The Influence of Work Expectation, Self-Efficacy, and Job Satisfaction on the Performance of Teachers: A Structural Equation Modelling Approach

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ABSTRACT

This quantitative research intends to identify the model that is bet-fit for teachers' performance as it is influenced by work expectation, self-efficacy, and job satisfaction of public senior high school educators in Davao Region. Non-experimental quantitative research design utilizing descriptive-correlation techniques, and structural equation models to 400 teachers (randomly selected) in Region XI were employed in this study. The data collected using an adapted survey questionnaire were evaluated using mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modeling. The study revealed that the level of work expectation and job satisfaction was high or frequently evident among senior high school educators in Region XI. Furthermore, self-efficacy and teachers' performance were described as very high or always evident among the respondents. Significant correlations were found between work expectation and teachers' performance, self-efficacy and teachers' performance, and job satisfaction and teachers' performance, with p values of the variables are less than 0.05 significant alpha value. Moreover, the exogenous variables, work expectation, self-efficacy, and job satisfaction, demonstrated a significant influence on the endogenous variable which is teachers' performance. Finally, Model 3 of the framework emerged as the best-fit model, consistently meeting the specified criteria. By examining teachers' work expectations, self-efficacy, job satisfaction, and teachers' performance, school administrators may glean valuable insights for improving outcomes in education.

Keywords: *educational management, teachers, work expectation, self-efficacy, job satisfaction, job performance, structural equation model, Philippines*

SDG Indicator: #4 (Quality Education)

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

INTRODUCTION

Education plays a crucial part in the development and progress of a nation (Afrina et al., 2021). How education succeed or failed is often determined by the teachers' performance in implementing the instructional process (Comighud & Arevalo, 2021). Teaching performance is an essential factor in the success of the students' learning, yet it faces numerous challenges that hinder its effectiveness. The study of Ogunbayo and Mhlanga (2022) mentioned that teachers' performance has recently been a source of great concern for stakeholders in education, especially in the Philippines, as public secondary school student's academic performance has been deteriorating. Furthermore, the study of Kanya et al. (2021) cited factors which influence the teacher's performance from both internal and external factors, among them emotional intelligence, self-efficacy, satisfaction, leadership style, and the teaching environment. With these challenges, teaching performance requires a deeper understanding of different influencing factors.

Teaching performance is believed to be an influential element in student learning achievement and defines the quality of the school (Ali, 2021). In the study by Sirait (2021), it showed that the teacher's performance impacts learning outcomes of students. Performance refers to the ability of teachers to execute work in accordance with the predetermined goals. Several studies on teaching performance underscore that students whom highly qualified teachers teach consistently perform better academically, regardless of other influencing factors (Lopez-Martin et al., 2023; Sanfo & Malgoubri, 2023). The performance of a teacher can serve as a measure of their quality; wherein as performance improves, so does the overall quality of a teacher (Abdullah, 2019). Therefore, improving the performance of teachers is vital for ensuring a high quality of education.

As teachers navigate the complexities of educating diverse students, work expectations and performance become crucial components in achieving educational excellence. Central to these elements are the issue of compensation, relation, and professional development which plays a significant role in shaping teachers' satisfaction and performance (Budhwani & Gondane, 2024). Several studies have underscored the significant impact of teacher expectations on their performance. It shows that expectations had a significant influence on the satisfaction of teachers and, eventually, their

performance (Hollenstein et al., 2024). Furthermore, the study of Aydin and Ok (2022) cited that teachers who perceive high expectations from their administrators and peers set ambitious goals for their students and employ innovative teaching methods that improve student learning and performance.

Moreover, teaching performance is also affected by the self-efficacy of teachers. Teachers are presumed to love teaching, have a passion for their craft and profession, and have a high belief that they can do their job. The study by Kendra (2019) observed that individuals with a high sense of belief in oneself or self-efficacy perceive challenging problems as opportunities to be mastered. Okoro et al. (2022) found that self-efficacy determines, to a large extent, one's ability to perform a certain task. Their study supported and explained the necessity of developing self-efficacy to improve performance and self-confidence. Similarly, a research study conducted by Afshar and Moradifar (2020) indicated that Iranian EFL teachers' self-efficacy was significantly correlated with their job performance.

Job satisfaction is also considered a vital element in maintaining quality performance in any organization. Libres (2020) described job satisfaction as the feeling of fulfillment, gratification, and enjoyment arises in one's work. The study conducted by Utami and Vioreza (2021) about the impact of job satisfaction and absenteeism among high school educators' productivity in the Bekasi region revealed that satisfaction among teachers enhances work productivity. It infers that when job satisfaction is evident, the productivity at work shall increase as well. Likewise, the study of Sapta et al. (2021) also found that a culture in an organization, job satisfaction, and technology significantly provide motivation and boost positive effect on employee performance, especially in the pandemic.

Several studies have been conducted to determine the factors affecting the performance of teachers. In this study, it intends to test the impact of work expectation, self-efficacy, and job satisfaction on teaching performance. The first exogenous variable was the work expectation which is measured by three indicators from Moreno-Jimenez et.al (2003), namely, professional development, user-relation, and compensation. *Professional development* refers to teachers enhancing their skills (Chippendale, 2024). These are the dimensions that assess elements like the task executed, the diversity and importance of the activities undertaken, and the degree of autonomy in their execution. A structured professional learning environment would result in a change in teacher practices and improve student learning outcomes.

On the other hand, *user relation* is the assessment of contact, acknowledgment, communication, and the feedback among the employee and the user. These relationships are defined by reciprocal interactions that might influence contentment, commitment, and perceived worth of the service rendered. Subsequently, *compensation* is any form as a result of gratitude for reciprocity of work achievements that have been carried out by an employee (Budiyanto et al., 2021). It includes both financial and non-financial payments, such as wages, salaries; bonuses, and benefits such as retirement plans, health insurance, and paid leave. On the other hand, non-financial payments include career development opportunities and recognition.

The study of Aydin and Ok (2022) provided a review of how teacher expectations shaped and reflected classroom behaviors. The findings highlighted that teachers' expectations significantly influenced their instructional methods and interactions with their students. On the other hand, Gopalan et al. (2020) relate work expectancy to expectancy cognition, which is the estimate of an individual on how job-related effort will most likely result on the same given level of performance.

The second exogenous variable was self-efficacy of teachers, which is measured through its indicator's teachers' instructional strategies, teachers' classroom management, and the student engagement by Tschannen-Moran and Woolfok Hoy (2001). *Instructional strategies* are organized, delivered, and carried out activities that enhance learning, while c*lassroom management* is a collection of constructive and reactive techniques used to manipulate a classroom's physical and social environment to create a conducive learning environment, and s*tudent engagement* is the ability to motivate students to learn (Tournaki et al., 2024).

