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The Mediating Roles of Work Life Balance and Job Satisfaction on the Relationship between Self- Efficacy and Organizational Commitment

Leonisa T. Natingor and Eugenio S. Guhao Jr.

Union National High School-Mt. Diwata Annex, Union, Monkayo, Davao de Oro, 8805, Philippines

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ABSTRACT

This study investigated whether work-life balance and job satisfaction mediate the association between self-efficacy and organizational commitment among public secondary school teachers in Region XI, Philippines. A quantitative, non-experimental, correlational research design was employed, involving 440 teachers from ten school divisions in the region. Participants were selected through stratified random sampling, and data were collected using adapted survey questionnaires. The gathered data were processed using weighted mean, Pearson product-moment correlation, and double mediation analysis. The results showed that the respondents demonstrated very high levels of self-efficacy, organizational commitment, work-life balance, and job satisfaction. Significant positive relationships were likewise observed among the variables included in the proposed model. Nevertheless, the mediation analysis showed that neither work-life balance nor job satisfaction significantly mediated the relationship between self-efficacy and organizational commitment, as the confidence intervals of the corresponding indirect effects included zero. These findings suggest that although work-life balance and job satisfaction were positively associated with the variables examined, their indirect effects on the relationship between self-efficacy and organizational commitment were not statistically established. The findings may provide useful evidence to inform the development of policies and programs aimed at strengthening teachers' self-efficacy, promoting work-life balance, and enhancing job satisfaction, thereby supporting organizational commitment among public secondary school teachers in Region XI. Furthermore, the study contributes to the objectives of Sustainable Development Goal 3 (Good Health and Well-Being) and Sustainable Development Goal 8 (Decent Work and Economic Growth) by providing empirical evidence on promoting healthy, supportive, and sustainable work environments in the teaching profession in the Philippines.

Keywords: self-efficacy, organizational commitment, work-life balance, job satisfaction, double mediation, public secondary school teachers, Philippines
SDG #3: Good Health and Well-Being; SDG #8: Decent Work and Economic Growth

INTRODUCTION

A growing concern in many schools today is the decline in teachers' organizational commitment, which undermines school performance, student outcomes, and overall morale. In the Davao Region, Bantilan et al. (2024) indicate that public school teachers' commitment is strongly influenced by organizational culture, policies, and everyday practices, with supportive environments fostering greater dedication. In parallel, Gonzales and Dioso (2024) found that school climate is significantly linked to teacher commitment, highlighting how positive, nurturing, and healthy school settings can reinforce educators' loyalty to their institutions. More recent evidence further indicates that work-related conditions remain relevant to organizational commitment. This ongoing decline highlights the urgent need for schools to strengthen support systems, improve working conditions, and cultivate a more positive organizational climate that encourages teachers to remain committed and engaged. Given these realities, the issue of organizational commitment among teachers remains a pressing problem that requires deeper understanding and responsive action from educational leaders and stakeholders.

Moreover, Bona (2020) emphasized that teacher commitment is crucial for building a durable and meaningful bond between educators and their schools. Committed teachers tend to feel a stronger sense of belonging and assume greater accountability for their responsibilities. This dedication, in turn, boosts their willingness to engage in school initiatives and to carry out their tasks consistently and effectively. In the same way, Merida-López and Extremera (2020) noted that committed teachers are often willing to put in effort beyond what is minimally required, which can support the attainment of school objectives and help maintain a positive and productive learning environment.

In a related study, Gao (2022) noted that teachers with higher self-confidence in their professional capabilities display a higher level of commitment to their schools. Their confidence in their ability to manage teaching duties and navigate challenges appears to foster greater dedication to the institution's overall success. These findings are consistent with the study of Huang, Lin, and Sun (2025), which revealed that teacher self-efficacy plays a substantial part in shaping organizational commitment, particularly through its contribution to teachers' emotional connection with their schools.

According to Chigeda et al. (2022), teachers who exhibit strong organizational commitment are often willing to devote extra effort to achieving their schools' objectives. This implies that such commitment can be a key driver in facilitating school improvement initiatives, educational reforms, and overall institutional effectiveness. More recent research further highlights how teachers' work experiences and sense of well-being shape their level of dedication to the organization. Gilla et al. (2025) found that teachers tend to demonstrate stronger organizational commitment when they work in supportive environments and experience high levels of motivation. This highlights the value of creating workplace conditions that make teachers feel supported, valued, and motivated in carrying out their responsibilities.

Teacher organizational commitment is gaining recognition as a key element in promoting teacher retention and enhancing instructional effectiveness. In the Philippine context, Oberes and Tan (2022) reported that private school senior high school teachers who demonstrated stronger affective and normative commitment were less likely to consider leaving their jobs. This suggests that educators who form an emotional bond with their school and feel a sense of duty toward the institution are more inclined to remain and continue advancing its objectives. In another Philippine study involving public elementary school teachers, Blanco, Buenvinida, Tan, Yazon, and Lapie (2022) found that teacher empowerment and organizational commitment were strong predictors of transformational teaching behaviors. The findings indicate that teachers who feel empowered and dedicated to their schools may be more willing to invest additional effort, creativity, and initiative in their teaching practices.

This study is grounded in the Organizational Commitment Three-Component Model, introduced by Allen and Meyer (1990). According to this theory, organizational commitment is not viewed as a single construct but as a multidimensional one. Organizational commitment comprises three distinct, yet interrelated, components. They are: normative, continuance, and affective commitment. According to the model, an employee's decision to remain in the organization may be shaped by the combined influence of these three factors. Thus, a person may choose to stay either because of emotional bonding with the organization, the costs involved in leaving, or a sense of duty or obligation towards it.

Following the theoretical framework mentioned above, Bandura's (1977) theory of self-efficacy provides a useful tool for exploring the relationship between teachers' confidence in their own competencies and the organizational commitment framework proposed by Meyer and Allen (1990, 1991, 1997). People who believe they can perform job-related tasks successfully are more likely to approach their duties with confidence, determination, and dedication to their organization. In the teaching profession, self-efficacy will facilitate and strengthen all aspects of organizational commitment. In addition, teachers, who regard themselves as competent enough to perform the duties associated with their profession, will have a higher likelihood of developing an emotional connection to their school (affective commitment), to value the efforts put into the development of their skills and knowledge (continuance commitment), and to feel a sense of responsibility towards their professional obligations (normative commitment).

Additionally, Self-Determination Theory (SDT), developed by Deci and Ryan (2000), provides a theoretical perspective for understanding the relationships among self-efficacy, work-life balance, job satisfaction, and organizational commitment. The theory proposes that fulfilling three fundamental psychological needs, autonomy, competence, and relatedness, can promote intrinsic motivation and support individuals' psychological well-being. In the teaching context, autonomy allows educators to exercise greater control over their instructional practices, facilitating more effective workload management and encouraging a more sustainable balance between occupational demands and personal responsibilities. Teachers' competence, associated with self-efficacy, is an indicator of their belief in their ability to manage professional challenges, and such a belief may help alleviate stress at work. Relatedness, or the experience of feeling connected and supported by colleagues and school leaders, may provide social resources that facilitate coping with workplace demands and strengthen satisfaction and a sense of belonging. Consistent with this perspective, Gagné et al. (2020) highlighted that fulfilling these basic psychological needs promotes autonomous forms of motivation and positive work outcomes. Accordingly, SDT implies that when teachers perceive themselves as competent, autonomous, and meaningfully connected to others, they tend to achieve improved balance between work and personal life, along with greater job satisfaction. This will strengthen their dedication to their organization.

