32	0.555	Very High	5.48	0.674	Very High
Career Satisfaction 2	5.25	0.471	Very High	5.39	0.793	Very High
Career Satisfaction 3	5.21	0.488	Very High	5.32	0.813	Very High
Career Satisfaction 4	3.59	1.686	Moderately High	3.60	1.756	Moderately High
Career Satisfaction 5	5.23	0.480	Very High	5.29	0.638	Very High
Overall	4.92	0.350	High	5.02	0.567	High

Level of Burnout of Proficient and Highly Proficient Teachers in terms of Perceived Administrative Support

This domain revealed concerning results, with both groups reporting low perceived administrative support (proficient: M = 2.92; highly proficient: M = 3.18). Items 5 and 6 received "Very Low" and "Moderately Low" ratings, indicating significant gaps in administrative support.

The low levels of perceived administrative support represent a critical area of concern. This finding suggests that teachers feel insufficiently supported by school administration, which may contribute to burnout and reduced job satisfaction.

This is supported by Tosun and Bozkurt Bostancı (2024) found significant positive relationships between teachers' perceptions of organizational support, perceptions of administrative support, and their levels of leadership, stressing that administrative support mediated the impact of organizational support on teacher leadership.

Table 9. Level of Burnout of Proficient and Highly Proficient Teachers in terms of Perceived Administrative Support

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Perceived Administrative Support 1	5.30	0.514	Very High	5.16	0.815	Very High
Perceived Administrative Support 2	5.05	0.313	High	5.42	0.660	Very High

Perceived Administrative Support 3	2.25	1.156	Moderately Low	2.61	1.762	Moderately Low
Perceived Administrative Support 4	1.94	1.642	Moderately Low	2.12	1.526	Moderately Low
Perceived Administrative Support 5	1.59	0.778	Very Low	1.86	1.313	Moderately Low
Perceived Administrative Support 6	1.41	0.867	Very Low	1.89	1.404	Moderately Low
Overall	2.92	0.497	Low	3.18	0.839	Low

Level of Burnout of Proficient and Highly Proficient Teachers in terms of Coping with Job-Related Stress

Both groups reported low levels of stress in coping with job-related demands (proficient: M = 3.20; highly proficient: M = 2.96). However, Item 5 received high stress ratings, indicating that specific stressors may be more challenging to manage.

Teachers generally perceive themselves as capable of managing job-related stress, though certain stressors remain problematic. Targeted stress management interventions may address specific challenges.

Table 10. Level of Burnout of Proficient and Highly Proficient Teachers in terms of Coping with Job-Related Stress

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Job-Related Stress 1	2.55	1.876	Moderately Low	2.42	1.558	Moderately Low
Job-Related Stress 2	2.99	1.546	Low	2.80	1.622	Low
Job-Related Stress 3	3.69	1.166	Moderately High	3.11	1.540	Low
Job-Related Stress 4	2.96	1.407	Low	2.68	1.507	Low
Job-Related Stress 5	4.14	0.879	High	3.43	1.705	Moderately High
Job-Related Stress 6	2.88	0.881	Low	3.31	1.459	Moderately High
Overall	3.20	1.051	Low	2.96	1.257	Low

Level of Burnout of Proficient and Highly Proficient Teachers in terms of Attitudes towards Learners

Both groups demonstrated moderately high attitudes towards learners (proficient: M = 3.75; highly proficient: M = 3.76). Item 2 received very high ratings, while Item 4 received lower ratings, suggesting variability in attitudes across different student interactions.

Teachers maintain generally positive attitudes towards learners, though certain challenging student interactions may affect these attitudes. Supporting teachers in managing difficult student relationships may help sustain positive attitudes. License (2021) recommended developing policies aimed at nurturing

the emotional aspects of teachers as well as their proficiency in improving their attitudes towards refugee learners.

Table 11. Level of Burnout of Proficient and Highly Proficient Teachers in terms of Attitudes towards Learners

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Attitudes towards Learners 1	2.32	0.602	Moderately Low	2.61	1.414	Moderately Low
Attitudes towards Learners 2	5.45	0.612	Very high	4.71	1.204	High
Attitudes towards Learners 3	4.60	0.591	High	4.73	0.998	High
Attitudes towards Learners 4	2.62	1.321	Moderately Low	2.99	1.395	Low
Overall	3.75	0.254	Moderately High	3.76	0.718	Moderately High

Teacher-Respondents' Job Commitment in terms of Affective Commitment Scale

Both groups demonstrated very high affective commitment, with highly proficient teachers averaging 5.83 and proficient teachers 5.41. Item 2 received the lowest ratings for both groups, suggesting specific areas where emotional attachment may be less developed.