Self-efficacy among teachers, as defined by Li et al. (2025) encompasses teachers' capacity to successfully guide the students, facilitate the students' learning, and manage the classroom even when faced with challenging tasks. Educators who possess strong self-efficacy are expected to be more receptive to new concepts and innovative teaching methods. Those teachers exhibit a better planning and organizing attitudes and are assumed to be more constructive on the way they deal with students' mistakes. In the study of Yurt (2022), it was mentioned that teacher self-efficacy positively affects the students' academic achievement, and teachers who develop a sense of collective competence tend to take greater responsibility in the students' success.

Lastly, the third external factor is teacher job satisfaction, which was gauged through five indicators from Ngimbudzi (2009) namely are *job characteristics* that encompasses factors such as teachers' skill and task variety, significance of task, autonomy, and the feedback, *social benefits* or acknowledgement of the community and the importance of having independence in one's professional environment, the *meaningfulness of the job* which refers to how a person sees their job as significant and essential as well as the degree to which they believe their job impacts the lives of other people, *supportive administration* or the support that teachers received from their administrators or their immediate supervisors, and lastly, the teachers' *intention to remain in the job* which describes the tendency of teachers to remain at their current station or job and do not intend to change or transfer to other profession (Sumanasena & Mohammed, 2022).

Job satisfaction is a critical aspect of organizational behavior that affects the productivity of the employee in their workplace. It can also be defined as the attitude toward the job that stems from a cognitive assessment of the job (Spector, 2022). In academe, job satisfaction leads to more effective interactions between teachers and students. According to Granziera and Perera (2019), satisfied teachers are believed to dedicate more resources to lesson planning and its implementation. Additionally, Buric and Moe (2020) emphasized that satisfied teachers are more adept at problem-solving and can handle unexpected situations gracefully.

Figure 1 presents the conceptual framework of this study. It demonstrates a immediate causal relationship between the variables: exogenous and endogenous. As can be seen, work expectation, teacher's self-efficacy, and their job satisfaction were the exogenous variables of the study, while teacher job performance was the endogenous variable. Latent variables cannot be completely measured because they are not immediately observable. With this, each latent has several measurements or observed variables that were linked with it. Work expectation was measured by three indicators from Moreno-Jimenez et al. (2003), namely, professional development, user relations, and compensation. Teacher self-efficacy was evaluated using the indicators teachers' instructional strategies, the classroom management, and the student engagement by Tschannen-Moran and Woolfok Hoy (2001). Teacher job satisfaction was measured by five indicators from Ngimbudzi (2009), which are job characteristics, social benefits, meaningfulness of the job, supportive administration, and teachers' intention to remain in the job. On the other hand, teacher performance has four indicators from Amin et al. (2013), namely, teaching skills, management skills, discipline and regularity, and interpersonal relations.
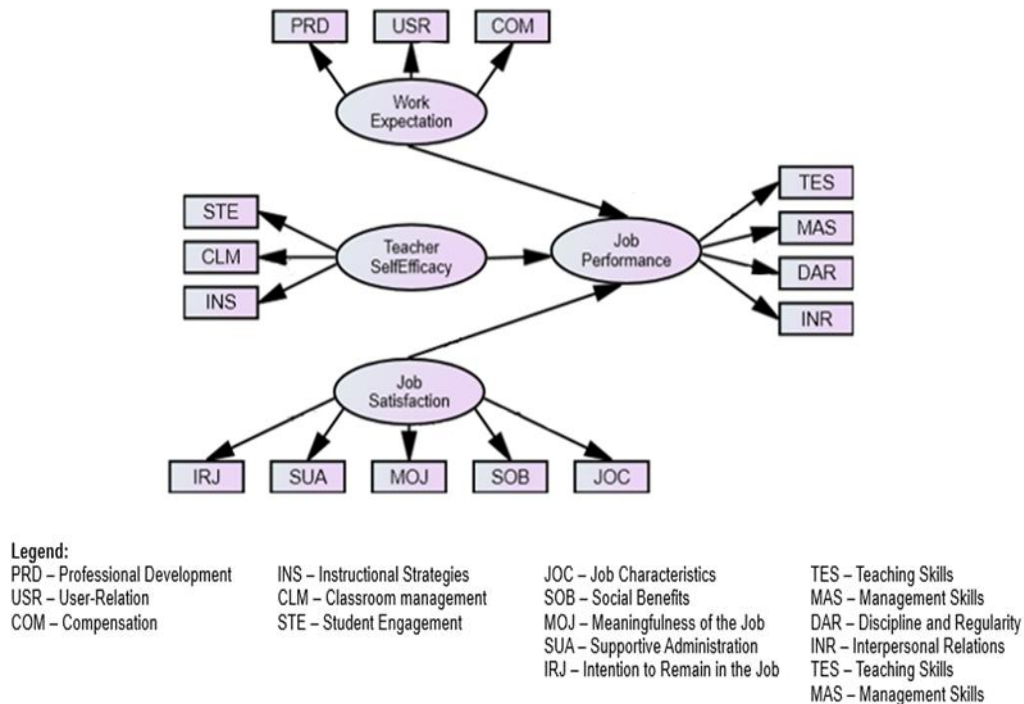

Figure 1. Conceptual Framework of the Study

Social Cognitive Career Theory (SCCT) by Lent et al. (2002) is the main theory this study anchors, which describes the relationship of the variables: expectation, teachers' self-efficacy, their job satisfaction, and their job performance. Expectation and self-efficacy impact how high people set performance goals for themselves. A higher self-efficacy and positive outcome expectations encourage setting of more ambitious targets and goals which in turn help sustain and mobilize performance. These goals and environmental support play a crucial role in the fostering satisfaction among workers. Receiving support that aligns to one's aspirations can result to a feeling of satisfaction (Li et al., 2025)

The study was also supported by the expectancy theory of performance management by Vroom (1964) which stated that individuals act in certain ways because they are motivated by the desired positive outcome of such actions. This motivation drives individuals to behave in a particular manner over another is known as their expectancy. Salaman et al. (2005) also added that the individual's performance consistently aligned with organizational expectations concerning the achievement of future goals.

Another supporting theory was Hobfoll's conservation of resources theory (1989), which highlighted the importance of predicted resource gains resulting from performance-enhancing behaviors at work. It postulates that the self-efficacy of employees serves as a vital personal resource which drives them to be involved in activities that enhance their performance.

Moreover, this research is also anchored in the theory of Herzberg's motivator-hygiene theory (1959), which emphasizes the motivation and hygiene factors that deal with their satisfaction and their motivation in the organization. Further, this theory accentuated that job satisfaction and not being satisfied in their job are products of different circumstances which are their motivation and their hygiene, respectively. Motivation is a key that pushes individuals to accomplish their goals, both in personal and in organizational matters. The factors of motivation include the elements of a job that inspire people to do well and bring them a sense of fulfillment. The hygiene factors include attributes of the work environment like the conditions at work, the interpersonal relationships, and organizational policies (Hackman & Oldham, 1976).