The study primarily aims to investigate the mediating effects of work-life balance and job satisfaction on the relationship between teachers' self-efficacy and organizational commitment. Specifically, it seeks to determine the level of teachers' self-efficacy across the dimensions of instruction, adaptation of instruction to individual needs, student motivation, collaboration with parents and colleagues, and coping with change. It also aims to assess teachers' work-life balance in relation to their efficiency and effectiveness at work, workload management, personal and self-care well-being, family relationships and support, and health and wellness initiatives. In addition, the study intends to ascertain the level of teachers' job satisfaction regarding work accomplishments, remuneration, satisfaction with supervisors, availability of work-related support, and support from colleagues. Furthermore, it seeks to measure teachers' organizational commitment based on the three dimensions of affective, continuance, and normative commitment. The study also examines whether significant relationships exist among self-efficacy, work-life balance, job satisfaction, and organizational commitment. Finally, it aims to determine whether work-life balance and job satisfaction jointly mediate the relationship between teachers' self-efficacy and organizational commitment.

The 0.05 significance level was adopted as the basis for testing the following null hypotheses. First, there is no significant relationship between teachers' self-efficacy and work-life balance. Second, there is no significant relationship between teachers' self-efficacy and job satisfaction. Third, there is no significant relationship between teachers' work-life balance and organizational commitment. Fourth, there is no significant relationship between teachers' job satisfaction and organizational commitment. Fifth, teachers' self-efficacy has no significant direct effect on organizational commitment. Sixth, teachers' work-life balance does not significantly mediate the relationship between self-efficacy and organizational commitment. Seventh, teachers' job satisfaction does not significantly mediate the relationship between self-efficacy and organizational commitment. Finally, there is no significant combined mediating effect of teachers' work-life balance and job satisfaction on the relationship between self-efficacy and organizational commitment.

Meanwhile, the study's conceptual framework, illustrated in figure 1, proposed relationships among the key variables. According to the framework shown above, self-efficacy is an independent variable while organizational commitment is a dependent variable. Work-life balance and job satisfaction are proposed as mediators between self-efficacy and organizational commitment, meaning that these two can provide insights into how self-efficacy influences organizational commitment.



Figure 1. Conceptual Model of the Study. In this conceptual framework, the directional arrows indicate the proposed relationships among the variables.

Teachers' self-efficacy is positioned as a key initiating factor that influences outcomes both directly and indirectly. Its effects on Organizational Commitment are mediated through Work-Life Balance and Job Satisfaction.

Meanwhile, self-efficacy was measured using five indicators: instructional delivery, adjusting instruction to individual learners' needs, inspiring learners, collaborating with parents and colleagues, and managing change, based on the Norwegian Teacher Self-Efficacy Scale (NTSES) introduced by Skaalvik and Skaalvik (2007).

The Work-Life Balance Questionnaire-Checklist, developed by a researcher, was adapted and enhanced using Marmol's (2019) work-life balance model. The indicators in this checklist include teachers' efficiency and effectiveness in their work, workload management, personal well-being, family and relationship support, and health initiatives.

In the final section, job satisfaction is analyzed using six specific indicators. Teachers' achievement in work, satisfaction in terms of remuneration, superior satisfaction, work support, and colleague support (Liu, 2016).

Therefore, the framework makes it evident that the mediating role of teachers' job satisfaction and work-life balance should be considered to acknowledge that organizational commitment is not determined by one's ability alone.

Existing literature has provided valuable evidence on the individual relationships of teachers' work-life balance, job satisfaction, and self-efficacy with various aspects of teachers' professional lives. However, relatively few studies have examined these variables together to determine how they may collectively explain organizational commitment. Although previous research has recognized the contributions of teacher well-being, engagement, and self-efficacy to work performance and job satisfaction (Raralio, 2022), less attention has been paid to how these factors may interact to strengthen teachers' commitment to their organizations. This gap is especially evident in public secondary schools, where teachers encounter unique organizational and professional pressures. Furthermore, much of the prior research has focused on isolated constructs or been conducted within higher education settings. As a result, there is still scant empirical evidence on how teachers' work-life balance, self-efficacy, and job satisfaction jointly operate and interact to shape organizational commitment among secondary school teachers across varied cultural and institutional environments.

These gaps underscore the importance of developing a more holistic consideration of how teachers' self-efficacy, job satisfaction, work-life balance, and organizational commitment are interrelated. Specifically, the use of a double mediation approach will provide insight into whether teachers' beliefs in their capacity to fulfill their professional duties have a direct relationship with organizational commitment, or whether this link is mediated by teachers' ability to maintain a balanced work-life relationship and their level of job satisfaction. Such a study would shed light on the interactions

among these variables in the field of teaching. Furthermore, the results obtained could serve as an important foundation for policymakers to develop approaches to build teacher commitment and enhance school performance.

This study may provide valuable insights into the interplay among teachers' self-efficacy, work-life balance, and job satisfaction within public secondary schools in Region XI. The findings may also offer practical implications for DepEd officials by providing empirical evidence that can inform the development and refinement of policies, programs, and institutional initiatives aimed at strengthening teachers' ability to maintain a healthy balance between their professional and personal responsibilities, enhancing their satisfaction with their work, and fostering stronger organizational commitment.

School administrators may use the researchers' findings to identify adaptive leadership practices and school-level interventions that enhance teachers' self-efficacy, job satisfaction, work-life balance, and commitment to the organization. Meanwhile, teachers may develop a deeper understanding of how their self-confidence, work-life experiences, and job satisfaction are interconnected with their level of commitment. Teachers may gain greater awareness of how their confidence, work-life experiences, and job satisfaction relate to their commitment, encouraging practices that support their well-being and professional effectiveness.

Local Government Units (LGUs) and district offices may use the findings to develop context-responsive programs, allocate resources, and strengthen partnerships that address teachers' professional and workplace needs.

Finally, the present study can be considered a valuable source of information for future researchers who will continue exploring the relationships among teachers' self-efficacy, work-life balance, job satisfaction, and workplace commitment. The data obtained can also serve as a solid basis for subsequent studies examining similar connections in other settings, at different levels, and with a focus on various variables.

2. METHODOLOGY

The participants of the study were public secondary school teachers from Region XI, Philippines. In particular, 440 teachers were acquired. The appropriate sample size was established through the Raosoft Sample Size Calculator. Thus, considering the population size of 19,684 public secondary school teachers in this region, the required sample size was identified. The study aimed to examine public secondary school teachers in Region XI with respect to their self-efficacy, work-life balance, job satisfaction, and organizational commitment.

The survey was administered across the ten school divisions within the Davao Region, with participants distributed among the divisions in proportion to the number of public secondary school teachers selected from each area. The specific allocation of teacher-respondents per division was as follows: Davao City, 146 teachers (33.21%); Davao del Norte, 58 teachers (13.08%); Davao Oriental, 51 teachers (11.69%); Davao del Sur, 43 teachers (9.77%); Davao Occidental, 38 teachers (8.55%); Tagum City, 28 teachers (6.43%); Panabo City, 22 teachers (5.11%); Mati City, 20 teachers (4.48%); Digos City, 18 teachers (4.15%); and Island Garden City of Samal, 16 teachers (3.54%). Data for the study were collected during the first semester of the 2025-2026 academic year, focusing on public secondary schools in Region XI. Participants were requested to indicate their willingness to participate and provide a certificate of informed consent.

