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Authentic Leadership, Empowerment, Psychological Capital and Passion in Teaching: A Structural Equation Model on Self-Efficacy among Public School Teachers

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A B S T R A C T :

The objective of the study was to determine the structural model that best explained self-efficacy among public elementary teachers in Region XI of the Philippines. A quantitative, non-experimental research method was adopted in the study, and a stratified random sample of 454 was drawn from ten school divisions. Data were collected using modified questionnaires and analyzed using structural equation modeling, descriptive statistics, and Pearson correlation analysis. The results indicated very high levels of authentic leadership, empowerment, psychological capital, passion for teaching, and self-efficacy, with self-efficacy showing a statistically significant positive correlation with all independent variables used in the study. Model 3 was determined to be the best among the models examined in the study, as it indicated a strong direct link between the independent variables and teachers' self-efficacy. The amended structural model contained the following variables: relational transparency and self-awareness for authentic leadership; trust and professional development for empowerment; work self-efficacy and resilience for psychological capital; harmonious passion and obsessive passion for teaching; and self-efficacy in instructional strategies, student engagement, and class management for self-efficacy. In general, this study highlighted these constructs as important factors affecting teachers' well-being and proposed a model that provides empirical evidence for Sustainable Development Goals (SDGs) 3, 4, and 8.

Keywords: education, authentic leadership, empowerment, psychological capital, passion in teaching, self-efficacy, quantitative non-experimental design, structural equation modeling, public elementary school teachers, Philippines

SDG Indicator: #3 Good Health and Well-Being, **#4** (Quality Education), **#8** (Decent Work and Economic Growth

INTRODUCTION

The issue of teacher self-efficacy remains crucial, as low self-efficacy in one's teaching ability has been shown to lead to burnout, including emotional exhaustion. However, the specifics of this correlation can vary depending on context and specific research studies (Brouwers & Tomic, 2000). On the contrary, teacher self-efficacy has been positively correlated with work engagement and emotional exhaustion among teachers (Xu & Jia, 2022; Li, 2023; Shao et al., 2025). Furthermore, the effects of educational reforms and changing teaching settings can also play a role in teachers' efficacy beliefs, since educational institutions may not always ensure the necessary resources or implementation support (Gordon et al., 2023). In addition, effective and constructive support among teachers can increase their efficacy, whereas negative workplace experiences can have the opposite effect (Ryan & Hendry, 2023). Similarly, Almajnuni and Alwerthan (2024) noted differences in efficacy across three areas: interacting with students, teaching techniques, and managing the teaching process. Overall, the results suggest that supporting teachers' confidence in their ability to meet various educational challenges remains an important priority in education.

The importance of teacher self-efficacy is clear from the results regarding the correlation between teacher self-efficacy and popular professional outcomes. Specifically, among public school teachers in Region XI, Philippines, there is a positive and significant correlation between teacher self-efficacy and organizational commitment (Cabayag & Guhao, 2024). Moreover, the link between high levels of teacher self-efficacy and a decreased incidence of burnout indicates its contribution to professional well-being (Li, 2023; Skaalvik & Skaalvik, 2010). Belief in their efficacy is likely to help teachers overcome difficulties at work (Hussain & Khan, 2022). In addition, teaching efficacy is positively correlated with teaching performance and job satisfaction (Burić & Kim, 2021).

Numerous investigations have established a substantial connection between authentic leadership and teachers' self-efficacy. Miraflor and Quines (2022) have pointed out that authentic leadership correlates with teachers' self-efficacy in public schools in the Philippines, with self-efficacy acting as a mediator in the relationship between leadership and work engagement. Other studies have found that authentic leadership may also contribute to establishing positive conditions in schools and supporting teachers' self-confidence in their professional skills (Hu et al., 2019; Shao et al., 2025). Further research by Özdemir et al. (2025) found that the concept of authentic leadership increased teacher self-efficacy, owing to the significant

influence of authentic principals on teachers' empowerment. Moreover, the research by Khun-Inkeeree et al. (2020) has revealed a close link between principals' self-awareness — a major component of authentic leadership — and teachers' self-efficacy, which confirms that leaders' reflective and open attitudes may facilitate teachers' self-confidence.

The concept of teacher self-efficacy is intertwined with teacher empowerment. According to Golsanamlou et al. (2022), teacher empowerment has been shown to improve teachers' ability to perform their jobs effectively, and self-efficacy and job performance appear to be positively correlated. In accordance with this understanding, Azizifar et al. (2020) demonstrated a significant link between teacher empowerment and teacher self-efficacy among Iranian teachers of English, suggesting a possibility of mutual reinforcement of qualifications between the two concepts. Moreover, Veisi et al. (2015) found a positive link between teacher empowerment and teacher self-efficacy with respect to teacher practices such as the ability to involve students in the learning process and to use various educational techniques. These findings show that teachers should be given greater freedom and independence in their work and be involved in the decision-making process, as this may improve their belief in their own efficacy.

There is a strong relationship between teacher self-efficacy and psychological capital (PsyCap), as educators with strong psychological resources tend to exhibit greater confidence in their professional capacities. Recent research has documented a positive link between PsyCap and self-efficacy among preservice teachers of English and primary school teachers. Longitudinal evidence shows that psychological capital leads to the development of self-efficacy over time (Sağlam, 2026; Zhang & Zhang, 2026). What is more, psychological capital has the same relationship to the self-efficacy of rural early childhood educators. However, one study showed that this effect was not direct but rather mediated by relationships with children (Zhang et al., 2025). Wang et al. (2022) also noted that greater PsyCap leads to stronger efficacy in teaching secondary school students. A scoping review by Bertieaux et al. (2024) consequently highlighted a positive and stable relationship between teacher functioning and psychological capital. In a broader perspective, it may be implied that hope and optimism can strengthen teachers' functioning since PsyCap is related to teacher self-efficacy.

Notably, many prior studies have also revealed an association between teachers' self-efficacy and passion for teaching, which is considered another trait that can affect teachers' professional lives. For example, a study by Quines and Morastil (2025) among teachers in public elementary schools in the Philippines showed that passion for teaching correlates positively with self-efficacy and serves as a mediator in the relationship between classroom management techniques and self-efficacy. Asare (2025) also highlights the role of passion for teaching in moderating the relationship between self-efficacy and teaching anxiety among pre-service management teachers. Overall, the data suggest that teachers with a passion for teaching are more likely to be confident in their teaching abilities.

While previous studies have explored many aspects of teacher self-efficacy, it is essential to investigate how these various influences manifest in real schools. School leaders are often described as displaying an authentic leadership style characterized by self-awareness, relational transparency, balanced information processing, and moral grounding (Al-Dhuwaihi & Almohaisin, 2021). Additionally, school leaders in the Philippines have been observed to possess authenticity, transparency, self-awareness, and moral integrity (Allera & Quirap, 2025; Herring, 2024). Furthermore, authentic leadership is grounded in moral sensitivity to situations, moral reasoning, moral identity, and moral action in the face of ethical dilemmas (Olsen & Espevik, 2017). Therefore, it can be said that authentic principals are ethical, self-aware, communicative leaders who have developed strong personal relationships with teachers.

In contrast, however, the practice of employing authentic leadership is far from uniform; there are specific differences according to leader profiles and school conditions. Herring's (2024) study revealed different ways in which authentic leadership was practiced, depending on demographic characteristics and school size. Al-Dhuwaihi and Almohaisin (2021) report a similar finding regarding teachers' perceptions of authentic leadership across years of service and school level. Therefore, while authentic leadership is generally received positively, its implementation appears to depend on leaders' characteristics and the specific school context.

Also, teachers have reported experiencing empowerment in the school context. Teachers experience empowerment when the school provides supportive conditions, for example, opportunities for collaboration, open communication, and avenues for professional growth (Alagos, 2026). Kiral (2025) also identified communication and collaboration as important aspects of empowerment that foster trust, transparency, and inclusion in school decision-making. Liang et al. (2025) found that respect and teachers' professional development were also important components of teacher empowerment. Yao et al. (2024) also found empowerment as a component of teachers' development and professionalism. Tindowen (2019) also observed that empowerment included professional development, self-efficacy, autonomy, and participation in decision making among other components. These findings contribute to the work of Short and Rinehart (1992), who presented the six components of teacher empowerment.

Apart from teachers' individual competence, the organizational context also has an important impact on the possibility of teacher empowerment. Wang et al. (2024) found that organizational climate, along with teachers' autonomy, plays a key role in the process of empowerment, suggesting that supportive leadership and organizational climate create a necessary environment for higher autonomy. According to this, teacher empowerment is facilitated by trust in teachers, support, and opportunities to participate in decision-making.