A significant research gap in teaching performance among public senior high school educators served as the drive for this study. In determining the most accurate predictor of teachers' performance, this study looks at work expectations, self-efficacy, and job satisfaction of teachers. It focuses on finding the best fit structural model for assessing the teaching performance of public senior high school teachers. The relationship between the latent

variables—work expectation, teachers' self-efficacy, job satisfaction, and teaching performance of teachers was examined in this research using structural equation modeling. Because of their critical role in the educational system, where their contribution enhances the alignment of education with societal requirements and goals, teachers, like other professionals, must demonstrate total competency. This study has been suitably proposed.

Furthermore, not much research has linked teaching performance in the local environment to work expectations, teachers' self-efficacy, and the job satisfaction of teachers. This dissertation looked at how work expectation, self-efficacy, and job satisfaction interplay to affect teaching performance. Filling this research gap would offer a thorough grasp of these relationships as well as recommendations for improving teaching performance in Region XI's public senior high school teachers. Less study has been done on the connection between work expectation, self-efficacy, and job satisfaction in public senior high schools, even though these factors are often studied as measures of teaching performance. Prior studies frequently examined these elements separately, ignoring their combined influence on teaching performance.

The study sought to determine the causal model that would link teachers' teaching performance in public senior high schools of Region XI regarding work expectation, self-efficacy, and the teachers' job satisfaction. The level of work expectation focused on professional development, user-relation, and compensation. Self-efficacy was determined by effectiveness in the instruction strategies, the classroom management, and the student engagement. Moreover, the level of job satisfaction was measured through teachers' job characteristics, their social benefits, the meaningfulness of the job, supportive administration, and teachers' intention to remain in their job.

Furthermore, teachers' job performance was determined through their teaching skills, their management skills, their discipline and regularity, and their interpersonal relations. The study also determined the link between work expectation and job performance, self-efficacy and job performance, and job satisfaction and job performance. Moreover, it also measured which exogenous variables best influence teachers' job performance. Additionally, this dissertation sought to find the best-fit model for teachers' job performance.

The following hypotheses have been developed to fill in the identified research gaps. First, work expectations do not significantly influence teachers' performance. Second, self-efficacy does not significantly impact teachers' performance. Third, there is no positive correlation between teachers' performance and job satisfaction. In conclusion, work expectations, self-efficacy, and job satisfaction do not predict teachers' performance.

This study enhanced two essential elements of global educational systems: the comprehension of teachers' teaching performance and educational quality. The study showed how teaching performance was affected by teacher work expectations, self-efficacy, and job satisfaction. All of these are significant in the cultural and educational contexts. This study could also improve teacher effectiveness and student learning outcomes globally by influencing educational policies and practices.

Since the success of any educational institution relies heavily on the quality of its teachers, this study is relevant to ensure the delivery of high-quality education, which is central to achieving Sustainable Development Goal 4: Quality Education. Understanding the factors that affect teachers' performance may help in improving teaching effectiveness, enhance student learning outcomes, and create a supportive environment for educators, especially with public senior high school teachers. By promoting better working conditions and incentive programs that raise educational quality, which is crucial for economic growth and development, the study subtly helps SDG 8: Decent Work and Economic Growth.

As the study focused on teachers' performance, particularly senior high school teachers, this study gave comprehensive data on the performance of the teachers with regard to their expectations, their self-efficacy, and their job satisfaction. The result of this endeavor may be beneficial to the senior high school teachers themselves as they assessed their performance thus giving them an avenue to improve or sustain their performance. Also, this may help the human resource managers as well as the school heads to have a guide in providing technical assistance to the senior high school teachers that may result in creating an improvement to the workforce and the whole system in general.

Finally, this work may be a useful resource for upcoming researchers as they undertake their related research on senior high school teachers and teacher performance. The weaknesses and limitations identified in the study may encourage researchers to either replicate or explore it using different research methodologies.

METHOD

This section highlights the methodologies utilized in the research, detailing the respondents, research instruments, design, and procedures used to gather and analyze data. The study's respondents were carefully selected to ensure relevance and representativeness, while the research survey instruments were designed to align with the objectives of the study. The implemented procedures ensured the findings' reliability and validity, while adhering to ethical research standards throughout the process.

Research Respondents

Region XI, commonly known as the Davao Region in the Philippines, is the location of the study. It is in the southeastern region of Mindanao. It is comprised of five provinces: Davao del Sur with three divisions: Digos City, Davao City, and the division of Davao del Sur; the Davao Oriental with two divisions, Mati City and division of Davao Oriental, the Davao del Norte which is comprised of 4 divisions namely Island Garden City of Samal, Panabo City, Tagum City, and the division of Davao del Norte, and the two other divisions, Davao de Oro and Davao Occidental. As of the school year 2022-2023, Davao Region has 3256 senior high school teachers (Philippine Statistics Authority, 2022).

All 400 respondents in the study were senior high school educators in public schools and were selected using the technique of stratified random sampling. The distribution of the participants was the following: 50 from Davao de Oro, 45 from Tagum City, 45 from Davao City, 40 from Davao de Norte, 40 from Panabo City, 35 from Mati City, 35 from Digos City, 30 from Davao Oriental, 30 from Davao del Sur, 25 from Island Garden City of Samal, 25 from Davao Occidental. The online Raosoft calculator was used with a margin of error of 5% and a confidence interval of 95% with a 50% response distribution in determining the number of respondents. The sample size is enough for the study since Kline (2015) emphasized that the typical sample size of studies that used SEM should be at least 300 cases. Furthermore, the respondents in this study were chosen through a stratified random sampling technique. A stratified sample was obtained by dividing the population into subgroups or strata (Bluman, 2014), which in this study refers to the different divisions in the entire region XI.

The teacher respondents in this study were those employed in public senior high schools. Their consent in participating to this study was asked prior to the conduct of the survey by signing the informed consent form. Moreover, the study did not include teachers outside the Davao Region, teachers teaching in private schools, and teachers in public schools with less than a year of experience. Teachers on leave and those who chose to withdraw or did not agree to be part of the study were excluded from this study. Teachers who decided to withdraw early in the conduct of the survey were not required to provide any justification.

Materials and Instrument

The data needed in the study were gathered using adapted questionnaires on work expectations by Villa-George et al. (2011), teachers' self-efficacy by Tschannen-Moran and Woolfok Hoy (2001), job satisfaction by Ngimbudzi (2009), and teacher performance by Amin et al. (2013). The work expectation questionnaire comprises three key indicators: *professional development*, consisting of 6 items; *user-relation*, with four items; and *compensation*, encompassing five items. At the same time, the self-efficacy questionnaire consists of 24 items, divided equally among three indicators: the *efficacy for instructional strategies*, the *efficacy for teachers' classroom management*, and the *efficacy for the student engagement*, with eight items allocated to each. The job satisfaction questionnaire includes 32 items across five key indicators: *job characteristics* (12 items), *social benefits* (10 items), *meaningfulness of the job* (4 items), *supportive administration* (3 items), and teachers' *intention to remain in the job* (3 items). Lastly, the job performance questionnaire contains 25 items, divided into four indicators: *teaching skills* (7 items), their *management skills* (5 items), their *discipline and regularity* (6 items), and teachers' *interpersonal relations* (7 items).