Materials and Instruments

To facilitate the data-gathering process, the researcher adapted but modified survey questionnaires to measure the variables included in the study. Specifically, four research instruments were used: self-efficacy, teachers' job satisfaction, work-life balance, and teachers' organizational commitment. The adapted instruments were taken from the works of various researchers and further modified to fit the items required for the study and to validate their relevance to the local context. The research questionnaire was organized into four parts. Part 1 focused on work-life balance, Part 2 measured self-efficacy, Part 3 assessed job satisfaction, and Part 4 examined organizational commitment. Prior to data collection, the instruments will undergo expert validation to assess the adequacy, clarity, and suitability of each item for measuring the intended constructs.

The reliability of the research instruments will be assessed using Cronbach's alpha coefficient to determine the internal consistency of the items included in each questionnaire. According to Amirrudin, Nasution, and Supahar (2021), Cronbach's Alpha is an essential indicator of the reliability of research instruments, and the obtained reliability coefficient reflects how consistent the items measure the concepts.

The tool used to assess teachers' self-efficacy was adapted from the Norwegian Teachers Self-Efficacy Scale (NTES) developed by Skaalvik and Skaalvik (2007), which comprises six subscales: teachers' instruction, Adapting Education to individual needs, motivating students, cooperating with colleagues, and coping with changes. The scale was constructed in line with Bandura's (1997) guidelines for item development, incorporating potential barriers within the item. Responses were recorded on a 5-point Likert scale ranging from strongly agree to disagree strongly.

A self-designed Work-Life Balance Questionnaire-Checklist was adapted and modified from the work-life balance framework of Marmol (2019), using five indicators: Work Efficiency and Effectiveness at Work, work responsibilities, Personal Well-Being and Self-Care, relationship support, teacher's health, and wellness initiatives, with items modified. The third instrument measured job satisfaction and was adapted from Liu's (2016) job satisfaction questionnaire. The instrument consists of six factors comprising 33 items and is designed to assess teachers' job satisfaction. Specifically, the scale covers six dimensions: teacher's sense of work achievement, with 7 items; satisfaction with remuneration, with 8 items; satisfaction with superiors, with 5 items; work support, with 5 items; and colleague support, with 4 items;

Finally, the study utilized an 18-item measure of organizational commitment developed by Allen and Meyer in 1996 and adapted into a scale. This instrument comprises three commitment dimensions: affective, continuance, and normative. Each of which is represented by six items.

To evaluate the levels of public secondary teachers' self-efficacy, work-life balance, job satisfaction, and organizational commitment, the following rating scale and descriptive interpretations were used. A mean score of 4.20 to 5.00 was interpreted as very high, indicating that the indicator was consistently manifested, observed, or evident among public secondary teachers. A mean score of 3.40 to 4.19 was considered "high", which means that an indicator was frequently manifested/ observed/ or evident among the respondents. A mean score of 2.60 to 3.39 was considered moderate, which means that an indicator was occasionally manifested/observed/ or evident. A mean score of 1.80 to 2.59 was regarded as low, which means that an indicator was seldom manifested/ observed/ evident. Finally, a mean score of 1.00-1.79 was categorized as very low, indicating that the attribute was not manifested/observed/evident among public secondary school teachers.

The survey instrument was adapted and tailored to the local context under the research adviser's guidance and following the expert validators' assessment of the content's construct validity. Accordingly, the questionnaire obtained an average score of 4.46, which is Very Good, and indicated that the instrument's items adequately described the intended concepts. A pilot study was conducted among 50 public secondary teachers not selected for the main study to assess the instrument's reliability. The teachers' work-life balance subscale yielded a Cronbach's alpha of .914, while the self-efficacy, job satisfaction, and organizational commitment subscales each produced Cronbach's alpha values of .941, .941, and .930, respectively. These elevated alpha coefficients denote strong internal consistency, confirming the questionnaire's reliability in measuring the targeted constructs. The 50 teachers who took part in the pilot testing were excluded from the final study sample to prevent duplication and ensure that reliability testing did not influence the main study results.

Design and Procedure

The study employed a quantitative, non-experimental research design incorporating two mediating variables. The study's primary approach was descriptive correlational, which focuses on survey research to understand how variables relate within and across levels of measurement (Hassan, 2022). Furthermore, the study used correlational analysis to infer associations among the variables of interest, as no manipulation was involved. The study also used means to estimate the levels of each variable.

Data collection took place in chronological order from January to March 2026. Following the acquisition of ethical clearance and the validation of research instruments, the researcher secured approval from the Office of the Regional Director of DepEd Region XI and the Schools Division Superintendents and established coordination with school principals. Subsequently, arrangements were made with the relevant school authorities to schedule the distribution of survey questionnaires to the selected participants. The researcher personally administered the questionnaires to the identified public secondary school teachers at their respective schools. Prior to completing the survey, respondents were given clear guidance on how to fill out the instrument, and the study's objectives were thoroughly explained. The survey questionnaire was carefully designed with clear descriptions and straightforward instructions to make it easy to understand and complete. Prior to administering the research instruments, the researcher clearly explained the study's objectives, procedures, and participants' rights before their involvement in the research. Written instructions were also provided to ensure that participants fully understood the nature, expectations, and requirements of their involvement in the study. Participants were allotted sufficient time to complete the questionnaires without undue pressure. After the completed questionnaires were retrieved, the gathered data were systematically organized, coded, tabulated, analyzed, and interpreted in alignment with the study's objectives and research questions.

The collected data were analyzed using appropriate statistical procedures to determine the relationships and mediation effects among the variables included in the study. Descriptive statistics, particularly mean scores, were first calculated to establish the levels of teachers' self-efficacy, work-life balance, job satisfaction, and organizational commitment among public secondary school teachers in Region XI. Pearson's Product-Moment Correlation Coefficient (Pearson r) was then utilized to determine the direction, strength, and significance of the relationships among the four study variables. In addition, a double mediation analysis was conducted to determine whether work-life balance and job satisfaction mediated the relationship between teachers' self-efficacy and organizational commitment. This procedure examined both the direct relationship between self-efficacy and organizational commitment and the indirect relationships mediated by work-life balance and job satisfaction.

The researcher will adhere to ethical standards in conducting this study to ensure the accuracy and trustworthiness of the data gathered, preventing it from being falsified, manipulated, overstated, or distorted to fit the anticipated theoretical framework. In addition, instructions for using interactive panels and online procedures for collecting and transmitting information will also be provided to the participants. The ethical standards and review process of the University of Mindanao Ethics Review Center (UMERC) have been followed, as reflected in the approved research protocol and certificate of approval (UMERC Protocol No. UMER-2024-008).

In addition, the above research is compliant with the provisions of the Data Privacy Act of 2012. The information collected from the respondents will be handled securely and will not be disclosed to unauthorized individuals. As a researcher, I will honor the privacy and confidentiality of the participants by ensuring that their information is protected during data collection, processing, analysis, storage, and reporting of the study's results.

3. RESULTS AND DISCUSSION

This section provides a comprehensive presentation, analysis, and interpretation of the data obtained from public secondary school teachers in Region XI. The findings were organized according to the objectives of the research study. Moreover, this section will also discuss the conclusions about the null hypothesis by reviewing related literature that supports the study's findings.

Level of Self-Efficacy

Observed in Table 1 is the level of self-efficacy among public secondary school teachers in Region XI. The overall mean score was 4.43, with a standard deviation (SD) of 0.359, indicating a very high level of self-efficacy. This strong sense of efficacy is reflected in the very high ratings across all indicators are the following: teacher's Instruction recorded a mean score of 4.47, Adapt Instruction to individual needs received a mean score of 4.37, motivating students received a mean score of 4.64, cooperating with colleagues and parents obtained a mean score of 4.40 and coping with change obtained a mean score of 4.26.