Teachers demonstrate strong emotional attachment to their schools and the teaching profession. This affective commitment represents a valuable resource that can be nurtured to sustain teacher retention and engagement. Burton et al. (2022) found that experiences of learning, observing, and planning lessons can be meaningful in professional growth, but more needs to be done to create synergy between instructional actions and affective dispositions.

Table 12. Teacher-Respondents' Job Commitment in terms of Affective Commitment Scale

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Affective Commitment Scale 1	6.35	0.594	Extremely High	5.90	1.081	Very High
Affective Commitment Scale 2	4.24	1.328	High	4.04	1.539	High
Affective Commitment Scale 3	6.11	0.779	Very High	5.41	1.672	Very High
Affective Commitment Scale 4	5.95	1.021	Very High	5.36	1.640	Very High
Affective Commitment Scale 5	6.39	0.541	Extremely High	5.71	1.526	Very High
Affective Commitment Scale 6	5.97	0.368	Very High	6.01	1.010	Very High
Overall	5.83	0.447	Very High	5.41	0.880	Very High

Teacher-Respondents' Job Commitment in terms of Continuance Commitment Scale

Highly proficient teachers demonstrated very high continuance commitment (M = 5.30), while proficient teachers showed high commitment (M = 4.47). The disparity suggests that more experienced teachers perceive higher costs associated with leaving the profession. It means that teachers with greater experience and career advancement perceive stronger ties to their positions, potentially due to accumulated investments in their careers. This can serve as a retention factor but may also reflect career entrapment.

It is supported by Njonge (2023) observed that teacher commitment, including affective, continuance, and normative commitment, was high, revealing a significant influence of both organizational culture and policies and practices on teacher commitment.

Table 13. Teacher-Respondents' Job Commitment in terms of Continuance Commitment Scale

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Continuance Commitment Scale 1	5.84	0.565	Very High	4.61	1.682	High
Continuance Commitment Scale 2	6.05	1.102	Very High	5.00	1.746	High
Continuance Commitment Scale 3	5.05	1.796	High	4.51	1.556	High
Continuance Commitment Scale 4	4.76	1.489	High	4.16	1.471	High
Continuance Commitment Scale 5	4.81	0.889	High	4.09	1.425	Moderately High
Overall	5.30	0.813	Very High	4.47	1.075	High

Teacher-Respondents' Job Commitment in terms of Normative Commitment Scale

Both groups demonstrated very high normative commitment, with highly proficient teachers averaging 5.78 and proficient teachers 5.40. Items 4-6 received "Extremely High" ratings, indicating strong moral obligation to remain in the profession.

This simply implies that teachers possess a strong sense of duty and obligation to the teaching profession and their schools. This normative commitment reflects the intrinsic value teachers place on their roles in shaping learners' lives. Yurt (2022) found that teacher's teaching was low and positively correlated with normative commitment, suggesting that perceived value of teaching influences this commitment dimension.

Table 14. Teacher-Respondents' Job Commitment in terms of Normative Commitment Scale

Item	HP Mean	SD	Interpretation	P Mean	SD	Interpretation
Normative Commitment Scale 1	5.05	1.631	High	4.85	1.579	High
Normative Commitment Scale 2	5.17	1.560	High	4.61	1.729	High
Normative Commitment Scale 3	5.32	1.307	Very High	5.29	1.577	High
Normative Commitment Scale 4	6.25	0.579	Extremely High	6.00	0.944	Very High
Normative Commitment Scale 5	6.53	0.979	Extremely High	5.84	1.175	Very High
Normative Commitment Scale 6	6.35	0.682	Extremely High	5.82	0.978	Very High
Overall	5.78	0.494	Very High	5.40	0.843	Very High

Differences in Self-Efficacy, Burnout, and Job Commitment of Teachers when Grouped According to Category

Significant differences were found only in job commitment ($p = .000$) between proficient and highly proficient teachers, with highly proficient teachers showing higher commitment. No significant differences were observed for self-efficacy ($p = .388$) and burnout ($p = .226$). While proficiency classification does not distinguish teachers in terms of self-efficacy or burnout, it significantly differentiates job commitment levels. This suggests that career advancement may enhance teachers' dedication to their roles without necessarily altering their confidence or stress levels.