Four instruments were employed, each tailored to encompass solely the items pertinent to the study. The structure was adjusted to better align with contemporary and regional conditions. The final version was carefully crafted by integrating the errors, the observations, and the recommendations offered by the validators prior to the instrument's implementation. The scales of reliability was evaluated using Cronbach's alpha, with findings detailed in the description tool.

The instruments used to assess teachers' work expectations, self-efficacy, job satisfaction, and teachers' performance include the mean, the descriptive statistics, and the interpretative frameworks. The range of means is interpreted using the following descriptive levels: A mean score of 4.20 to 5.00 is categorized as Very High, which indicates that measure is always manifested by among senior high school educators. The scores 3.40 to 4.19 are classified as High, suggesting that the measure is frequently evident. A range of 2.60 to 3.39 is labeled as Moderate, signifying that the measure is sometimes evident. Scores 1.80 to 2.59 fall under Low, implying that the measure is seldom evident, while scores between 1.00 and 1.79 are described as Very Low, which indicates that the measure is not evident among senior high school educators.

Expert validators evaluated the research instrument to improve its applicability, reliability, and credibility, achieving an acceptable value of 4.38. Following the validation process, pilot testing was conducted, and the survey's reliability was assessed using Cronbach's alpha, resulting in a rating of 0.995. Cronbach's alpha is a widely used statistic for assessing the uniformity of various instruments in research. The study of Taber (2018) emphasizes that a high value of Cronbach's alpha, approaching 1.0, represents strong internal reliability among the items of a scale, suggesting a reliable and effective measurement of the desired construct.

Design and Procedure

This study employed a quantitative, non-experimental research design using the descriptive-correlational technique. The non-experimental design was employed since there was no intervention or manipulation of any of the variables being tested. Descriptive research aims to accurately depict the state and characteristics that define a certain situation or phenomenon, with a focus on describing the variables present in each situation (Mohajan, 2020). Moreover, a descriptive-correlational research method was utilized to examine the relationships among variables across different measurement levels (Stangor & Walinga, 2019).

A structural equation model was employed in the development of the best fit model. The Structural Equation Model serves as an effective instrument for evaluating whether the relationships among the set of variables correspond with the theoretical expectations regarding their causal connections (Stangor, 2004). Schumacker and Lomax (2021) suggested the inclusion of factor analysis in SEM allows the use of multiple indicators for latent variables instead of relying on a single measure, which enhances the reliability and the validity of the constructs. This indicates that Structural Equation Modelling is highly suitable to employ. Therefore, this study centers on four variables, is to create a model on teachers' performance in public senior high schools and assessing the strength of the relationships among the independent variables: work expectation, self-efficacy, job satisfaction, and the dependent variable, job performance.

This study utilized established methodologies to collect the data for this research. Following the validation and approval of the research questionnaire by the panel of experts, the research process was carried out as planned. Prior to the administration of questionnaires to gather the data necessary for

this study, an endorsement was sought from the office of the Dean of the Graduate School in University of Mindanao. Then, the approval of the Regional Director as well as the different superintendents of the 11 divisions to grant the researcher to conduct the study in their divisions. The researcher then proceeded to the identified public senior high schools in the region and asked permission from their respective school principals to conduct the survey. After obtaining their approval, the researcher personally handed over the approved letter, the questionnaires, and the Google Form link of the questionnaire to the school research coordinators, who helped in sharing it with the teachers. The questionnaires were distributed using paper and online platforms using Google Forms to give easy access and convenience to the teachers. The data were collected during the school year 2022-2023 specifically in the second semester.

Further, the data gathered in this study was analyzed by different statistical tools. First, the mean was utilized to describe the level of work expectation, self-efficacy, teachers' job satisfaction, and the teaching performance of senior high school educators. The Pearson-r was then used to measure the strength of relationship among the different exogenous and the endogenous variables. In addition, analysis on linear regression was employed to assess the impact of the independent variables on the dependent variable. Ultimately, the structural equation modeling was then employed in assessing and analyzing the multivariate causal relationships. The research study identified which of the exogenous variables best fit in the performance of senior high school educators in the Davao Region.

Consequently, the researcher observed and followed the ethical standards established by the University of Mindanao Ethics Review Committee (UMERC) under Protocol No. UMERC-2023-243. The respondents were given the freedom to decide whether to participate in the study. It was clearly communicated that participation in the survey was entirely voluntary, and no penalties would be imposed if participants chose to withdraw or do not participate from the research. Additionally, the researcher ensured that the respondents' private information was kept secret following the Data Privacy Act of 2012.

Before conducting the survey, the researcher secured permission and provided respondents with an informed consent form outlining the study's purpose and objectives. Clear terms and convenient schedules were used to respect respondents' time, and queries were addressed to ensure informed participation. Ethical standards were strictly followed, including proper citations, plagiarism checks, and data confidentiality. No fabricated or manipulated data was included, and impartiality was maintained. The study underwent content revisions based on feedback from advisers and panel members to ensure adherence to UMERC ethical standards.

RESULTS AND DISCUSSION

This part of the research evaluates and assesses the collected data from the survey regarding the work expectation, self-efficacy, teachers' job satisfaction, and teaching performance of the teachers is evaluated and assessed, considering the investigation's purpose of this study.

Teachers' Work Expectation

The work expectation level of educators in public senior high school, which is measured in terms of professional development, user relations, and compensation is shown in Table 1. The overall mean, 4.19, with a standard variation of 0.62 and an interpreted rating as high, was obtained, which means that the work expectation's level is frequently evident among senior high school teachers.

Table 1

Level of Work Expectation

Indicators	Standard Deviation	Mean	Descriptive Level
Professional Development	0.59	4.28	Very High
User-Relation	1.05	4.37	Very High
Compensation	0.66	3.93	High
Overall	**0.62**	**4.19**	**High**

As per indicator analysis, it was found that *user relation* exhibits the highest mean of 4.37 accompanied by a standard deviation of 1.05, categorizing it as very high. In contrast, *compensation* shows the mean 3.93 which is the lowest mean and has a standard deviation which is 0.66, that is classified as high. This means that the user relation is always evident among the senior high school teachers while the compensation is frequently evident.

The high level of teachers' works expectations in Region XI showed that teachers most of the time manifest high expectations in work in terms of professional development, user relations, and compensation. The results imply that senior high school teachers always manifest expectations on professional development and user relations compared to compensation, which just showed a high regard for expectations.

The result is coherent with what Tarraya (2023) cited that the perception of the general public to teachers, as public servants, are expected to demonstrate commitment and sacrifice in fulfilling their duties and responsibilities to the students, the school, and the whole community. Further, they also enjoy job security and a consistent salary; thus, it is anticipated that they will face substantial workloads and extended working hours as part of

their job. Nonetheless, despite heavy workloads, teachers are still committed and consistent in teaching. Additionally, it is consistent with the findings of the study of Derakhshan et al. (2020), which asserts that the Iranian EFL teachers have high perceptions of continuing professional development.