Table 1

Level of Self-Efficacy

Indicators	SD	Mean	D.E.
1. Instruction	0.443	4.47	Very High
2. Adapt Instruction to Individual Needs	0.482	4.37	Very High
3. Motivate Students	0.388	4.64	Very High
4. Cooperate with Colleagues and Parents	0.521	4.40	Very High
5. Cope with Change	0.413	4.26	Very High
Overall	0.359	4.43	Very High

The results also suggest a very high level of teacher self-efficacy, demonstrating that public secondary school teachers have a confident sense of their ability to succeed in their professional duties. Most specifically, motivating students, individually differentiated learning, cooperating with parents and colleagues, and coping with change acquired very high mean scores in the descriptive interpretation. The highest score was achieved in motivating students, suggesting that teachers are confident in their ability to encourage their students during the teaching-learning process. Individualized learning was the second-highest score, indicating that teachers have a very high sense of efficacy in addressing students' diverse learning needs. However, the lowest score was recorded for teachers' ability to cope with change, although the mean score was still in a very high descriptive category. This suggests that although teachers have a confident sense of their ability in most domains, they might need more assistance in coping with changes in their professional environment.

This outcome is consistent with the results reported by Lauermann and Berger (2021). They found that teachers' high perceptions of self-efficacy are associated with an increased likelihood of implementing motivating instructional practices, such as providing autonomy support and praise. Similarly, the study conducted by Reeve et al. (2020) revealed that the teaching practices that include giving students choices and relating the course to their lives are associated with heightened levels of student engagement.

Level of Work Life Balance

Table 2 presents the analysis of the respondents' work-life balance indicators. The overall mean was 4.28, with a standard deviation of 0.381, indicating a very high value. It indicates that public secondary school teachers in Region XI successfully fulfill their professional duties while managing their personal lives. The highest-rated indicators were "I am dedicated to my teaching responsibilities, but I am learning to balance my time to be present with my family," with a mean of 4.51; "I always have time to help and support my family," with a mean of 4.48; "I fulfill my home responsibilities in a way that keeps my family satisfied and happy," with a mean of 4.45; and "I effectively balance my work responsibilities while maintaining responsibilities at home," with a mean of 4.41.

In contrast, the lowest-rated indicator, "I regularly exercise and participate in physical activities such as biking, jogging, walking, or hiking to stay fit and healthy," with a mean of 3.85, followed by "I get enough sleep each day to stay healthy and energized," with a mean of 4.02. Although these indicators were rated high, they suggest that physical activity and sufficient rest remain areas that may require greater attention in maintaining teachers' overall work-life balance.

The result of the study is consistent with related studies established in the Introduction. Badri and Panatik (2020) highlighted that having greater autonomy in one's work, together with strong self-efficacy, can help academics achieve a healthier work-life balance. Their findings suggest

that both personal strengths and supportive work conditions can help individuals handle the demands of their professional responsibilities while also attending to their personal lives.

Table 2**Level of Work Life Balance**

Items	SD	Mean	D.E.
I believe I am an effective teacher.	0.549	4.40	Very High
I am happy with the quality of my work output or accomplished tasks.	0.535	4.36	Very High
I accomplish and submit required documents with the least resources.	0.526	4.32	Very High
I'm learning to manage stress and balance work and life effectively.	0.564	4.32	Very High
My school head sets high standards that inspire my professional growth	0.602	4.36	Very High
I feel more respected because of my responsibilities at work.	0.588	4.33	Very High
I prepare my work schedule to fulfill both personal and family commitments.	0.575	4.29	Very High
I feel I have more tasks than I can comfortably handle	0.650	4.12	High
I am dedicated to my teaching responsibilities, but I am learning to balance my time to be present with my family.	0.531	4.51	Very High
My work responsibilities challenge me to grow in managing stress and in my professional and personal life.	0.596	4.43	Very High
I can balance my work with leisure/hobbies and other responsibilities.	0.558	4.34	Very High
I can sit down and relax quite easily.	0.637	4.27	Very High
I take special initiatives to manage my diet	0.694	4.06	Very High
I'm working on creating more time to connect with friends and co-teachers.	0.579	4.26	Very High
My work responsibilities help me grow in managing personal challenges and maintaining balance.	0.588	4.32	Very High
I always have time to help and support my family.	0.581	4.48	Very High
I effectively balance my work responsibilities while maintaining responsibilities at home.	0.578	4.41	Very High
I fulfill my home responsibilities in a way that keeps my family satisfied and happy.	0.598	4.45	Very High
I'm working on better time management so I can join more family events.	0.582	4.39	Very High
I get enough sleep each day to stay healthy and energized.	0.753	4.02	High
I actively maintain and manage my health conditions, such as hypertension, diabetes, headaches, migraines, or arthritis, to support my well-being.	0.696	4.11	High
I understand and manage my emotions well, helping me maintain a positive outlook.	0.531	4.25	Very High
I regularly exercise and participate in physical activities such as biking, jogging, walking, or hiking to stay fit and healthy.	0.686	3.85	High
Overall	0.381	4.28	Very High

This result is further reinforced by Rahmawati et al. (2020), who found that teachers, or individuals with greater confidence in their ability to fulfill their responsibilities, tend to achieve a better balance among the demands of work, studies, and family life. In essence, a strong sense of self-efficacy may enable individuals to manage various responsibilities without allowing one aspect of life to disrupt another disproportionately. This aligns with the current study's finding that teachers generally report a favorable level of work-life balance.

Level of Job Satisfaction

Table 3 below highlights the extent of job satisfaction of public secondary school teachers in Region XI. With a mean score of 4.34 and a standard deviation of 0.404, the score was categorized as "very high," which implies that teachers report a high degree of job satisfaction. The item with the highest mean score is "I enjoy spending time with my co-teachers," with a mean of 4.57, while the item "I am proud of the work I engage in" follows at 4.55, with the "I am satisfied that my work offers the opportunity to perform independently" at 4.53. The items "I feel that my work is meaningful" and "My colleagues in school collaborate closely to accomplish tasks and achieve educational objectives" both attained a mean score of 4.52. Overall, the

results suggest that job satisfaction is strongly associated with positive peer relationships, a sense of purpose in the work, autonomy, and collaboration to achieve educational objectives.

Table 3

Level of Job Satisfaction

Items	SD	Mean	D.E.
I feel that my work is meaningful.	0.514	4.52	Very High
I am satisfied that my work offers the opportunity to perform independently.	0.527	4.53	Very High
I am proud of the work I engage in.	0.538	4.55	Very High
I gain a sense of achievement from my work.	0.536	4.51	Very High
I am satisfied that I have opportunities to use my abilities in my work.	0.561	4.50	Very High
I am satisfied with the benefits provided by my organization.	0.727	4.20	Very High
I receive benefits that I deserve to have.	0.710	4.16	High
I am satisfied with the pace of salary increase.	0.702	4.10	High
I feel that my salary reflects how much I am valued by the organization.	0.697	4.11	High
The benefits offered by the Department of Education are fair.	0.770	4.00	High
My school head is capable.	0.684	4.45	Very High
I am satisfied with my school heads' ability to make decisions.	0.639	4.42	Very High
My school head treats everyone fairly.	0.651	4.49	Very High
My school head is considerate of subordinates' feelings.	0.651	4.51	Very High
The Department of Education provides me with the information needed to complete tasks.	0.756	4.19	High
The Department of Education provides a safe and comfortable work environment.	0.720	4.03	High
The Department of Education offers clear instructions and content for internal job assignments.	0.713	4.01	High
I can learn the results of my work in a timely manner.	0.607	4.17	High
The Department of Education provides a safe and comfortable work environment	0.667	4.09	High
I like the teachers I work with.	0.636	4.46	Very High
I enjoy spending time with my co teachers.	0.561	4.57	Very High
My colleagues in school maintain open and effective communication with one another.	0.610	4.46	Very High
My colleagues in school collaborate closely to accomplish tasks and achieve educational objectives.	0.573	4.52	Very High
Overall	0.404	4.34	Very High

The present result, "very high" overall job satisfaction, aligns with prior research outlined in the Introduction. Kalkan (2020) documented a significant positive link between teachers' self-efficacy and their job satisfaction, and Goldag (2020) reached a similar conclusion, finding that educators with stronger self-efficacy beliefs tended to report greater job satisfaction. More recently, Xiao and Zheng (2025), also referenced in the Introduction, found a significant positive association between teacher self-efficacy and job satisfaction across a range of educational settings. Collectively, these studies reinforce the current finding by indicating that when teachers view their professional abilities positively, they are more likely to hold favorable attitudes toward their work.