Moreover, alongside leadership and empowerment, psychological capital may be another important personal resource that teachers possess. For example, Erden (2025) reported that psychological capital is associated with teachers' readiness to meet job demands and maintain effectiveness. Furthermore, Hazan-Liran and Karni-Vizer (2024) showed that an increase in psychological capital is associated with higher job satisfaction and lower burnout among teachers in both special and regular schools. Thus, it can be concluded that organizational and professional support may play a key role in maintaining teachers' psychological capital, given the difficulties they face in the workplace.

Teaching enthusiasm is another element that can influence how teachers perform professionally. Quines and Morastil (2025) observed that many public elementary teachers in Davao Occidental demonstrated very high levels of teaching enthusiasm. Moreover, Seville and Guhao's (2023) previous research found evidence of similar enthusiasm among public secondary school teachers across the Davao Region, as reflected in three criteria: passion, harmonious passion, and obsessive passion. Generally, these results imply that teachers have a strong passion for their work, which appears to be expressed in their highly committed engagement in the profession.

At the same time, it is also worth noting that the type of passion matters. Moè (2016) found that the harmonious type of passion was associated with better indicators of teachers' well-being, whereas the obsessive type did not show the same positive results. Furthermore, Day (2004) characterized enthusiastic teachers as those who are highly committed to their work and demonstrate a high degree of engagement with their profession in both

intellectual and emotional realms. Overall, all these studies suggest that passion may affect professionalism differently depending on how it is experienced.

The present study primarily concerns teachers' self-efficacy, which is the dependent variable in this case. Studies indicate that teachers believe in their capabilities to perform the tasks of their profession. As noted by Lazo (2025), teachers were found to have high efficacy in teaching methods, student motivation, and classroom management. However, it is more difficult to work with the less fortunate and problematic students. Sun and Yin (2025) also identified certain self-efficacy profiles among teachers with different levels of work experience and job roles. In the Philippines, Cabayag and Guhao (2024) found that teachers working in public schools in Region XI exhibit high self-efficacy. In general, existing studies show that teachers have relatively high levels of efficacy.

Moreover, existing research provides insight into teacher self-efficacy in practice. Padhinog et al. (2024) noted a connection between teachers' efficacy beliefs and their use of certain instructional techniques, students' involvement, and the ability to formulate achievement goals. Ma et al. (2025) reported a relationship between teachers' self-efficacy and students' academic success (though the relationship was not very strong). Ryan and Hendry (2023) identified factors such as successful teaching experience, teacher collaboration, and support as the main sources of teachers' self-efficacy, while Li (2023) showed that self-efficacy can help teachers cope with stress and burnout.

The study's conceptual framework, depicted in Figure 1, includes the following four independent variables: authentic leadership; teacher empowerment; Psychological Capital (PsyCap); and Passion for Teaching, and one dependent variable (teacher self-efficacy). The framework suggests that each of the four independent variables (contextual, organizational, psychological, and motivational) can influence how teachers perceive their ability to complete professional tasks.

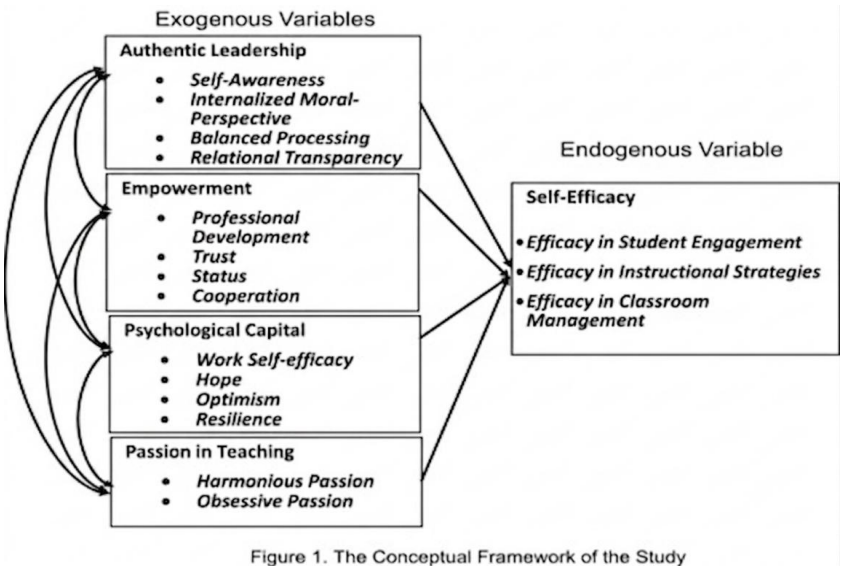


Figure 1. The Conceptual Framework of the Study

The study is primarily based on Social Cognitive Theory (SCT), with additional elements from Social Exchange Theory and Broaden and Build Theory. In addition to these three perspectives, this Framework reflects a model of environmental factors, professional agency, psychological assets, and motivational orientation that can help explain differences in teachers' perceptions of their teaching effectiveness.

According to Walumbwa et al. (2008), authentic leadership reflects how principals see themselves, their ethical values, their objective perception of data, and their openness toward others. In the social cognitive learning model of leadership, these behaviors create environmental conditions that enhance teachers' confidence and sense of agency as professionals. Studies have been published that support the association between authentic leadership and teachers' feelings of effectiveness and engagement with their work, as well as the notion that higher levels of authentic leadership will strengthen the relationship of empowering leadership practices to teachers' beliefs about their own effectiveness (Shao et al., 2025; Özdemir et al., 2025).

The teacher empowerment framework, which consists of four major areas: professional development, trust, status, and cooperation, provides opportunities for professional development (professional growth), developing, building, and maintaining trust, enhancing the professional status of teachers through the recognition of their accomplishments, and collaborating with other educators (Hıdır & Tanrıoğl, 2020).

Hidir and Tanrıogl (2020) defined professional empowerment as a teacher's ability to exercise agency within their professional environment, in line with Social Cognitive Theory. Evidence from various studies consistently supports the conclusion that empowering practices by school leaders contribute to increased psychological empowerment among teachers (Lee & Nie, 2017). Likewise, Azizifar et al. (2020) demonstrated a significant correlation between teacher empowerment and teachers' self-efficacy; therefore, teachers who experience greater empowerment tend to have higher confidence in their ability to perform their job duties.

Psychological Capital is described as Positive Psychological resources such as Work Self-Efficacy, Hope, Optimism, and Resilience (Lee et al., 2016). Work Self-Efficacy is defined as one's level of confidence towards completing job-specific tasks; Hope is the level of commitment one has towards achieving his/her goals and the way in which one identifies pathways in order to reach those goals; Optimism is defined as the way in which an individual expects positive outcomes regarding future events; and Resilience is defined as being able to manage challenges faced while recuperating from adverse situations. As outlined in Social Cognitive Theory and Broaden-and-Build Theory, these psychological resources may help enhance teachers' ability to respond constructively to challenges associated with their profession. Longitudinal data support the notion that Psychological Capital

was positively associated with Primary Teacher Self-Efficacy, as reported by Zhang & Zhang (2026). Thus, it appears that teachers with greater psychological resources exhibit stronger belief in their capacity to teach effectively.

Vallerand et al. (2003) proposed a Dualistic Model of Passion that identifies two distinct forms of passion for teaching. This includes both Harmonious and Obsessive Passion. Harmonious passion is developed from a willingness to teach freely and autonomously. Obsessive passion reflects an obligation or internal pressure to continue working in this profession. Therefore, passion serves as the motivation teachers use to engage in their work. It has also been established through empirical research that self-efficacy is associated with harmonious, rather than obsessive, passion for teaching, and that harmony with one's own passions and values fosters a greater sense of well-being for the teacher (Kim, 2017; Moè, 2016). Both articles help establish the connection between teachers' passions and their self-efficacy, allowing us to conclude that passion for teaching remains closely related to teachers' self-efficacy.

The concept of teacher self-efficacy is the endogenous variable in the proposed model, reflecting teachers' confidence that they have the skills needed to perform the tasks required for quality teaching. Teacher self-efficacy includes the three domains of Engagement Efficacy, Instructional Efficacy, and Classroom Management Efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Based on the tenets of Social Cognitive Theory, such beliefs of efficacy derive from the interaction between an individual's personal qualities and the surrounding environment. In this context, authentic leadership provides the contextual aspect of the proposed model; teacher empowerment serves as the area of professional agency, while psychological capital and teachers' desire to teach function as personal psychological and motivational resources. In this way, the relationships to be established between the four exogenous variables and teacher self-efficacy have a theoretical underpinning, as they assume that both environmental conditions and personal resources are linked to teacher self-efficacy judgments.