Teachers' Self – Efficacy

The findings presented in Table 2 illustrate the self-efficacy levels of senior high school educators relating to their strategies used for instruction, their classroom management, and the student engagement. The overall mean of teachers' self-efficacy is 4.49, with a 0.43 standard deviation. This signifies a very high level, which indicates that it is always evident among teachers. Results in the study, also indicated that *instructional strategies* have a mean rating of 4.52, *classroom management* is at 4.47, and *student engagement* got 4.48. All the indicators for self-efficacy are at a very high level, which indicates that self-efficacy is always evident among senior high school educators with the same standard deviation, 0.47.

Table 2

Level of Self-Efficacy

Indicators	Standard Deviation	Mean	Descriptive Level
Instructional Strategies	0.47	4.52	Very High
Classroom Management	0.47	4.47	Very High
Student Engagement	0.47	4.48	Very High
Overall	**0.43**	**4.49**	**Very High**

The very high self-efficacy result among senior high school educators in the Region showed that they always manifest confidence in completing tasks involving instructional strategies, the classroom management, and student engagement. This finding aligns with the studies conducted by Malagsic et al. (2021) and Suico (2021), both of which also demonstrated a very high levels of teachers' self-efficacy.

The result was also in consonance with the results of Ye et al. (2024), which showed that a very high self-efficacy or believing in the teaching abilities of teachers is a crucial factor in predicting teaching performance. It explicates that educators with high self-efficacy are more skilled at implementing effective teaching strategies. Similarly, the findings are consistent with the study conducted by Mireles-Rios et al. (2019), which demonstrated that teachers with higher efficacy utilize humanistic management approaches. These strategies include teaching techniques, exploratory practices, educator assessment of learners, and the observation of students' engagement time. Furthermore, findings from the research conducted by Bayawa and Guhao (2022) indicate that the self-efficacy of educators is commonly observed in Region XI, Philippines.

These findings have positive implications since Afshar and Moradifar (2020) found a substantial relationship among teachers' self-efficacy and their job performance. Teachers' belief in their capabilities is fundamental to their emotions, thoughts, and behaviors in the classroom.

Teachers' Job Satisfaction

Table 3 displays the job satisfaction results of senior high school teachers, highlighting various indicators: teachers' job characteristics, their social benefits, their meaningfulness of the job, a supportive administration, and their intention to remain in their job. The results showed an overall mean of 4.14 and an average standard deviation of 0.57, interpreted as high, implying that job satisfaction is frequently evident among senior high school teachers. Specifically, social benefits got the highest mean of 4.29 or at very high level with 0.56 standard deviation. The teachers' intention to remain in the job has the lowest mean of 3.94, with 0.90 standard deviation, implying a high-level rating.

The statistical outcomes suggest that, overall, teachers are satisfied with their job, as evidenced by the very high ratings in areas such as their social benefits, the meaningfulness in their job, and their supportive administration.

Table 3

Level of Job Satisfaction

Indicators	Standard Deviation	Mean	Descriptive Level
Job Characteristics	0.70	3.99	High
Social Benefits	0.56	4.29	Very High
Meaningfulness of the Job	0.60	4.26	Very High
Supportive Administration	0.66	4.22	Very High
Intention to Remain in the Job	0.90	3.94	High

Overall	0.57	4.14	**High**

However, the findings also reveal a lack of intention to remain in the profession, which received the lowest mean, along with job characteristics, which show that while teachers find their roles rewarding in certain aspects, factors related to retention and job structure may need further attention. It was consistent in the study of Laurenio and Cabal (2023) conducted in the Division of Zambales, which found that teachers find their work fulfilling and are happy with the interactions they have with their coworkers.

They also felt that organizational policies supported their well-being as evidenced by the result that they are very satisfied with their jobs. It is also backed by the study of Baroudi and Tamin Hojeij (2020), which also showed high satisfaction among Lebanese teachers in both public and private schools. Based on their result, extrinsic factors, particularly regarding conditions at work and professional development opportunities, has a crucial role on shaping the way the teachers perceived their work, ultimately influencing their overall job satisfaction.

In addition, the results are in consonance with Caredo et al. (2022), who portrayed that employees are more likely to find another job if they are not satisfied with the salary and benefits and that satisfied employees are more likely to remain (Dhir et al., 2020). Furthermore, low satisfaction in the teaching job is caused by low incentives and benefits that do not compensate for their work assignments, leading some teachers to leave the profession or seek alternative employment opportunities (Casinillo et al., 2022).

Teachers' Performance

In the Table 4 are the results on the level of teachers' performance, which was measured through their teaching skills, their management skills, their discipline and regularity, and the interpersonal relations of teachers. It obtained a 4.45 overall mean and 0.43 standard deviation, with an interpretive rating of very high, which entails that the job performance of senior high school teachers is very high and always evident.

Meanwhile, the results of the four indicators showed to be very high, which means that all indicators are always evident to the senior high school teachers. The highest mean is observed in discipline and regularity, recorded at 4.52 with a standard deviation of 0.49. In contrast, teaching skills yielded 4.37 as the mean and 0.47, standard deviation, marking it as the lowest among all indicators. All standard deviations are below 1.00, which indicates that there is consistency in the responses among the respondents of the study.

Table 4

Level of Teacher's Performance

Indicators	Standard Deviation	Mean	Descriptive Level
Teaching Skills	0.47	4.37	Very High
Management Skills	0.51	4.43	Very High
Discipline and Regularity	0.49	4.52	Very High
Interpersonal Relations	0.48	4.48	Very High
Overall	**0.43**	**4.45**	**Very High**

The result was supported by the study of Jimenez (2020) on the teaching performance in Bulacan, Philippines, where 702 out of 768 secondary public-school teachers yielded a very satisfactory result. However, the result implies that while teachers excel in discipline and regularity, as reflected by the very high ratings, teaching skills received the lowest mean among all the indicators. It suggests that there is a need for improvement in how senior high school teachers deliver instruction.

The outcome is consistent with the findings of Pinuto (2024), which indicate a significant connection or relationship between the degree of teaching competence and the academic performance levels of learners. The study specifically found that some senior high school teachers do not provide advanced reading materials or assignments for learners to prepare for the next day's discussion. Pinuto (2024) suggested that to optimize student learning in today's complex classrooms, teachers must develop expertise in areas such as curriculum development, differentiated instruction, and classroom management, as they are required to make numerous critical decisions each day.

The finding was also affirmed in the study of Reyes et al. (2022), which illustrated that the performance of teachers in the senior high school of a government-funded local university in Manila in terms of instructional skill was very satisfactory. They transfer knowledge effectively using various instructional strategies that help in gaining quality learning. Furthermore, results on studies regarding job performance consistently have shown that teachers perceived their teaching performance from moderate to outstanding level (Abdullah & Ismail, 2019), which implies that satisfied teachers can also become productive and performing teachers.