The present findings also align with existing literature emphasizing the significant role of workplace relationships and organizational conditions in shaping teachers' work experiences. The very high ratings for collegial relationships, collaboration, leadership, and meaningful work suggest that interpersonal and intrinsic aspects of teaching are important components of teachers' reported job satisfaction. Meanwhile, the comparatively lower level of salary, benefits, communication, and working conditions indicate that satisfaction is not uniform across all aspects of employment. Thus, while teachers generally report very high job satisfaction, specific organizational conditions may still warrant attention.

Overall, the findings indicate that public secondary teachers in Region XI experience a very high level of job satisfaction, reflecting positive views of the meaningfulness of their work, professional independence, school leadership, and relationships with colleagues. Nevertheless, the comparatively lower ratings for compensation, benefits, organizational communication, and working conditions highlight areas that may be considered to sustain teachers' positive work experiences. School leaders and educational administrators may therefore consider strengthening communication, providing clear work-related information, maintaining supportive working conditions, and ensuring that teachers are adequately informed about compensation and benefits.

Level of Organizational Commitment

Table 4 presents the level of organizational commitment of public secondary teachers in Region XI. An overall mean score of 4.23, with a standard deviation (SD) of 0.535, was interpreted as "very high," indicating that the respondents' commitment level was very high. This implies that teachers have strong feelings toward their organization, recognize the value of staying, and feel obligated to remain in their schools.

Table 4

Level of Organizational Commitment

Indicators	SD	Mean	D.E.
Affective Commitment	0.523	4.34	Very High
Continuance Commitment	0.673	4.18	High
Normative Commitment	0.596	4.18	High
Overall	0.535	4.23	Very High

Affecting commitment had the highest average rating among the three indicators, at 4.34, with a standard deviation of 0.523, which falls under the category of 'very high.' This finding implies that teachers are highly engaged with and attached to the schools they work for, and that they identify with the institutions. Teachers probably feel a sense of belongingness and pride when associating themselves with their organization. However, teachers indicate a moderate level of consideration of the costs and benefits of remaining in their current workplaces. In other words, the average score for continuance commitment was 4.18 with a standard deviation of 0.673, which is considered high. Finally, normative commitment yields an average score of 4.18, with a standard deviation of 0.596, which is also considered high. This finding suggests that teachers report a significant sense of obligation to stay in their current positions.

The results suggest that affective commitment was the highest among the respondents, whereas continuance and normative commitments were also high. This outcome implies that the teachers are more committed due to their positive feelings towards the organization, rather than its benefits or norms. Therefore, the overall commitment level of the teachers is high and likely reflects their strong relationships and connections at school, as well as their motivation and involvement in the educational process. Such a level of commitment can be explained by the teachers' ability to perform their duties effectively and participate actively in school affairs.

The findings of this study can likewise be viewed in light of research showing that several interconnected factors influence teachers' organizational commitment. Berkovich and Bogler (2020) highlighted the role of school leadership and socio-emotional conditions in fostering affective commitment, particularly when teachers feel supported and maintain positive relationships within the school community. Mansor et al. (2021) found that transformational leadership and teachers' trust in their principals are linked to heightened organizational commitment. Their results imply that when school leaders provide support and cultivate trust, teachers are more likely to form a deeper emotional connection with their organization.

Significance on the Relationship between Levels of Self-Efficacy and Work Life Balance

Table 5 below shows the correlation between teachers' self-efficacy and work-life balance of public secondary teachers. This result demonstrates a significant positive relationship between self-efficacy and work-life balance. Therefore, it can be concluded that teachers with higher levels of self-efficacy beliefs have increased odds of reporting a good work-life balance. Hence, the null hypothesis of an insignificant relationship between self-efficacy and work-life balance has been rejected.

Table 5

Significance on the Relationship between Levels of Self-Efficacy and Work Life Balance

Self-Efficacy	Work Life Balance
	Overall
Instruction	.535* (0.000)
Adapt Instruction to Individual Needs	.630* (0.000)
Motivate Students	.449* (0.000)
Cooperate with Colleagues and Parents	.629* (0.000)
Cope with Change	.613* (0.000)
Overall	.722* (0.000)

The results for the self-efficacy dimensions' indicators showed statistically significant associations with the work-life balance indicators. The indicator with the strongest connection was Adapting Instruction to Individual Needs, with an r-value of 0.630 and a p-value of 0.000, indicating a moderate positive relationship between the studied variables. Thus, it can be stated that teachers' beliefs about their ability to adapt instruction to students' individual needs positively and moderately predict their work-life balance. Cooperating with Colleagues and Parents also appeared to be positively related to participants' work-life balance, with an r-value of 0.629 and a p-value of 0.000, which implies that cooperation with colleagues and parents contributes to teachers' work-life balance.

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Generally, the results explicate that all facets of self-efficacy are considerably connected to work-life balance. In this regard, the strongest relationship was observed between overall self-efficacy and work-life balance, with a correlation of 0.722. In contrast, the weakest association was found between teachers' ability to motivate students and work-life balance, with a correlation of 0.449. Consequently, it could be explained that teachers who demonstrated higher confidence in their ability to perform instructional, interpersonal, and adaptive responsibilities effectively are more likely to achieve a more favorable work-life balance. However, although the findings established a significant association between the variables, they do not provide sufficient evidence to infer a causal relationship. Thus, higher levels of self-efficacy cannot be taken as necessarily leading to a more favorable work-life balance.

Significance on the Relationship between Levels of Work Life Balance and Organizational Commitment

Table 6 below shows the relationship between work-life balance and organizational commitment for the public secondary school teachers. The results showed that these variables had a significant positive relationship, with an overall r-value of 0.531 and a p-value < 0.001, indicating a positive connection between the research variables. Thus, it can be concluded that a teacher who feels a better balance between professional and private life has a higher chance of organizational commitment. The results reveal that the ability to satisfy both aspects of life is connected to organizational commitment. In addition, given the abovementioned results, the null hypothesis, which states that no significant relationship exists between the variables, is rejected.

Table 6
Significance on the Relationship between Levels of Work Life Balance and Organizational Commitment

Work Life Balance	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Overall	.529* (0.000)	.446* (0.000)	.466* (0.000)	.531* (0.000)

*Significant at 0.05 significance level.

The three dimensions of organizational commitment were also significantly positively related to work-life balance. Affective commitment had an r-value of 0.529 and a p-value < 0.001, suggesting a moderate positive relationship. This indicates that teachers who experience greater balance also have higher levels of affective commitment. The continuance commitment had a moderate positive relationship with work-life balance, with an r-value of 0.446 and a p-value < 0.001. This implies that teachers who experience a better work-life balance have more favorable perceptions of the costs and benefits of staying within their organizations. Similarly, the normative commitment was significantly positively associated with work-life balance, with an r-value of 0.466 and a p-value of < 0.001. This indicates that teachers who achieve a better balance between their work and personal lives also tend to feel a heightened sense of obligation towards their schools.