In previous empirical studies, connections among the various constructs have been established. However, the relationships between the constructs have mostly been examined separately. The topic of authentic leadership has been studied alongside other topics such as teacher efficacy, empowering leadership, work engagement, and teacher agency. Studies on leadership-related empowerment have shown a relationship between teachers' psychological empowerment and teacher empowerment, and self-efficacy has been associated with teacher empowerment. With respect to psychological capital, research indicates that it predicts the self-efficacy of primary school teachers.

As far as research on passion is concerned, links have been drawn between teaching passion and efficacy outcomes. However, research on this phenomenon has been mainly concentrated on pre-service teachers. Therefore, existing studies show that pairwise relationships among the constructs are established. However, there is no clarity on the mechanisms by which authentic leadership, teacher empowerment, psychological capital, and passion for teaching interact to influence teacher self-efficacy.

The objective of the study was to determine the structural model that best explained self-efficacy among public elementary teachers in Region XI of the Philippines. A quantitative, non-experimental research method was adopted in the study, and a stratified random sample of 454 was drawn from ten school divisions. Data were collected using modified questionnaires and analyzed using structural equation modeling, descriptive statistics, and Pearson correlation analysis. The results indicated very high levels of authentic leadership, empowerment, psychological capital, passion for teaching, and self-efficacy, with self-efficacy showing a statistically significant positive correlation with all independent variables used in the study. Model 3 was determined to be the best among the models examined in the study, as it indicated a strong direct link between the independent variables and teachers' self-efficacy. The amended structural model contained the following variables: relational transparency and self-awareness for authentic leadership; trust and professional development for empowerment; work self-efficacy and resilience for psychological capital; harmonious passion and obsessive passion for teaching; and self-efficacy in instructional strategies, student engagement, and class management for self-efficacy. In general, this study highlighted these constructs as important factors affecting teachers' well-being and proposed a model that provides empirical evidence for Sustainable Development Goals 3, 4, and 8.

In addition to establishing the levels of the studied variables and exploring their associations, the research allows testing null hypotheses positing the absence of significant relationships among the relevant variables and assessing whether any of the proposed structural models provide the best fit for teacher self-efficacy. Furthermore, by moving beyond bivariate analysis to structural equation modeling, the study aims to explore more complex relationships underlying influences on teacher self-efficacy and to gather relevant evidence that may be used to design teachers' professional development.

At the end of the day, the results gained may contribute towards the implementation of broader global goals. The research contributes to SDG 4 on Quality Education by generating evidence to support efforts to improve teachers' teaching effectiveness and ensure equal learning opportunities. The findings also align with SDG 3 on Good Health and Well-Being by offering insights into how personal and organizational resources can influence teachers' psychological well-being. Finally, the research is relevant to SDG 8 on Decent Work and Economic Growth, as it focuses on promoting caring and supportive work environments that improve teachers' motivation and job performance.

The findings from this study have the potential to serve as evidence to help policymakers, school leaders, and educational institutions develop evidence-based policies and programs that improve the workplace environment for teachers. More specifically, DepEd, along with other members of the Philippine Congress, will be able to use these findings to develop evidence-based programs and policies that support the professional development of public school teachers and foster a supportive environment for teaching in public schools.

Based on the findings from this study, school leaders will also be able to develop more effective leadership styles and create support systems for their teachers. By providing school leaders with insight into their own leadership practices, the study will offer guidance on implementing practices that empower teachers, ultimately creating positive environments for teaching and learning in public schools.

From an individual perspective, the findings of this study highlight the value of psychological resources, passion for teaching, and teacher self-efficacy as vital components of professional functioning for public elementary school teachers. Additionally, the findings will help community stakeholders understand the conditions that support teachers and create an environment for teaching and learning.

Finally, the structural equation model derived from this study's findings may provide future researchers with a framework for conducting similar studies. Future researchers can build upon the initial findings of this study through replication studies, theoretical explications of the study, and comparative studies across countries or populations.

2. METHODOLODY

The details of the research design, the participants who took part in the study, the instruments used in the study, and the methodology used across all research were outlined in this section of the study.

Using a proportionate stratified random sampling method, 454 participants were selected to represent the 25,695 public elementary school teachers in Region 11 for the 2025-2026 school year. This sample size is larger than the typical size range of 200-400 if you are using SEM to estimate maximum likelihood; therefore, it gives the researcher a statistical power of at least .08, as well as providing stable parameter estimates and a reliable fit for the five latent factors of the model of interest (Hair et al., 2019; Kline, 2023).

To gain a balanced representation of the various regions within Region 11, the sample was distributed in proportion to each school division's share of the total teacher population; therefore, all ten school divisions had equal representation in the final sample. Within each of these school divisions, a random selection of teachers was made using a computer-generated random selection process. All teachers had the same probability of being included in the study, and this process eliminated potential sampling errors while enhancing the ability to generalize the findings to the entire Region 11 population.

A stratified random sampling method was used to provide adequate representation of each subgroup. Stratified random sampling divides heterogeneous populations into separate but internally homogeneous strata. Iliyasu and Etikan (2021) describe how multiple independent simple random samples were drawn from each stratum, proportional to its share of the overall region, and combined to create a sample that accurately represents the region. This methodology helps maintain the demographic proportions and distributions of characteristics across all 10 divisions comprising the sample population, while also increasing data reliability and reducing sampling error.

Materials and Instruments

Based on five previously published standardized research instruments adapted specifically for the study of the context of public elementary schools in the area, one of the first exogenous variables examined was the Authentic Leadership of elementary school principals. Authentic Leadership has been measured using the 16-item Authentic Leadership Questionnaire (ALQ), developed by Walumbwa et al. (2008), which evaluates the four domains of Authentic Leadership: Self-Awareness, Internalized Moral Perspective, Balanced Process, and Relational Transparency.

Another exogenous variable in the study is Teacher Empowerment. A revised version of the 16-item Teacher Empowerment Scale, developed by Hıdıroğlu and Tanrıöğen (2020), was used to measure this variable. The revised scale included the four domains of Professional Development, Trust, Status, and Cooperation. The two instruments included some minor modifications to the wording of the items. For example, the terminology used in the two instruments was adjusted to be more appropriate to the context of the specific leadership structures of DepEd elementary school principals. The modifications to the instruments were approved by both the research adviser and the expert validators for their contextual appropriateness.

The instruments used to measure the exogenous variables, Psychological Capital and Passion for Teaching, were adapted from previously validated sources. To gauge Psychological Capital, a 12-item measure was created based on the work self-efficacy, hope, optimism, and resilience constructs of Lee et al. (2016). The 8-item Passion for Teaching scale was derived from the harmonious passion and obsessive passion constructs of Dokubo and Osuji (2019).

The endogenous variable, Teacher Self-Efficacy, was operationalized using the 12-item Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001) and comprises three constructs: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Each of the five instruments employed a 5-point Likert-type rating scale with scores ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), as per the original Likert (1932) rating format.

To ensure comparable interpretation of the responses to the five constructs, the mean score for each construct was calculated using the 5-point continuous scale and the mean scores were interpreted using the following descriptive categories: Very High (mean of 4.20 to 5.00) would indicate a consistent presence of the measured indicator or variable; High (mean of 3.40 to 4.19) would indicate frequent observations of the indicator or variable; Moderate (mean of 2.60 to 3.39) would reflect some degree of presence of the indicator or variable; Low (mean of 1.80 to 2.59) would indicate a limited presence of the measured indicator or variable; and Very Low (mean of 1.00 to 1.79) would indicate minimal presence of the indicator or variable.

The validation of the research instruments for field administration has been conducted through content and construct validation by six expert validators, yielding an overall validation mean of 4.40, which is very good. The validation results will be used to revise the instruments based on the expert validators' recommendations, and then to conduct a pilot test with 50 public elementary school teachers who did not participate in the main study to determine the instruments' internal consistency.

The results indicate that all five research instruments exhibited high to excellent internal consistency based on the following Cronbach's alpha results: Teacher Empowerment ($\alpha = .955$), Teacher Self-Efficacy ($\alpha = .952$), Authentic Leadership ($\alpha = .940$), Passion for Teaching ($\alpha = .936$), and Psychological Capital ($\alpha = .963$). The combination of content and construct validity, internal consistency, and contextual appropriateness provide empirical evidence for the adaptation and/or modification of these research instruments for the main study and for structural equation modeling.