Relationship Between Work Expectation and Teachers' Performance Among Senior High School Teachers

Table 5 presents the test results of the relationship between work expectations and teaching performance among senior high school teachers. The computed r-value for the measurement was 0.474, accompanied by a p-value of 0.00, which is below the threshold of 0.05, signifying statistical

significance. The findings imply a substantial relationship between work expectations and the teaching performance of educators in public senior high schools in Davao Region, which indicates a positive link among the variables.

The statistical analysis reveals that all indicators for work expectation demonstrate a substantial association with teacher job performance, as evidenced by all p-values which are less than 0.05. The findings also reveal the total correlation coefficient (r-value), with 0.381 in professional development, 0.313 for user relation, and 0.491 in compensation.

Table 5

Significance in the Relationship between Work Expectation and Teachers' Performance among Senior High School Teachers in Davao Region

Work Expectation	Teachers' Performance				
	Teaching Skills	Management Skills	Discipline and Regularity	Interpersonal Relations	**Overall**
Professional Development	.348**	.347**	.249**	.392**	**.381****
	.000	.000	.000	.000	**.000**
User-Relation	.248**	.252**	.283**	.316**	**.313****
	.000	.000	.000	.000	**.000**
Compensation	.434**	.504**	.409**	.366**	**.491****
	.000	.000	.000	.000	**.000**
Overall	**.406****	**.433****	**.386****	**.434****	**.474****
	.000	**.000**	**.000**	**.000**	**.000**

The findings are coherent with the study of Hollenstein et al. (2024), which shows that expectations significantly influence actual performance. The teacher's expectations significantly impact the teacher's performance. Teachers' expectations for their professional development, user relationships, and compensation contributed to their teaching performance.

In addition, Padillo et al.'s study (2021) found that professional development improved instructional planning, delivery, subject matter knowledge, and classroom management. At the same time, Kanya et al. (2021) revealed that school culture and relations significantly affect teachers' performance.

However, in the study by Sriadmitum et al. (2023), they found that compensation did not significantly impact teacher performance. Other factors greatly affect the teacher's performance: leadership style, work environment, and job satisfaction.

Relationship Between Self-Efficacy and Teachers' Performance Among Senior High School Teachers

Table 6 shows the assessment's findings on the relationship between the teachers' self-efficacy and the teachers' performance. The results indicate an overall R-value of 0.809 and a p-value less than 0.05, which discloses a significant connection or relationship between teacher self-efficacy and performance.

Table 6

Significance on the Relationship between Self-Efficacy and Teachers' Performance among Senior High School Teachers in Davao Region

Self-Efficacy	Teachers' Performance				
	Teaching Skills	Management Skills	Discipline and Regularity	Interpersonal Relations	**Overall**
Instructional Strategies	.726**	.762**	.630**	.629**	**.787****
	.000	.000	.000	.000	**.000**
Classroom Management	.655**	.737**	.590**	.567**	**.730****
	.000	.000	.000	.000	**.000**
Student Engagement	.696**	.641**	.491**	.627**	**.701****
	.000	.000	.000	.000	**.000**

	.757**	.780**	.624**	.665**	.809**
Overall	.000	.000	.000	.000	.000

All indicators of teachers' self-efficacy show a positive correlation with their performance. The instructional strategies demonstrated an R-value of 0.787; classroom management showed an R-value of 0.730; and student engagement had an R-value of 0.701, all indicating a strong correlation to teachers' performance, in which the p-value is less than 0.05.

The findings are coherent with the study of Akman (2021), which found that higher self-efficacy is associated with better teacher job performance. Educators are confident in their capabilities to reach their objectives, and these abilities form the basis of their teaching profession, such as the pedagogical-field expertise that they can use to perform their duties.

Moreover, results in the research study of Muliati et al. (2022) also support these findings, indicating a significant level of influence of self-efficacy on teaching performance. Enhancing teachers' self-efficacy will also lead to an improved teachers' performance. Teachers with high or low self-efficacy will affect their performance since their feelings of self-efficacy will affect their own state of being and how the environment treats them. Other studies reveal similar results that self-efficacy positively affects teacher performance (Kimberly et al., 2019; Pachler et al., 2019; Santoso et al., 2019).

Relationship Between Job Satisfaction and Teachers' Performance Among Senior High School Teachers

Presented in Table 7 are the results of the test on the relationship between teachers' job satisfaction and the teaching performance among the public senior high school educators in Region XI. The analysis exposed an overall correlation, with an r-value of 0.616 and a p-value below the 0.05 threshold for significance.

The findings demonstrate a significant correlation among the job satisfaction of teachers and their performance in senior high schools, leading

Table 7

Significance on the Relationship between Job Satisfaction and Teacher's Performance among Senior High School Teachers in Davao Region

Job Satisfaction	Teacher's Performance				
	Teaching Skills	Management Skills	Discipline and Regularity	Interpersonal Relations	**Overall**
Job Characteristics	.426**	.474**	.340**	.238**	**.424****
	.000	.000	.000	.000	**.000**
Social Benefits	.599**	.598**	.460**	.527**	**.624****
	.000	.000	.000	.000	**.000**
Meaningfulness of the Job	.476**	.531**	.429**	.484**	**.549****
	.000	.000	.000	.000	**.000**
Supportive Administration	.503**	.482**	.388**	.438**	**.517****
	.000	.000	.000	.000	**.000**
Intention to Remain in the Job	.451**	.455**	.387**	.433**	**.494****
	.000	.000	.000	.000	**.000**
Overall	**.580****	**.599****	**.475****	**.500****	**.616****
	.000	**.000**	**.000**	**.000**	**.000**

to the null hypothesis being rejected. Indicators of job satisfaction revealed a positive correlation with teachers' performance, such as: job characteristics with an R-value of 0.424, social benefits with an R-value of 0.624, the meaningfulness of the job with an R-value of 0.549, supportive administration with an R-value of 0.517, and the teachers' intention to remain in the job with an R-value of 0.494. All indicators point to a notable correlation with teachers' job performance, as evidenced by their p-values, which fall below the 0.05 significance threshold.

The result affirms the claims of several authors (Rasmi et al., 2020; Rezaee et al., 2018; Toropova et al., 2021) that teacher satisfaction is associated with teacher performance. Teachers in which satisfaction is at low level and morale can decrease efficiency. Moreover, the workload and even the teachers' relationship with one another can also affect their satisfaction. Nor's study (2020) also observed that low satisfaction could also result to low performance and output of teachers.

Additionally, the researches of Dziuba et al. (2020) and Sapta et al. (2021) revealed that job satisfaction significantly relates to teacher performance and commitment. Deer (2021) also found that positive emotions were reported by teachers who are satisfied with their job. As such these teachers has less possibility of quitting their jobs.

Influence of Work Expectation, Self-Efficacy and Job Satisfaction on the Teacher's Performance Among Senior High School Teachers in Davao Region

Table 8 illustrates that work expectation, self-efficacy, and job satisfaction significantly influence the teaching performance of the senior high school educators in the Region XI. Furthermore, the F-value of 341.437 with a p-value of 0.000 indicates that the regression model is significant, resulting in the rejection of the null hypothesis. The findings revealed that work expectation, self-efficacy, and teacher job satisfaction emerged as significant predictors of teachers' performance, evidenced by their significant values, all of which were below 0.05.