Among the three dimensions, affective commitment showed the strongest relationship with work-life balance, with an r-value of 0.529, followed by normative commitment with an r-value of 0.466 and continuance commitment with an r-value of 0.446. The findings suggest that work-life balance is more closely related to teachers' emotional attachment to their organizations than to their perceptions of the obligation to remain.

The present results align with those of Abdulaziz, Bashir, and Alfalih (2022), who identified a significant association between work-life balance and organizational commitment among teachers. Their study showed that educators who were more successful in balancing work and personal demands tended to exhibit higher levels of organizational commitment and reduced intentions to leave their institutions. In a similar vein, Gilla et al. (2025) reported significant links among work-life balance, motivation to teach, and organizational commitment among public secondary school teachers. Together, these studies corroborate the findings that teachers' capacity to sustain a healthy equilibrium between personal and professional responsibilities is meaningfully related to their commitment to their organizations.

Significance on the Relationship between Levels of Self-Efficacy and Job Satisfaction

Presented below (Table 7) is the relationship between self-efficacy and job satisfaction of public secondary school teachers. It was found that there is a significant positive relationship between self-efficacy and job satisfaction, with an overall r-value of 0.464 and a p-value of < 0.001 . This means that teachers who report high self-efficacy are more likely to report high job satisfaction. In other words, teachers who are more confident in performing their teaching duties are more likely to receive a more positive assessment of their jobs. As such, the null hypothesis, which stated that there is no significant relationship between self-efficacy and job satisfaction, is rejected.

Table 7
Significance on the Relationship between Levels of Self-Efficacy and Job Satisfaction

Self-Efficacy	Job Satisfaction
	Overall
Instruction	.327* (0.000)
Adapt Instruction to Individual Needs	.350* (0.000)
Motivate Students	.276* (0.000)
Cooperate with Colleagues and Parents	.472* (0.000)
Cope with Change	.404* (0.000)
Overall	.464* (0.000)

*Significant at 0.05 significance level.

Specific aspects of self-efficacy were also positively related to job satisfaction. Cooperating with Colleagues and Parents showed the highest correlation, with an r-value of 0.472 and a p-value < 0.001 . This suggests that teachers who possess greater confidence in their ability to collaborate effectively with colleagues and parents are more likely to experience higher levels of job satisfaction. Coping with Change had a significant positive relationship with job satisfaction as well, with an r-value of 0.404 and a p-value < 0.001 , indicating that teachers who are confident in their ability to cope with change have higher job satisfaction.

Among the specific components, Cooperate with Colleagues and Parents showed the strongest relationship with job satisfaction, with an r-value of 0.472, followed by Coping with Change with an r-value of 0.404, Adapting Instruction to Individual Needs with an r-value of 0.350, teachers' Instruction with an r-value of 0.327, and motivating Students with an r-value of 0.276. Altogether, the results suggest that all components of self-efficacy were positively related to job satisfaction, indicating that teachers feel more confident in their professional abilities and thus have a more positive attitude towards their work. It can be concluded that teachers' professional self-efficacy beliefs are related to their job satisfaction, as positive attitudes towards their teaching, collaboration, adaptability, and student-related capabilities lead to increased job satisfaction among teachers.

The results above also align with the study by Klassen and Chiu (2020), which established a connection between teacher self-efficacy and job satisfaction. These researchers' findings confirm the results obtained, showing that teachers who are more confident in their professional skills have more positive attitudes towards their occupation. In addition, Skaalvik and Skaalvik (2021) discuss the concept of teacher self-efficacy and demonstrate its close connection to positive aspects of the profession, such as satisfaction, effectiveness, and resistance. Thus, through their research, they also confirm the validity of the results, showing that high efficacy across different areas often leads to high job satisfaction.

Significance on the Relationship between Levels of Job Satisfaction and Organizational Commitment

Presented in Table 8 is the relationship between job satisfaction and organizational commitment of public secondary school teachers in Region XI. It was found that there is a positive and significant correlation between the variables, with an r-value of 0.655 and a p-value of less than 0.000. This implies that teachers who are more satisfied with their jobs are more committed to their organizations. Thus, the null hypothesis that there is no relationship between job satisfaction and organizational commitment of public secondary school teachers in Region XI is rejected.

Table 8
Significance on the Relationship between Levels of Job Satisfaction and Organizational Commitment

Job Satisfaction	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Overall	.647* (0.000)	.568* (0.000)	.556* (0.000)	.655* (0.000)

The three aspects of organizational commitment were also highly positively correlated with job satisfaction. The indicator affective commitment has an r -value of 0.647 and a p -value of less than 0.000, indicating the strongest relationship among the three components. Continuance commitment has an r -value of 0.568 and a p -value of less than 0.000, and normative commitment has an r -value of 0.556 and a p -value of less than 0.000. These results demonstrate that job satisfaction was significantly correlated with teachers' affective attachment to their organization, their views about the costs of departure, and their sense of obligation to stay.

This finding is consistent with those of previous studies mentioned in the Introduction. Pergamino and Yuayan (2021) reported that teachers' job satisfaction was significantly and positively related to their level of organizational commitment in the Bohol Association of Catholic Schools. Similarly, Samran and Piatanom (2023) found a positive and significant correlation between the same variables in public secondary school teachers in Thailand. These findings support the present study's results, suggesting that teachers who report greater satisfaction with their work tend to demonstrate stronger commitment to their organizations.

Significance on the Relationship between Levels of Self-Efficacy and Organizational Commitment

Table 9 presents the analysis of data on teachers' levels of self-efficacy and organizational commitment. There was a significant positive relationship between self-efficacy and organizational commitment, with an estimated coefficient ($r = 0.439$) and a p -value < 0.05 , suggesting a moderate positive association. Thus, it was found that teachers' self-efficacy significantly predicts organizational commitment, indicating that teachers with a higher belief in their capacity to perform professional activities exhibit moderate commitment to the school. The positive association was significant for all three components of organizational commitment, namely, normative, continuance, and normative, indicating that self-efficacy significantly predicts teachers' commitment to the school, their desire to remain in the school, and their responsibility to the school. Therefore, the null hypothesis, which assumed no relationship between self-efficacy and organizational commitment, was rejected.

Table 9

Significance on the Relationship between Levels of Self-Efficacy and Organizational Commitment

Self-Efficacy	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Instruction	.311* (0.000)	.262* (0.000)	.325* (0.000)	.331* (0.000)
Adapt Instruction to Individual Needs	.298* (0.000)	.281* (0.000)	.364* (0.000)	.350* (0.000)
Motivate Students	.279* (0.000)	.150* (0.002)	.136* (0.004)	.204* (0.000)
Cooperate with Colleagues and Parents	.444* (0.000)	.353* (0.000)	.457* (0.000)	.462* (0.000)
Cope with Change	.427* (0.000)	.234* (0.000)	.364* (0.000)	.372* (0.000)
Overall	.444* (0.000)	.329* (0.000)	.423* (0.000)	.439* (0.000)

*Significant at 0.05 significance level.