Design and Procedure

Using a descriptive correlational research design, this study employed a quantitative, non-experimental method. Quantitative non-experimental research typically examines the relationship between variables as they naturally occur rather than through controlled manipulation of the researcher (Creswell & Creswell, 2018). Specifically, descriptive correlational research was used to explore the foundational levels of the exogenous variables (i.e., authentic leadership, teacher empowerment, psychological capital, and passion for teaching), along with the endogenous outcome variable, teacher self-efficacy. The results of this type of research will help researchers understand the magnitude and nature of the relationships between the exogenous and endogenous variables. However, they will not enable them to establish cause-and-effect between these relationships (Rohrer, 2018).

Structural equation modeling (SEM) served as the analytical framework for examining the complex multivariate relationships among the study's constructs. SEM is a type of multivariate analysis that assesses both the relationships between observed indicators and latent variables of properly defined theoretical models (Stein et al., 2012). SEM differs from traditional bivariate methods in that it allows researchers to simultaneously evaluate the measurement properties of constructs and their structural associations, while controlling for measurement error when estimating latent constructs (Hair & Sarstedt, 2019). In addition, SEM allows researchers to test multiple interconnected paths simultaneously within a single overall model. The goal of this study is to employ SEM to test the hypothesized relationships among the dimensions of authentic leadership, teacher empowerment, psychological capital, and passion for teaching, and to examine their combined effect on the self-efficacy of public elementary school teachers in Region XI.

To assess the proposed models' plausibility and structural validity, a variety of goodness-of-fit indices and standardized cutoff criteria were used in accordance with recommended methodological practices (Hair et al., 2019; Kline, 2023). A model is considered well-fitting when there is no significant difference between an observed sample covariance structure and the covariance structure implied by the model, as indicated by a non-significant Chi-square statistic (Jöreskog & Sörbom, 1996). In addition, additional incremental and relative fit indices were calculated (e.g., the Comparative Fit Index [CFI], Tucker-Lewis Index [TLI], Normed Fit Index [NFI], and the Goodness-of-Fit Index [GFI]) using a cutoff of > .95 for excellent fit (with > .90 being considered an acceptable fit) (Kline, 2023). Absolute model fit was evaluated using the Root Mean Square Error of Approximation (RMSEA), where RMSEA values of ⩽ .05 indicate an outstanding fit, and RMSEA values of ⩽ .08 to ⩽ .1 indicate an acceptable error of approximation.

There was a procedure for collecting data, consisting of several steps. The first step was to obtain ethical clearance from the University of Mindanao Ethics Review Committee (UMERC) under protocol number UMERC-2025-496. After the clearance was made, formal permission was obtained from the Office of the Regional Director (ORD). Letters of endorsement and authorization were prepared and submitted to the Schools Division Superintendents from the participating divisions.

After obtaining approval from the SDOs, the researcher contacted the Principals of Elementary Schools and requested permission to conduct the survey. Finally, the survey took place from the second week of January 2026 until the end of March 2026. The researcher distributed printed questionnaires to the selected schools and personally collected the completed questionnaires with the assistance of the schools' administrative officers. Upon collection of the completed questionnaires, the researcher reviewed them for completeness and consistency, audited their responses, and organized and tabulated them for subsequent statistical processing.

Data analysis was conducted using descriptive and inferential statistical techniques with a .05 level of significance. The means and standard deviations were calculated for the Authentic Leadership, Teacher Empowerment, Psychological Capital, Passion for Teaching, and Teacher Self-Efficacy variables to describe the level of each variable. To examine the nature of the linear relationships between each Exogenous variable and Teacher Self-Efficacy, Pearson's Product-Moment Correlation Coefficient (r) was used, with quantitative results reported in accordance with the standards outlined by the American Psychological Association (2020).

The maximum likelihood estimation (MLE) method was used within the SEM framework to test the theory and determine which structural model best reflects the relationships among the constructs in this study using the observed data. The analysis examined both the measurement component of the proposed model and its structural components. The analysis also included an evaluation of model fit using indices established by the SEM guidelines (Kline, 2023). The research team adhered to the principles of academic honesty by appropriately acknowledging, paraphrasing, and adequately citing all the theoretical and empirical sources that supported the study.

3. RESULTS AND DISCUSSION

This study examines the empirical findings on authentic leadership, teacher empowerment, psychological capital, passion for teaching, and teacher self-efficacy in public elementary school teachers. In this section, the findings are analyzed in relation to the study's specific research questions and presented in clear chronological order. The analysis also includes an assessment of the proposed SEMs, along with an evaluation of how well each SEM fits the data, based on appropriate goodness-of-fit indices.

Authentic Leadership Teachers' perceptions of authentic leadership through its four aspects (Self-Awareness, Internalized Moral Perspective, Balanced, and Relational Transparency) are summarized in Table 1. The overall average (Mean = 4.29, SD = 0.640) of the four dimensions measured is in the (Very High Category), which indicates that school heads demonstrate the authentic leadership practices consistently. Among all four dimensions of authentic leadership, Internalized Moral Respective had the highest average (Mean = 4.37, SD = 0.655), followed by Self-Awareness (Mean = 4.30, SD = 0.669). Balanced Processing had an average of 4.27 (SD = 0.782). Relational transparency had the lowest overall average at (Mean = 4.23, SD = 0.696) but continues to fall within the (Very High) category.

Table 1: Level of Authentic Leadership

Indicator	SD	Mean	D.E.
Self-Awareness	0.669	4.30	Very High
Internalized Moral Perspective	0.655	4.37	Very High
Balanced Processing	0.782	4.27	Very High
Relational Transparency	0.696	4.23	Very High
Overall	0.640	4.29	Very High

The findings of this study indicate consensus among teachers in Region XI regarding the presence of authentic leadership within their school administration, as demonstrated across all four dimensions of this leadership style. This finding is evidenced by the Very High ratings attributed to the school administration for this dimension. The teachers who provided these ratings reported that they perceive school principals/administrators as having an understanding of their strengths and emotions, being guided by their core values, being thoughtful about the perspectives of others before making decisions, being honest and genuine in their interactions with those they lead, and being dedicated to leading with a strong ethical framework. The high level of agreement among the teachers indicates that authentic leadership is well-developed and expressed across multiple areas, not confined to a single area of leadership.

The findings of the present study corroborate those of Al-Dhuwaihi and Almohaisin (2021), who reported high levels of authentic leadership across the same four dimensions among school leaders. Additionally, the Very High level of authentic leadership identified in this study is consistent with the findings of Allera and Quirap (2025), who reported the characteristics of genuine, value-driven, and transparent decision-making in the practice of authentic school leaders. Lastly, the very high rating for Internalized Moral Perspective is consistent with the findings of Olsen and Espevik (2017), who identified moral reasoning and moral principles as central to the practice of authentic leadership.

Empowerment

Table 2 shows how teachers were empowered according to the number of ways they believe they can be effective in their professional roles, based on their perceptions of four distinct indicators of empowerment (Professional Development, Trust, Status, and Cooperation). The average score across all teachers was 4.49 (SD = .487), indicating that, overall, the respondents felt very high levels of empowerment within their profession. Of the four measures of empowerment assessed, the score for Status had the highest mean (M = 4.61, SD = 0.517), while the scores for Professional Development (M = 4.49, SD = 0.591) and Cooperation (M = 4.45, SD = 0.547) were lower. Even though trust had the lowest mean score (M = 4.40, SD = 0.652), it still represented a 'Very High' level of empowerment for this group of teachers.

Table 2: Level of Empowerment

Indicators	**SD**	**Mean**	**D.E.**
Professional Development	0.591	4.49	Very High
Trust	0.652	4.40	Very High
Status	0.517	4.61	Very High
Cooperation	0.547	4.45	Very High
Overall	**0.487**	**4.49**	**Very High**

According to the study's findings, most teachers perceive their job positively and believe that teaching is a well-respected profession, with support from their school administrators for their participation in seminars and other professional learning opportunities. Teachers also state they have good communication with their direct supervisor and have meaningful opportunities to collaborate with their peers.

The findings of this research also support those of Alagos (2026), who concluded that teachers feel more empowered when they receive positive support from their school administrators, collaborate and engage in constructive communication with one another, and have opportunities for professional growth. Provided with these conditions, teachers can build their knowledge, skills, and competencies.