The analysis shows that when a teacher's performance was regressed

Table 8

Significance on the influence of Work Expectation, Self-Efficacy and Job Satisfaction on the Teachers' Performance among Senior High School Teachers in Davao Region

Teachers' Performance					
(Variables)		*B*	*β*	*t*	*Sig.*
Constant		.602		4.916	.000
Work Expectation		-.060	-.087	-2.371	.018
Self-Efficacy		.682	.686	21.773	.000
Job Satisfaction		.250	.337	9.220	.000
R	.849				
R^2	.721				
ΔR	.719				
F	341.437				
ρ	.000				

on work expectation, self-efficacy, and job satisfaction, it generated an R2 of 0.721. The result showed that 72.1% of the variance in teacher job performance

was attributed to work expectation, self-efficacy, and job satisfaction. This also suggests that 27.9% of the variation can be ascribed to other factors not examined in this study.

Further examination reveals that t standard coefficient of self-efficacy has the highest Beta of 0.682. This implies that it has a higher degree of influence on instructional practices compared to job satisfaction, which has a Beta of 0.250, and work expectation, which has a beta of -0.060.

The findings are in accordance with the result of several researches. Tawasil (2023) found a significant influence between job expectations and teachers' performance, while self-efficacy had a positive influence on teacher performance (Muliati et al., 2022). On the other hand, job satisfaction significantly influences the teacher's performance (Sriadmitum et al., 2023). The higher the job satisfaction of teachers, the better their performance.

Moreover, these results confirmed their corresponding theories. Expectancy theory states that an individual's performance is aligned with their expectations regarding the achievement of their goal. Bandura 's self-efficacy theory emphasizes the importance of the individual's perception of their capabilities as a determinant of their performance. Lastly, the motivator-hygiene theory deals with satisfaction as the motivator of an individual's performance.

Generated Structural Models

This part exhibits the interrelationship among the variables included in this study. Three models were generated to obtain the best-fit model of teachers' performance among senior high school teachers in Region XI. The models were evaluated using the specified fit indices, which formed the basis for their acceptance or rejection. The determination of the best fit model relies on the condition that all designated indexes remain within the acceptable ranges.

The criteria outlined below provide a framework for precisely identifying the model that best aligns with the data. The chi-square statistic, when divided by the degrees of freedom, should fall between zero and two if the associated p-value exceeds 0.05. The approximation value for the root mean square error should be less than 0.05, while the associated P-close value must be greater than 0.05. Additional identified indices, including normed fit,

Tucker-Lewis, comparative fit, and goodness of fit, must surpass the threshold of 0.95. Table 9 provides an overview of these models' reliability and fit measurements.

Table 9

Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.405	.779	.826	.811	.789	.154	.000
2	.000	5.512	.865	.919	.903	.899	.106	.000
3	.051	1.638	.988	.996	.990	.989	.040	.701

The initial structural model illustrates the interrelationships among the exogenous variables: work expectation, self-efficacy, job satisfaction, and their causal relationship with the endogenous variable, which is the teachers' performance. Based on the data, all indices, CMIN/DF, RMSEA, and the P-close value did not attain the acceptable ranges. Likewise, the NFI, TLI, and CFI did not exceed 0.95. Hence, it is considered a poor fit.

The second structural model produced illustrated the interrelationships among the exogenous variables: work expectation, self-efficacy, and job satisfaction, along with a causal link to the endogenous variable, the teachers' performance. The model was also showed to be unfit, as evidenced by all its indicators—CMIN/DF, RMSEA, and the P-close value—failing to meet acceptable thresholds. Similarly, the NFI, TLI, and CFI remained below the 0.95 mark.

Consequently, the third structural model produced demonstrated the relationships among the exogenous variables: work expectation, self-efficacy, job satisfaction, and their causal influence on the endogenous variable, teachers' performance. Observed in Table 9, Model 3 demonstrates indicators that consistently signify a perfect fit to the data, as all the indicators presented meeting the established criteria. Moreover, it proves to be the most excellent fit among all assessed models; there was evidently no reason for pursuing another alternative model for testing. As a result, the null hypothesis, which asserted that there was no best fit model for the teachers' performance, was rejected. The teaching performance of teachers in senior high school in the Davao region can be predicted by the model that demonstrates as the best match. The third structural model significantly demonstrates that the work expectation, self-efficacy, and teachers' job satisfaction are indicators of teachers' performance.

Best Fit Model

Table 9.1 illustrates the weight of the regression, highlighting the relationship between the latent variables and both measured of latent variables.

Table 9.2 indicates that teacher self-efficacy significantly impacts work expectations, presenting an estimated value of .105 alongside a 0.015 standard estimate. Job satisfaction also correlates with teacher self-efficacy, with an estimated value of 0.126 and a 0.015 standard estimate value. Job satisfaction also shows an evident correlation with work expectations, with an estimated value of .220 along with the standard estimate of .022. At a significance level of 0.05, all variables are deemed significant.

Table 9.1

Regression Weights of the 3 Generated Models

Model	Work Expectation	Self-efficacy	Job Satisfaction
	Exogenous Variables to Endogenous Variable		
1	-.115***	.715***	.312***
2	-.279***	.756***	.399***
3	-.449*	.735***	.580**

Table 9.2

Covariances: (Group number 1 – Best Fit Model)

Variables			Estimates	S.E.	P-value
Work_Expectation	<-->	Teacher_SelfEfficacy	.105	.015	***

Teacher_SelfEfficacy	<-->	Job_Satisfaction	.126	.015	***
Work_Expectation	<-->	Job_Satisfaction	.220	.022	***