Among the self-efficacy indicators, Cooperating with Colleagues and Parents demonstrated the strongest overall association with organizational commitment, with an r -value of 0.462, followed by Coping with Change with an r -value of 0.372, Adapting Instruction to Individual Needs with an r -value of 0.350, and teachers' Instruction with an r -value of 0.331. These findings suggest that teachers' confidence in maintaining professional

relationships, responding to changes, adapting Instruction, and performing instructional responsibilities is significantly associated with their organizational commitment. In contrast, Motivate Students showed the weakest, although still significant, association with an r -value of 0.204. This indicates that, while confidence in motivating students remains related to organizational commitment, its association is comparatively less pronounced than that of the other self-efficacy dimensions. The pattern of results also shows that affective commitment generally had the strongest associations with the various self-efficacy indicators, suggesting that teachers' belief in their professional capabilities is particularly related to their emotional attachment to and identification with their schools.

These findings carry practical implications for school leaders and teacher development initiatives. Given that self-efficacy is meaningfully linked to organizational commitment, schools can create opportunities that build teachers' confidence in carrying out their professional roles. Targeted professional development, mentoring, collaborative peer networks, and supportive leadership practices may be especially effective in enhancing instructional skills, adaptability, collegial relationships, and teachers' capacity to navigate changes within the school environment. The relatively stronger association of collaboration with organizational commitment also highlights the value of maintaining supportive professional relationships among teachers, school leaders, and parents. However, these recommendations should be understood as practical responses to the observed relationships rather than evidence that improving self-efficacy directly causes higher organizational commitment.

Mediating Effect: Path Analysis

Presented in Table 10 are the results of the path analysis exploring the proposed relationships among teacher self-efficacy (SE), work-life balance (WLB), job satisfaction (JS), and teacher organizational commitment (OC). The analysis was performed to determine whether work-life balance and teachers' job satisfaction served as full or partial mediators in the relationship between self-efficacy and organizational commitment. The path analysis revealed that both teachers' self-efficacy and the proposed mediation variables significantly predicted the dependent variable. Nonetheless, the presence of significant individual paths does not confirm the presence of mediation. Therefore, it is also necessary to assess whether the direct and indirect effects of the constructs of interest are statistically significant to determine whether the proposed mediation model is supported.

Teachers' Self-efficacy was significantly associated with work-life balance, with a beta coefficient of 0.722 and a p -value of less than 0.001, indicating that teachers with higher self-efficacy tended to report higher work-life balance. Similarly, self-efficacy was significantly related to job satisfaction, with a beta coefficient of 0.464 and a p -value of less than 0.001, implying that teachers with stronger confidence in their professional capabilities also tended to report greater satisfaction with their work. These results are in line with the significant associations established in the preceding analyses.

Work-life balance had a significant association with organizational commitment, with a beta coefficient and p -value of <0.001 . In contrast, job satisfaction showed a stronger, statistically significant relationship with organizational commitment, with a beta coefficient of 0.529 and a p -value of 0.001. This suggests that teachers who reported better work-life balance and job satisfaction were more likely to demonstrate organizational commitment. The beta coefficient for job satisfaction was relatively high, implying that job satisfaction had a stronger statistical relationship with organizational commitment in the proposed path model; however, this does not necessarily suggest that job satisfaction directly causes organizational commitment.

In contrast, the direct link between self-efficacy and organizational commitment was non-significant, with a beta coefficient of 0.043 and a p -value of 0.431. This implies that while controlling for work-life balance and job satisfaction, self-efficacy was not directly and significantly related to organizational commitment. It is also important to note that the absence of a significant direct effect does not necessarily confirm the presence of mediation. It indicates that mediation cannot be ruled out, as no direct relationship was detected. To establish mediation, one must demonstrate that the indirect effect through the proposed mediators is significant.

The results further provide the basis of determining whether the proposed mediation was statistically supported. Although the total effect of teachers' self-efficacy on organizational commitment was statistically significant ($b = 0.6557$, 95% CI [0.5296, 0.7819]), the direct effect was not statistically significant ($b = 0.0628$, 95% CI [-0.0860, 0.2115]). More importantly, the combined indirect effect through work-life balance and job satisfaction was also not statistically significant ($b = -0.1218$, 95% CI [-0.3009, 0.0498]), since the confidence interval includes zero.

The results provided partial support for the theory. The study found strong links among self-efficacy, work-life balance, job satisfaction, and organizational commitment, suggesting that these concepts are closely connected within the group of teachers studied. Nevertheless, there was no statistical evidence that would support the idea that work-life balance and job satisfaction fully explain how self-efficacy influences organizational commitment. This finding implies that teachers' beliefs in their ability to perform teaching tasks at a professional level may also be connected to their commitment to the workplace in other ways.

Table 10
Mediating Effect: Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardize d	Standardize d			
SE → WLB	.766	.722	.035	21.787	***
SE → JS	.522	.464	.048	10.960	***
WLB → OC	.307	.224	.071	4.360	***
SE → OC	.063	.043	.080	.788	.431
JS → OC	.685	.529	.052	13.150	***

Total, Direct, and Indirect Effects

Presented in Table 11 are the results of the analysis of variance for the total, direct, and indirect impacts of self-efficacy on organizational commitment, with work-life balance and job satisfaction as mediators. Firstly, self-efficacy had a statistically significant total effect on organizational commitment ($b = 0.6557$, 95% CI [0.5296, 0.7819]), as the confidence interval did not include zero. This suggests that, when controlling for mediating variables, self-efficacy was significantly related to organizational commitment.

Next, the direct impact of self-efficacy on organizational commitment was not statistically significant ($b = 0.0628$, 95% CI [-0.0860, 0.2115]), as the confidence interval included zero. Similarly, the combined indirect effect of self-efficacy on organizational commitment through work-life balance and job satisfaction was not statistically significant ($b = -0.1218$, 95% CI [-0.3009, 0.0498]). Although the total effect was statistically significant, the analysis did not provide sufficient evidence that work-life balance and job satisfaction significantly mediated the impact of self-efficacy on organizational commitment.

The findings imply that the significant overall link between teachers' self-efficacy and organizational commitment should not be taken as proof of a meaningful direct or mediated pathway. Instead, the results show that the relationship evident at the total-effect level was not statistically supported when broken down into the specific direct and indirect effects specified in the mediation model. The non-significant indirect effect further indicates that the proposed combined pathway operating through work-life balance and job satisfaction was not confirmed in this sample. Consequently, other variables not included in the model may help account for the association between teachers' self-efficacy and their organizational commitment.

These results partially support Bandura's Self-Efficacy Theory. The analysis revealed that self-efficacy was significantly associated with teachers' work-life balance, job satisfaction, and teachers' organizational commitment. The mediation analysis also showed a significant total effect of self-efficacy on teachers' organizational commitment. Nevertheless, neither the direct effect nor the combined indirect effect was statistically significant. Altogether, the results suggest that self-efficacy is an important factor for considering teachers' work-life balance and job satisfaction. However, there is no evidence that these variables are significant pathways between self-efficacy and teachers' organizational commitment within the proposed double-mediation framework.