The results of this study are consistent with Kiral's (2025) findings that communication and collaboration are two key components of empowerment, as these elements create a working atmosphere that fosters transparency, trust, and shared decision-making. Likewise, Wang et al. (2024) found that empowerment is closely related to both the climate of the teaching organization and teachers' autonomy over their own practice. The researchers suggest that a positive school environment that promotes supportive leadership would provide teachers with greater opportunities to exercise their professional autonomy.

Psychological Capital

Table 3 shows the level of psychological capital (PsyCap) as determined by the four indicators: work self-efficacy, optimism, hope, and resilience. Overall, the mean score for psychological capital was 4.50 (SD = 0.473), indicating that this level is classified as Very High or consistently present among all respondents. Of the four indicators, optimism had the highest mean score of 4.55 (SD = 0.501), followed closely by hope at 4.54 (SD = 0.514) and resilience at 4.50 (SD = 0.520). Work self-efficacy had the lowest mean at 4.40 (SD = 0.542), but this still falls within the Very High range for classification.

Table 3: Level of Psychological Capital

Indicators	**SD**	**Mean**	**D.E.**
Work Self-Efficacy	0.542	4.40	Very High
Optimism	0.501	4.55	Very High
Hope	0.514	4.54	Very High
Resilience	0.520	4.50	Very High
Overall	**0.473**	**4.50**	**Very High**

Teachers' Psychological Capital (PsyCap) is a highly valuable psychological resource that enables them to manage the pressures of their careers. Through this research project, teachers had psychological capital through their belief in their own ability to be successful, even under pressure; their belief in their ability to reach work goals; their proactive pursuit of those goals; their belief that every work challenge could be beneficial, and their ability to formulate strategies for addressing work-related challenges.

Results from Erden (2025) indicate that PsyCap is related to a teacher's ability to manage workplace stress and maintain healthy functioning. Similarly, Soykan et al. (2019) found that higher levels of PsyCap were associated with teachers experiencing lower stress and a greater focus on task completion when faced with workplace challenges. Therefore, the current research results indicate that respondents possess a Very High level of PsyCap, reflecting their ability to perform and adapt to the demands of their chosen careers.

Passion in Teaching

The passion level for teaching, as measured on two dimensions (Harmonious and Obsessive), is shown in Table 4. Based on Public School teachers from Elementary Schools, an average score of 4.56 (SD = 0.465) indicates that their overall Passion for Teaching falls into the "Very High" ratings; therefore, they demonstrate a consistent level of Passion for Teaching. There was a slightly higher average score (4.58) for Obsessive Passion than for Harmonious Passion (4.55); however, both average scores were still rated in the "Very High" range.

Table 4: Level of Passion in Teaching

Indicators	SD	Mean	D.E.
Harmonious Passion	0.499	4.55	Very High
Obsessive Passion	0.484	4.58	Very High
Overall	0.465	4.56	Very High

Results of the current study indicate that the level of passion (for teaching) among public elementary school teachers was at the Very High level. This indicates that public elementary school teachers are consistently highly dedicated and very frequently highly dedicated to the profession of teaching. They spend much time and energy in their teaching careers, provide positive influence on their students' attitudes and behaviors through their level of commitment, are motivated by personal gratification and fulfillment, and demonstrate an immense degree of dedication to the teaching profession.

The results of the current study are consistent with the work of Vallerand et al. (2003), who described passion as a strong inclination towards an activity that an individual values highly and is willing to invest their time and energy in. Day (2004) states that Passionate Teachers have a high degree of Commitment, are very enthusiastic about their jobs, and are both intellectually and emotionally engaged in their work. Therefore, the current study's findings reporting a Very High level of passion (for teaching) provide evidence of a high level of Commitment and active involvement in professional duties among the respondents.

The Dualistic Model of Passion (Vallerand et al., 2003) further supports the current study's findings by distinguishing between Harmonious and Obsessive Passion. The Very High ratings of both dimensions indicate that Public Elementary School Teachers are likely to be very engaged in teaching for a variety of reasons (e.g., voluntary personal choice and a sense of pressure or obligation). These findings are consistent with Moè (2016), who found that Harmonious Passion is positively associated with the More Adaptive Aspects of Teacher Well-Being, whereas Obsessive Passion is not. Overall, the results show that the effects of Teachers' Passion vary according to how they experience and internalize their Teaching Involvement.

Self-Efficacy

According to Table 5, the degree of self-efficacy for each teacher was measured in three ways: student engagement, instructional strategies, and classroom management. The average score for all teachers was 4.57 (SD = 0.470). This average indicates that all surveyed teachers had a high level of confidence in their ability to fulfill their responsibilities as educators. Of the three areas measured, Efficacy in Student Engagement received the highest average score (M = 4.6, SD = 0.490). Both Efficacy in Instructional Strategies and Efficacy in Classroom Management received an average score of 4.56. All three areas were rated Very High on the teacher self-efficacy scale.

Table 5: Level of Self-Efficacy

Indicators	SD	Mean	D.E.
Efficacy in Student Engagement	0.490	4.60	Very High
Efficacy in Instructional Strategies	0.507	4.56	Very High
Efficacy in Classroom Management	0.490	4.56	Very High
Overall	**0.470**	**4.57**	**Very High**

The responses on teacher self-efficacy indicate that, overall, respondents have high confidence in their ability to undertake important teaching tasks (Very High). They believe they can encourage pupils to love learning, engage pupils with little interest in school, adjust lessons to cater to individual needs, and answer challenging questions with confidence. These rules promote appropriate behavior in the classroom and establish routines that help the classroom run smoothly.

This is aligned with previous empirical studies indicating that teacher self-efficacy is evident in many aspects of teaching, such as instruction, motivation, and classroom management. The current finding that teachers feel confident in maintaining productive classroom environments and nurturing positive interactions is consistent with Wettstein et al. (2021), who found that teachers' self-efficacy was associated with their classroom management practices and the quality of their relationships with students. In the same way, Lazo (2025) found that teachers also had high levels of self-efficacy in their teaching, students' motivation, and classroom management. Additionally, Padohinog et al. (2024) reported teacher efficacy, as reflected in positive ratings of instructional strategies and student involvement. In addition, Ryan and Hendry (2023) found that successful teaching experiences, professional collaboration, and supportive conditions are factors that affect teacher efficacy, suggesting that positive experiences in the field and supportive conditions could boost teacher efficacy beliefs.

These findings are similar to those of Tschannen-Moran and Woolfolk Hoy (2001), who related teacher efficacy to teachers' instructional practices and students' motivation to learn. Similarly, Hettinger et al. (2021) investigated teachers' self-efficacy in managing their classrooms in relation to their perceived instructional methods. The findings of these studies also confirm the current results, which strongly indicate that teacher self-efficacy is evident in student engagement, instruction, and classroom management. In general, the Very High level found in this study further supports the view that teachers' self-efficacy is important with regard to their self-confidence in engaging students, teaching effectively, and managing the classroom.

Significance on the Relationship between the Levels of Authentic Leadership and Self-Efficacy

The correlation results between authentic leadership and Teacher Self-efficacy are presented in Table 6. The results show that the two variables are statistically significant and that there is a positive correlation between teacher self-efficacy and the level of authentic leadership. All the p-values were reported as .000, which is less than the .05 level of significance, and the overall correlation coefficient was r = .365. Furthermore, all four aspects of authentic leadership were significantly positively correlated with overall teacher self-efficacy. Among the three construct correlations, Self-Awareness had the highest correlation (r = .390), followed by Internalized Moral Perspective (r = .348) and Relational Transparency (r = .344). Balanced Processing showed the lowest correlation (r = .264) but exhibited a strong positive relationship with overall teacher self-efficacy.

In my opinion, the more reflective, empathetic, and self-aware the school leaders are, the more confident the teachers will feel. While it may have the weakest relationship, the significant association highlights the continued relevance of considering other viewpoints. Therefore, teacher self-efficacy can be increased through reflective, supportive, and inclusive leadership practices that school leaders can implement.

Table 6

Significance on the Relationship between Levels of Authentic Leadership and Self-Efficacy

Authentic Leadership	Self-Efficacy			
	Efficacy in Student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Self-Awareness	.380* (0.000)	.371* (0.000)	.358* (0.000)	.390* (0.000)
Internalized Moral Perspective	.342* (0.000)	.321* (0.000)	.327* (0.000)	.348* (0.000)
Balanced Processing	.258* (0.000)	.264* (0.000)	228* (0.000)	.264* (0.000)
Relational Transparency	.329* (0.000)	.329* (0.000)	.318* (0.000)	.344* (0.000)
Overall	.355* (0.000)	.349* (0.000)	.333* (0.000)	.365* (0.000)

*Significant at 0.05 significance level.