Moreover, as illustrated in Figure 2, Model 3 indicates that two of the three work expectation indicators were significant predictors of teachers' performance, user relations, and professional development. Similarly, two of three indicators of teacher self-efficacy, which are classroom management, and teachers' instructional strategies, were also found to affect the performance of senior high school teachers. Conversely, four measures of job satisfaction were identified as predictors of teachers' performance: teachers' intention to remain in their job, supportive administration, social benefits, and job characteristics.
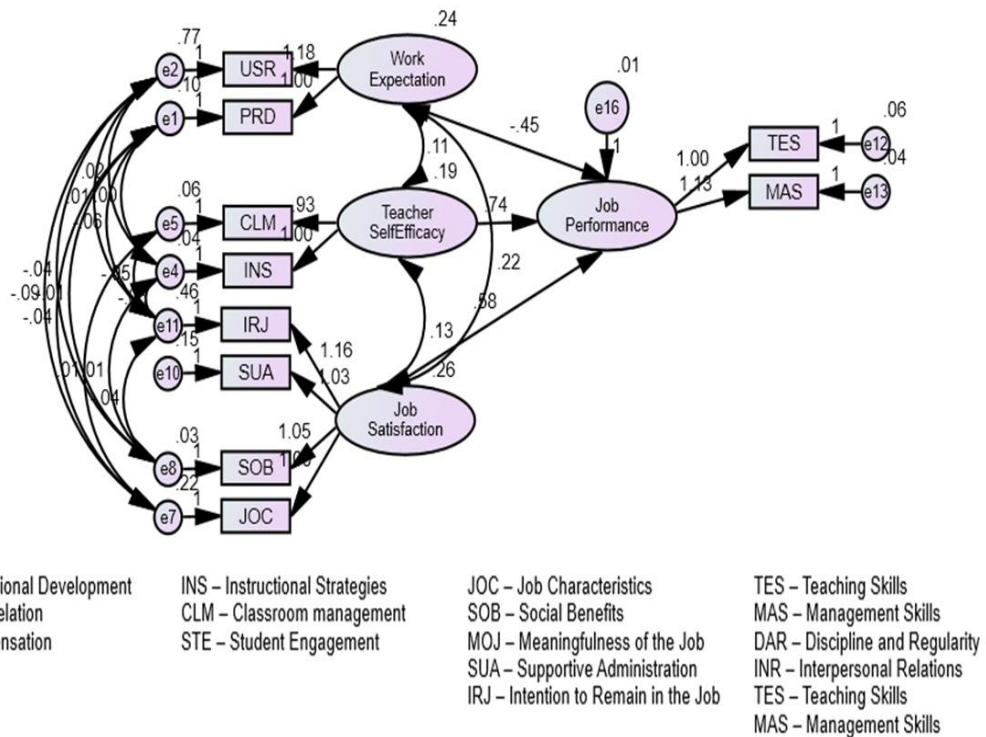
Best Fit Model

Figure 2. Best Fit Model

The result of the study indicates that the teaching performance of teachers in senior high schools in the Davao region was primarily influenced by work expectations, which were assessed through the indicators of user-relation and professional development; self-efficacy of teachers by classroom management and instructional strategies; and job satisfaction in terms of teachers' intention to remain in their job, supportive administration, social benefits, and job characteristics.

Moreover, the structural model 3 generated demonstrates a clear causal connection among the exogenous and endogenous variables. The endogenous variable, teachers' performance, is evaluated through various dimensions including teaching skills (TES), management skills (MAS), discipline and regularity (DAR), and interpersonal relations (INR). The findings indicated a focus solely on teaching skills (TES) and management skills (MAS).

On the other hand, the exogenous variables are work expectation with professional development (PRD), user-relation (USR), and compensation (COM) as its indicators; teachers' self-efficacy assessed through instructional strategies (INS), classroom management (CLM), and the student engagement (STE); and job satisfaction among senior high school teachers evaluated in terms of job characteristics (JOC), social benefits (SOB), meaningfulness of the job (MOJ), supportive administration (SUA) and the intention to remain in the job (IRJ). However, the indicators were trimmed due to their beta values and p-values failed to meet the required thresholds, showing only user-relation (USR) and professional development (PRD) for work expectation, classroom management (CLM), and instructional strategies (INS) for teacher self-efficacy and intention to remain in the job (IRJ), supportive administration (SUA), social benefits (SOB), and job characteristics (JOC) as significant predictors for job satisfaction.

The findings were corroborated by the studies of Padillo et al. (2021), Kanya et al. (2021), and Sriadmitum et al. (2023), which emphasized that professional development, school culture, and school relations had a significant effect on teachers' performance, whereas compensation did not show a significant impact. Furthermore, the findings are further supported by the research conducted by various scholars, including Muliati et al. (2022),

Akman (2021), Toropova et al. (2021), Deer (2021), and Afshar (2020), which demonstrated that teachers' self-efficacy and job satisfaction significantly impacted their teaching performance.

CONCLUSION AND RECOMMENDATION

Using the structural equation model (SEM) in this research endeavor has greatly enhanced the study's reliability and comprehensiveness. The results revealed that teachers' work expectations and job satisfaction were rated as *high*, while self-efficacy and teachers' performance were rated as *very high*. This signifies that senior high teachers manifest high expectations and satisfaction in teaching and perceive a very high degree of self-efficacy along with their teaching performance.

The findings highlight a notable correlation among work expectations and teacher performance, self-efficacy and teacher performance, as well as job happiness and teacher performance The findings indicate that work expectation, self-efficacy, and job satisfaction have a significant interrelationship that impacts teachers' performance. This result means that all three exogenous variables were found to be significant predictors of the endogenous variable: the performance of senior high school teachers. It also implies that having high job expectations coupled with a strong sense of self-efficacy and job satisfaction can lead to better teacher performance.

The overall findings of the research reveal a notable correlation among work expectation, self-efficacy, teachers' job satisfaction, and teaching performance of teachers. However, not all indices of the variables were discovered to be an excellent fit for the analyzed data. Only structural model 3 showed indices indicative of a perfect fit to the data and satisfied with the established criterion.

The result of the study is coherent with what Tarraya (2023) cited that the public perceives teachers as public servants, thereby anticipating their dedication and selflessness in executing their responsibilities towards students, the educational institution, and the community. The result also affirms the claim of Hollenstein et al. (2024) on expectation and performance, Afshar and Moradifar (2020) on self-efficacy and job performance, and Utami and Vioreza (2021) on job satisfaction and work productivity. Salaman et al. (2005) were right that the performance of an individual is aligned with their work expectations and achievement of goals.

Furthermore, the model fit for a teacher's performance among senior high school teachers aligns with the expectancy theory of performance management by Vroom (1964), which states that individuals' performance depends on their expectations and motivations to achieve the desirable outcome. The result also affirms the theory of Bandura (1997), which emphasizes the individual's perception of his capabilities as a determinant of successful results.

The study's findings, as evidenced by the best-fit model, show that teachers can perform better in their jobs when they have high work expectations, self-efficacy, and job satisfaction. It is also evident that teacher's performance in senior high school can be effectively improved by providing professional development opportunities that will be tailored to teachers' needs and interests, such as classroom management and instructional strategies. A significant finding also of the study is the result on job satisfaction, which shows that indicators were already rated as very high except for two indicators, which are job characteristics and intention of teacher to remain in the job.

In light of this, DepEd officials are encouraged to implement clear performance standards, provide professional development opportunities to boost self-efficacy, and create a positive work environment to enhance job satisfaction. Also, they may create a scheme and improve their support to provide competitive compensations, benefits, and opportunities for career advancement and promotion to attract and retain high-quality teachers. These efforts will likely lead to improved job performance among educators.

Moreover, teachers may find a way to improve their performance by attending professional development, focusing on indicators that are found to be predictors of teacher performance, such as classroom management, instructional strategies, or pedagogies, through training, seminars, or even enrolling in higher education.

School administrators or school heads are also encouraged to create a scheme to improve their support in providing professional development, provide competitive compensations, benefits, and opportunities for career advancement and promotion, especially in senior high school, and attract and retain high-quality teachers.

Future researchers may conduct further studies to validate the result and build upon Model 3, which was identified as the best fit. They may consider expanding the research to explore additional factors that may influence job performance in educational settings.

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