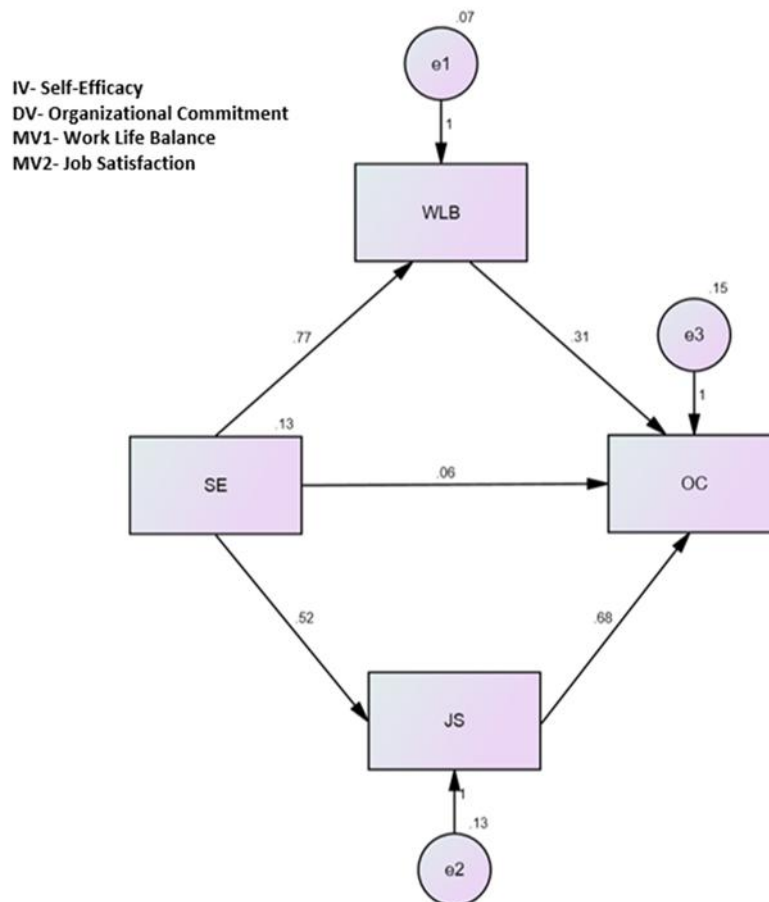
Table 11. Total, Direct, and Indirect Effects of Self-Efficacy on Organizational Commitment

Effect	<i>b</i>	95% CI	
		Lower	Upper
Total	.6557	.5296	.7819
Direct	.0628	-.0860	.2115
Indirect (mediation)	-.1218	-.3009	.0498

Figure 2. The mediating roles of work-life balance and job satisfaction on the relationship between self-efficacy and organizational commitment

Figure 2 presents the proposed double mediation model that tests the relationships among teachers' self-efficacy, work-life balance, job satisfaction, and organizational commitment. The model assumes that self-efficacy predicts organizational commitment directly and indirectly via work-life balance and job satisfaction. The path analysis revealed that all variables presented in Figure 2 were significantly related. However, it is essential to estimate the total, direct, and indirect effects to test the mediation hypothesis.

The results demonstrated that self-efficacy significantly predicted organizational commitment with an overall effect. However, upon closer inspection of the model, it appears that self-efficacy did not directly and significantly predict organizational commitment. In addition, the indirect impact of self-efficacy through work-life balance and job satisfaction was not supported, as the confidence interval for the indirect effect contained zero. Thus, Figure 2 should be viewed as a proposed model that was tested, rather than a proven mediation model, since the results did not support the mediating roles of both job satisfaction and work-life balance. Nonetheless, the model is useful because it demonstrates the hypothesized relationships among the study variables, although the results did not support the proposed double-mediator mechanism.



CONCLUSION

The results of the study revealed that public secondary school teachers in Region XI generally possessed very high levels of self-efficacy, excellent work-life balance, very high job satisfaction, and very high organizational commitment. Specifically, self-efficacy was manifested in professional competence, although the lowest score was reported for coping with change. Although work-life balance was also quite high, physical activity, sufficient sleep, diet, and workload management were reported as areas of comparatively low performance. Similarly, job satisfaction was very high, although benefits, salary progression, internal job placements, and work environment were comparatively low areas. Organizational commitment was very high, with affective commitment garnering the highest score. The study also found positive associations between teachers' self-efficacy, work-life balance, job satisfaction, and organizational commitment. In particular, teachers' self-efficacy was significantly and positively correlated with organizational commitment ($r = .439, p < .001$), suggesting that more confident teachers are generally more committed to their organizations. Although the relationship was statistically significant, it cannot be concluded that teachers' self-efficacy directly causes teachers' organizational commitment due to insufficient evidence.

The results of the mediation analysis revealed that teachers' self-efficacy significantly predicted work-life balance and job satisfaction. In addition, work-life balance and job satisfaction were meaningfully related to organizational commitment. However, the direct influence of self-efficacy on organizational commitment was not significant ($b = 0.0628$, 95% CI = -0.0860 to 0.2115). Even though the effect of self-efficacy on organizational commitment was significant ($b = 0.6557$, 95% CI = 0.5296 to 0.7819), the impact of self-efficacy on organizational commitment through two mediators was not supported ($b = -0.1218$, 95% CI = -0.3009 to 0.0498), as the confidence interval included zero. Therefore, the study did not find sufficient evidence for the claim that work-life balance and job satisfaction fully mediated the association between self-efficacy and organizational commitment. Although the variables were meaningful predictors of one another, the double-mediating role was not supported by the results.

Moreover, the results offer partial support for Bandura's Self-Efficacy Theory because self-efficacy was significantly related to work-life balance, job satisfaction, and organizational commitment, and it significantly predicted teachers' work-life balance and work satisfaction. However, the theory was not fully supported about the proposed direct and mediated effects on organizational commitment, as neither the direct nor the combined indirect effects were statistically significant. The results likewise lend credence to Meyer and Allen's Three-Component Model of Organizational Commitment. The teachers showed a very high level of organizational commitment, with affective commitment as particularly strong. Organizational commitment was also significantly related to the other variables considered in the study. In addition, the Self-Determination theory of Deci and Ryan (2000) offers a helpful complementary perspective on teachers' work experiences and job satisfaction. However, because autonomy, competence, and relatedness were not directly assessed in this study, the theory's specific assumptions were not empirically tested. Its relevance, therefore, is limited to providing an interpretive perspective on the results.

RECOMMENDATION

As indicated by the study's findings, therefore, the researcher recommends that school heads are encouraged to strengthen support mechanisms to address teachers' comparatively lower ratings in coping with change and workload management. Since coping with change was the lowest-rated dimension of self-efficacy, school leaders may provide relevant training and development activities, peer mentoring, and school-based support that help teachers adapt to changes in curriculum, technology, instructional practices, and administrative requirements. In response to the comparatively low rating regarding having more tasks than can be comfortably handled, school heads should also review the distribution of teaching and ancillary assignments and ensure that additional responsibilities are distributed fairly and reasonably. Meetings, reports, and school activities may likewise be scheduled and managed to minimize unnecessary demands on teachers' personal time. Additionally, the Schools Division Offices, in coordination with school heads, are encouraged to develop targeted initiatives to address lower-rated indicators of work-life balance, particularly those related to regular exercise, adequate sleep, diet management, and health management. Wellness initiatives may include practical health-awareness activities, opportunities for physical activity, and programs that promote rest and healthy practices without adding to teachers' workload. Moreover, the findings on job satisfaction further suggest that the Department of Education, through the appropriate Schools Division and Regional Offices, should strengthen support and communication regarding teachers' benefits, compensation, career progression, and working conditions. Since fairness in benefits, salary progression, and the perception that salary reflects teachers' value received comparatively low ratings, the appropriate offices may improve the dissemination of information about existing benefits, incentives, promotion opportunities, reclassification, and other career-related provisions.

Overall, the findings indicate that interventions for teachers should go beyond general institutional programs and instead be tailored to address the specific needs and areas identified in the study. School heads, Schools Division Offices, DepEd Regional Office officials, and teachers each have important roles in addressing concerns related to coping with change, workload, exercise, sleep, health management, benefits, compensation, organizational communication, and workplace conditions. Finally, Future researchers may consider conducting similar studies in diverse geographical settings to determine whether the findings are consistent across different contexts, school types, and educational levels. Future studies should retest the proposed double-mediation model of teachers' work-life balance and job satisfaction, report their specific indirect effects separately, and use bootstrapped confidence intervals to determine whether mediation is present.

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