The present results are also consistent with those of Shao et al. (2025), who reported a positive correlation between authentic leadership and teacher efficacy. Likewise, Özdemir et al. (2025) revealed that authentic leadership enhanced the relationship between empowering leadership and teacher self-efficacy and teacher agency. The results of these studies support the idea that authentic leadership can be a prominent contextual factor influencing teachers' beliefs about their ability to perform their job duties well.

The positive relationship can be explained by the interaction between environmental and personal factors, which lead to the formation of efficacy beliefs (Bandura, 1986). Self-aware leadership, the internalization of a moral perspective, balanced decision-making, and relational openness could help create a supportive work environment. In such an environment, teachers' confidence in engaging students, implementing appropriate instruction, and meeting classroom demands may improve.

Significance on the Relationship between the Levels of Empowerment and Self-Efficacy

The results of the analysis that examined the relationship between teacher empowerment and teacher self-efficacy are presented in Table 7. The results showed a significant positive correlation between the two variables, with an overall correlation coefficient (r) of .517 and a p-value of 0.000 ($p < 0.05$). Since this result was achieved, the null hypothesis was rejected. Teacher self-efficacy was also significantly and positively associated with all four dimensions of teacher empowerment. Of these, Status had the highest correlation (r = .527), followed by Cooperation (r = .500), Professional Development (r = .381), and Trust (r = .361).

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

Empowerment	Self-Efficacy			
	Efficacy in Student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Professional Development	.366* (0.000)	.372* (0.000)	.346* (0.000)	.381* (0.000)
Trust	.350* (0.000)	.352* (0.000)	.322* (0.000)	.361* (0.000)
Status	.510* (0.000)	.484* (0.000)	.505* (0.000)	.527* (0.000)
Cooperation	.458* (0.000)	.493* (0.000)	.469* (0.000)	.500* (0.000)
Overall	.493* (0.000)	.498* (0.000)	.479* (0.000)	.517* (0.000)

*Significant at 0.05 significance level.

These findings indicate that teachers' confidence in their professional skills is higher when they feel valued, included, and supported, and have opportunities for growth within the school setting. The higher correlations for Status and Cooperation could suggest that these two factors are particularly important in enhancing teachers' confidence. While it was the lowest correlation, it was a relationship, suggesting that supportive, trusting relationships remain significant to teacher self-efficacy. As a result, school leaders can create a climate in which teachers are valued, included in decision-making, supported in working cooperatively, and provided with professional development opportunities.

This is further supported by Azizifar et al (2020), who established that teacher empowerment was positively correlated with teachers' self-efficacy. Furthermore, it is consistent with the findings of Lee and Ni (2017), which state that school leaders' psychological empowerment was positively related to their empowerment behaviors. Together, these results indicate that when teachers receive professional support and recognition, growth opportunities, trust, and collaboration, they are more likely to have a stronger sense of their professional competence.

Significance on the Relationship between the Levels of Psychological Capital and Self-Efficacy

As indicated in Table 8, the study determined the extent of the correlation between the level of Psychological Capital and Teacher Self-Efficacy (TSE). The results suggest a very strong, statistically significant positive correlation between Psychological Capital and Teacher Self-Efficacy, with a total correlation coefficient of r = .704 and a corresponding p-value of .000 ($p < .05$). Furthermore, among the four facets associated with Psychological Capital, the facet with the strongest correlation with the total score for Teacher Self-Efficacy was Resiliency (r = .681), followed closely by Hope (r = .657), Optimism (r = .624) and Work Self-Efficacy (r = .599). A statistically significant positive relationship existed for each of the four components of Psychological Capital and Teacher Self-Efficacy.

Table 8
Significance on the Relationship between Levels of Psychological Capital and Self-Efficacy

Psychological Capital	Self-Efficacy			
	Efficacy in Student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Work Self-Efficacy	.574* (0.000)	.578* (0.000)	.550* (0.000)	.599* (0.000)
Optimism	.595* (0.000)	.600* (0.000)	.580* (0.000)	.624* (0.000)
Hope	.642* (0.000)	.621* (0.000)	.605* (0.000)	.657* (0.000)
Resilience	.648* (0.000)	.646* (0.000)	.645* (0.000)	.681* (0.000)
Overall	.675* (0.000)	.672* (0.000)	.654* (0.000)	.704* (0.000)

*Significant at 0.05 significance level.

The results show that teachers' psychological resources are closely related to their ability to cope with teaching challenges. Since Resilience is a significant factor, teachers who are resilient in the face of adversity and can keep going through tough times might feel more confident in managing classroom and instructional tasks. Likewise, Hope and Optimism can support teachers' motivation when they face obstacles, and Work Self-Efficacy is the teachers' self-concept of their professional work performance. Overall, the findings indicate that strengthening teachers' psychological resources plays a significant role in fostering a conducive environment that enhances teachers' confidence, motivation, and teaching competence.

This study has found a strong correlation between psychological capital and teacher self-efficacy, consistent with Zhang and Zhang (2026), who reported a positive correlation among primary school teachers. They also found in their longitudinal study that psychological capital was positively associated with teachers' self-efficacy in their later years, suggesting that psychological capital may influence teachers' self-efficacy over time. This is also consistent with Luthans et al. (2007), who defined psychological capital as a positive psychological resource comprising work self-efficacy, hope, optimism, and resilience. Those who have stronger psychological remayes might have higher self-confidence and can better deal with difficulties in the teaching process.

Significance on the Relationship between the Levels of Passion in Teaching and Self-Efficacy

As shown in Table 9, there was a positive correlation between a teacher's passion for teaching and their self-efficacy potential. All analyses showed statistically significant results ($p < .05$). Therefore, it can be concluded that passion for teaching has the strongest correlation among the four independent variables examined ($r = .765$). Both Obsessive Passion ($r = .736$) and Harmonious Passion ($r = .710$) were also found to be statistically significantly correlated with total teacher self-efficacy.

Table 9
Significance on the Relationship between Levels of Passion in Teaching and Self-Efficacy

Passion in Teaching	Self-Efficacy			
	Efficacy in Student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Harmonious Passion	.659* (0.000)	.681* (0.000)	.679* (0.000)	.710* (0.000)
Obsessive Passion	.685* (0.000)	.708* (0.000)	.700* (0.000)	.736* (0.000)
Overall	.710* (0.000)	.734* (0.000)	.729* (0.000)	.765* (0.000)

*Significant at 0.05 significance level.

The findings indicate that teachers who are passionate about their profession have greater confidence in their teaching and in fulfilling classroom needs. Even though teachers may have different experiences of and expressions of passion, both are strongly associated with teachers' sense of self-efficacy. This reinforces the need to help teachers stay engaged in their work in a healthy, positive way through positive work experiences, professional development opportunities, and a supportive school environment.

Results suggest that teachers who are enthusiastic about their job are more confident in teaching and in meeting the demands of the classroom. Although a sense of passion can be expressed and experienced in various ways, the strong association indicates that both Harmonious Passion and Obsessive Passion are closely related to teachers' sense of self-efficacy. This highlights the need to support teachers in sustaining a positive, healthy work environment, opportunities for their professional growth and development, and a supportive school climate.

The findings are consistent with the Dualistic Model of Passion (Vallerand et al., 2003), which views passion as a powerful motivational force toward an activity that is meaningful and personally rewarding. They are also consistent with Kim's (2017) findings that harmonious passion was a predictor of teacher efficacy among early childhood preservice teachers, and with Moè's (2016) findings that harmonious passion was linked to adaptive aspects of teacher well-being. These studies have all confirmed the relationship between passion and teachers' beliefs about their efficacy as teachers, and they do so in tandem with the current study.

Best Fit Model on Self-Efficacy

To achieve an acceptable level of statistical adequacy, the models were modified to better align with the observed data. Three alternative models were evaluated to identify the best model based on the established goodness-of-fit criterion. If $p > .05$, this was considered an acceptable model fit. The chi-square-to-degrees-of-freedom ratio (CMIN/DF) was expected to be between 0 and 2; the Root Mean Square Error of Approximation (RMSEA) was expected to be below .05 with a P-close value above .05. The Normed Fit Index (NFI), Tucker–Lewis Index (TLI), Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI) were expected to be greater than .95 for the incremental and absolute fit indices. The following criteria were used to assess the suitability of the three models and determine which model best fit the observed data.