Florentino et al. (2022) found significant differences in professional well-being of teachers as to professional development when grouped according to age, aligning with the finding that career stage influences commitment.

Table 15. Differences in the Self-Efficacy, Burnout, and Job Commitment of Teachers when Grouped According to Category

Variables	Groups	N	Mean Rank	Mann-Whitney U	Asymp. Sig.	Remarks
Self-Efficacy	Highly Proficient	110	210.17	15216.000	.388	Not Significant
	Proficient	293	198.93			
Burnout	Highly Proficient	110	213.47	14853.000	.226	Not Significant
	Proficient	293	197.69			
Job Commitment	Highly Proficient	110	280.67	7461.500	.000	Significant
	Proficient	293	172.47			

Regression Analysis for the Effect of Self-Efficacy on Burnout and Job Commitment of Teachers

The regression analysis revealed that self-efficacy significantly predicts job commitment ($B = 0.147$, $p = .030$), indicating that higher self-efficacy is associated with increased job commitment. However, self-efficacy did not significantly predict burnout ($B = 0.058$, $p = .410$). The model explained only 1.3%

of the variance ($R^2 = .013$), suggesting that other factors also influence these outcomes.

Self-efficacy serves as a meaningful predictor of job commitment, reinforcing the importance of building teachers' confidence in their capabilities. The non-significant relationship with burnout suggests that burnout is influenced by factors beyond self-efficacy, such as workload, administrative support, and working conditions. This conforms with Demir (2020), who found that as self-efficacy beliefs increased, job satisfaction, organizational commitment, motivation, and job involvement also increased.

Table 16. Regression Analysis for the Effect of Self-Efficacy on Burnout and Job Commitment of Teachers

Model	B	Bootstrap				
		Bias	Std. Error	Sig. (2-tailed)	95%LCI	95%UCI
(Constant)	6.114	-.017	.461	.001	5.223	6.994
Burnout	0.058	.001	.072	.410	-0.089	0.200
Job Commitment	0.147	.002	.067	.030	0.019	0.284
	R^2			.013		
	$F(2, 400)$			2.577		
	p			.077		

DISCUSSION

The findings align with the Job Demands-Resources (JD-R) Model, which posits that job demands (such as workload and administrative pressure) contribute to burnout, while job resources (such as self-efficacy and support) protect against burnout and enhance engagement. The low perceived administrative support reported by teachers represents a critical job demand that may contribute to burnout, while high self-efficacy serves as a valuable job resource that enhances commitment.

The significant differences in job commitment between proficient and highly proficient teachers, despite similar self-efficacy and burnout levels, suggest that professional advancement may enhance teachers' sense of organizational attachment and obligation independent of their confidence or stress levels.

CONCLUSIONS AND RECOMMENDATIONS

This study reveals that proficient and highly proficient elementary teachers demonstrate high levels of self-efficacy across most domains and strong job commitment, while experiencing varying levels of burnout influenced by age, civil status, and years of experience. The critical gap identified is the low perceived administrative support, which represents a significant area for intervention. Self-efficacy emerged as a meaningful predictor of job commitment, reinforcing the importance of building teacher confidence. The findings provide a strong foundation for developing a comprehensive wellness program that addresses the unique needs of teachers at different career stages, with particular attention to strengthening administrative support, enhancing community engagement efficacy, and leveraging self-efficacy to sustain job commitment. Ultimately, investing in teacher self-efficacy, addressing burnout through systemic interventions, and nurturing job commitment will contribute to a more stable,

effective, and fulfilled teaching workforce, benefiting not only teachers but also the learners and communities they serve.

ADVANCED RESEARCH

This study highlights that teachers' self-efficacy plays a crucial role in strengthening job commitment despite varying levels of burnout influenced by demographic factors. The key issue identified is the lack of administrative support, which requires immediate institutional attention. Therefore, future efforts should focus on developing targeted, stage-sensitive wellness programs that enhance self-efficacy, improve administrative support, and reduce burnout to sustain a committed and effective teaching workforce.

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