Generated Model 1. The hypothesized direct relationship between four exogenous latent constructs (Authentic Leadership, Teacher Empowerment, Psychological Capital, and Passion in Teaching) and the endogenous latent construct, Teacher Self-Efficacy, is shown in Figure 2, which is referred to as Structural Model 1. Four dimensions of Authentic Leadership were operationalized: self-awareness, internalized moral perspective, balanced processing, and relational transparency. Teacher Empowerment involved professional development, trust, status, and cooperation, whereas Psychological Capital involved job self-efficacy, hope, optimism, and resilience. Passion in teaching was represented by harmonious and obsessive passion, and Teacher Self-Efficacy comprised student engagement, instructional strategies, and classroom management. The following specified relationships were used to examine Model 1 and the similarity of the predicted structure to the observed data.

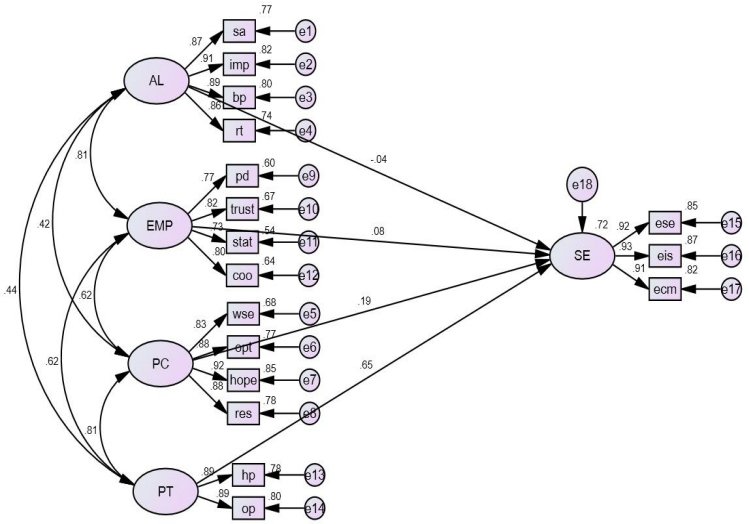


Figure 2. Structural Equation Model 1 in Standardized Solution

Legend:
sa – Self-Awareness
imp – Internalized Moral Perspective
bp – Balanced Processing
rt – Relational Transparency
AL – Authentic Leadership

pd – Professional Development
trust – Trust
stat – Status
coo – Cooperation
EMP – Empowerment

wse – Work Self-Efficacy
opt – Optimism
hope – Hope
res – Resilience
PC – Psychological Capital
hp – Harmonious Passion
op – Obsessive Passion
PT – Passion in Teaching
ese – Efficacy in Student Engagement
eis – Efficacy in Instructional Strategies
ecm – Efficacy in Classroom Management
SE – Self-Efficacy

The goodness-of-fit criteria for model 1 were not met, as shown in Table 1. Both probability level ($p = .000$) and P_close ($p = .000$) were less than .05, suggesting the model's degree of cle was not as expected. All values of CMIN/DF (4.247) and RMSEA (0.085) were higher than the recommended thresholds, indicating a good model-data fit. In addition, there was a lack of overall fit, as NFI = .937, TLI = .939, and GFI = .884 were all less than .95. While the model met the specified criterion, the fit was not sufficient to support it, as several other fit measures were not within the

specified ranges.

The pattern of fit indices indicates that Model 1 was not a satisfactory fit for the observed data. This does not mean, however, that the 4 predictors are not related to Teacher Self-Efficacy. Rather, their relationships might not be represented through the direct-effect mechanism described in the original model. Additional model evaluations and theoretically warranted modifications were needed to create a model that better represented the relationships among the constructs in this study.

Table 10
Goodness of Fit Measures of Structural Equation Model 1

P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.247
P-value	> 0.05	.000
GFI	> 0.95	.884
CFI	> 0.95	.951
NFI	> 0.95	.937
TLI	> 0.95	.939
RMSEA	< 0.05	.085

Generated Model 2. Generated Model 2 (shown in Figure 3) demonstrates the new structural relationship among the variables based on the restion of Model 1's evaluation. To improve the model's overfitting to observed variables, several changes were made to the original model. Specifically, it was decided to keep some of the variables used with Authentic Leadership (self-awareness, internalized moral perspective, and relational transparency); Teacher Empowerment (professional development, status, and trust); and Psychological Capital (work self-efficacy, hope, and resilience), thereby maintaining the general idea of the constructs while providing more accurate estimates of the item effects. For Passion in Teaching, both harmonious and obsessive passion remained unchanged, as did the three variables representing Teacher Self-Efficacy (student engagement, instructional strategies, and classroom management). Based on the revised version of the model, it appears less complex than before; therefore, the model's goodness of fit will be assessed with respect to the previously collected data.

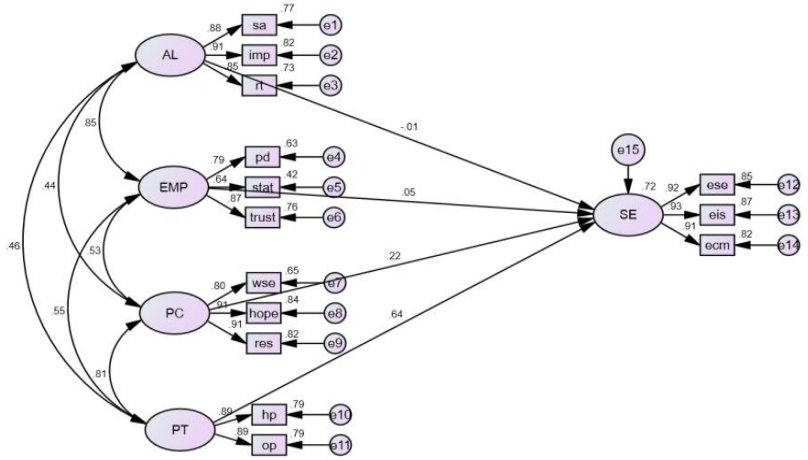


Figure 3. Structural Equation Model 2 in Standardized Solution

Legend:
sa – Self-Awareness
imp – Internalized Moral Perspective
rt – Relational Transparency
AL – Authentic Leadership

pd – Professional Development
trust – Trust
stat – Status
EMP – Empowerment

wse – Work Self-Efficacy
hope – Hope
res – Resilience
PC – Psychological Capital

hp – Harmonious Passion
op – Obsessive Passion
PT – Passion in Teaching

ese – Efficacy in Student Engagement
eis – Efficacy in Instructional Strategies
ecm – Efficacy in Classroom Management
SE – Self-Efficacy

As shown in Table 11, Model 2 provided a significantly better fit than Model 1, although it still did not meet all required goodness-of-fit criteria. Compared to the values of Model 1 (CMIN/DF 4.247 and RMSEA .085), the values of Model 2 (CMIN/DF 3.400 and RMSEA .073) were lower. The reduction in these values indicates that the fit of Model 2 was more representative of the actual observed data than that of Model 1. However, both

values remain above the acceptable thresholds; therefore, there continues to be substantial model misfit. The probability level and P_close remain at p = .000, while the GFI = .936 does not meet the > .95 goodness-of-fit criterion. Conversely, NFI = .959, TLI = .960, and CFI = .971 are all above the recommended levels for these indices, suggesting that Model 2 provided a better fit than the baseline Model 1. However, the fact that multiple indices fall outside the required range prevents Model 2 from being classified as an acceptable finagiven, based on the improvements made.

Table 11
Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	3.400
P-value	> 0.05	.000
GFI	> 0.95	.936
CFI	> 0.95	.971
NFI	> 0.95	.959
TLI	> 0.95	.960
RMSEA	< 0.05	.073

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit
value	-	Probability Level

The overall pattern of results suggests that while reducing the number of indicators improved the model's fit, differences remain between the collected data and the proposed structural equation model. The higher NFI, TLI, and CFI values indicate a significant improvement in the comparative fit. In contrast, the higher CMIN/DF and RMSEA values, and the lower GFI value, indicate areas of continued misfit within the model. Thus, while reducing the number of indicators appeared to address part of the issue, there may also be additional issues regarding how the constructs were connected within the model. It is important to note that while the significant bivariate associations among Authentic Leadership, Teacher Empowerment, Psychological Capital, and Passion in Teaching indicate that these constructs are related to Teacher Self-Efficacy, there may still be a better and more theoretically informed way to represent the relationships among these constructs when they are examined simultaneously within the framework of structural equation modeling. Consequently, Model 2 served as an important intermediate step in developing a model that more accurately represents the relationships between these constructs and Teacher Self-Efficacy.

Generated Model 3. Figure 4 presents Model 3, which was a revised iteration of Models 1 and 2 after removing less valid items. The relationships within this model include all five constructs: Authentic Leadership (AL), Teacher Empowerment (TE), Psychological Capital (PC), Passion in Teaching (PIT), and Teacher Self-Efficacy (TSE). Together, these five constructs are connected according to their corresponding indicators — the second version of the model has been created based on which indicators were eliminated. The following indicators for AL remained: self-awareness and relational transparency; for TE, the retained indicators were professional development and trust (both indicators); for PC, the retained indicators were work self-efficacy and resilience (both indicators); and for PIT, the retained indicators were harmonious and obsessive passion. All three dimensions of TSE: student engagement (SE), instructional strategies (IS), and classroom management (CM), were included in the final model. As shown in the figure, the new iterations produced a more streamlined and focused representation of the constructs in the research study.

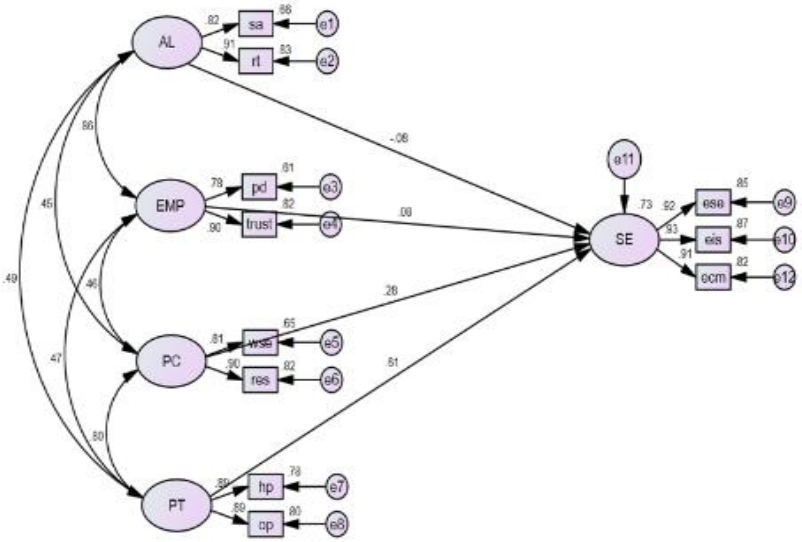


Figure 4. Structural Equation Model 3 in Standardized Solution

Legend:
sa – Self-Awareness
rt – Relational Transparency
AL – Authentic Leadership

pd – Professional Development
trust – Trust
EMP – Empowerment

wse – Work Self-Efficacy
res – Resilience
PC – Psychological Capital

hp – Harmonious Passion
op – Obsessive Passion
PT – Passion in Teaching

ese – Efficacy in Student Engagement
eis – Efficacy in Instructional Strategies
ecm – Efficacy in Classroom Management
SE – Self-Efficacy

The findings for Model 3 are illustrated in Table 12. The goodness-of-fit indicates support for the conclusion that the model adequately captured the variability in the observed data, vasta, since all specified criteria were met. The CMIN/DF ratio (1.205) indicates that Model 3 is nearly perfectly fit to the data (values less than 2.00 are preferred). The non-significant p-value (p = .191) indicates that the difference between the model-generated and observed covariance matrices is not statistically significant under the specified guidelines. The results from the absolute and comparative fit indices add weight to the evidence supporting the representational adequacy of Model 3, with all indices exceeding 95 percent (i.e., NFI = .990, TLI = .990, CFI = .998, GFI = .984). The RMSEA score of .021 indicates very little approximation error for Model 3, and the P_close statistic indicates that Model 3's estimates of the variance in the actual data are very close to the variance observed in the data. Model 3's strong performance, as indicated by all fit indices being consistent across multiple fit indices, suggests that Model 3 has much greater predictive power than either Model 1 or Model 2 and is consequently the best-fitting model evaluated in the current research.

Table 12
Goodness of Fit Measures of Path Analysis Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.992
CMIN/DF	0 < value < 2	1.205
P-value	> 0.05	.191
GFI	> 0.95	.984
CFI	> 0.95	.998
NFI	> 0.95	.990
TLI	> 0.95	.997
RMSEA	< 0.05	.021

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

All established goodness-of-fit criteria were met by Model 3, leading to the rejection of the null hypothesis that no best-fit structural model explains the self-efficacy beliefs of public elementary school teachers in Region XI. The results confirm that Model 3 is all correct and are consistent with the data collected. The model's conceptualization is primarily based on Bandura's (1986) Social Cognitive Theory, which views human behavior as resulting from a dynamic interaction between the person, the environment, and the behavior itself. Under this paradigm, the construct of Authentic Leadership is seen as an environmental influence on teachers; Teacher Empowerment, Psychological Capital, and Passion in Teaching are personal and motivational resources that may contribute to a teacher's belief in their teaching efficacy model. The GE model does not support establishing a cause-and-effect relationship between the constructs and, therefore, should not be used to support this point.

Previous studies that have investigated the relationships among the constructs in Model 3 have supported the idea that the model adequately represents these relationships. Shao et al. (2025) and Özdemir et al. (2025) found a positive correlation between Authentic Leadership and teachers' self-efficacy. Teacher Empowerment has also been shown to correlate positively with Teacher Self-Efficacy (Azizifar et al., 2020), and Zhang and Zhang (2026) found that Psychological Capital was positively correlated with and predictive of Teacher Self-Efficacy among primary teachers. In the Philippine context, Quines and Morastil (2025) found a similar link between teachers' self-beliefs. The studies cited previously provide empirical evidence for the inclusion of Authentic Leadership, Teacher Empowerment, Psychological Capital, and Passion for Teaching as important variables in examining Teacher Self-Efficacy.

In addition to the individual relationships described above, Model 3 incorporates all four constructs into one structural model for examination. The combined model allows for a more complete view of how the variables are related than do separate analyses of each variable. The good fit of Model 3 provides evidence that the refined model adequately represents the relationships among the variables investigated and retains the indicators that best represent each, providing a streamlined examination of the factors related to Teacher Self-Efficacy in public elementary teachers in Region XI.

Squared Multiple Correlations

According to Table 13, the SMC indicates how much variance in the endogenous construct SE and all its retained indicators can be accounted for by all the variables combined in Structural Equation Model 3. The coefficient of determination for Teacher Self-Efficacy is .732 meaning that collectively, 73.2% of the variability in a teacher's self-efficacy is explained by Passion in Teaching, Psychological Capital, Authentic Leadership, and Teacher Empowerment. This percentage of explained variance indicates that the final structural model strongly explains how Teacher Self-Efficacy among public elementary school teachers located in Region XI.

Table 13
Squared Multiple Correlations: (Group number 1 - Default model 3)

	Estimate
SE	.732
ecm	.821
eis	.873
ese	.846
op	.796
hp	.785
res	.815
wse	.654
trust	.819
pd	.605
rt	.826
sa	.665

The Efficacy in Instructional Strategies indicator in the final model had the strongest SMC value (.873), indicating that 87.3% of the variance in EIS was attributable to the Teacher Self-Efficacy latent construct. Next highest was Efficacy in Student Engagement (SMC = .846), followed closely by Efficacy in Classroom Management (SMC = .821). Together, these SMC values provide evidence that all three dimensions of Teacher Self-Efficacy were represented in the model's measurement component. Within the Authentic Leadership measurement domain, Relational Transparency (RT) exhibited a high SMC value (.826), along with trust, as it pertains to Teacher Empowerment (SMC = .819). Together with Resilience (RES), whose SMC value was .815, this is a strong indication that Psychological Capital was adequately represented in the final model.

As relates to the Passion in Teaching construct, Obsessive Passion (OP) had an SMC value of .796, and Harmonious Passion (HP) had an SMC value of .785, both of which were significantly represented in their respective latent constructs. A similar pattern was observed for Self-Awareness (SA) and Work Self-Efficacy, which had SMC values of .665 and .654, respectively. Lastly, Professional Development (PD) had the lowest SMC value at .605, indicating that 60.5% of PD's variance was attributable to the Teacher Empowerment factor, demonstrating that PD was adequately represented in the final model.

In sum, the SMC results indicate that the retained indicators were strongly correlated with their respective latent constructs. Additionally, the coefficient of determination (R^2) for Teacher Self-Efficacy was .732, suggesting that the Teacher Self-Efficacy model captured a large portion of its variance through the structural portion of the model. Therefore, these findings support the validity of both the measurement and structural aspects of Model 3, justifying its selection as the final model for examining Teacher Self-Efficacy in this research project.

Estimates of Variable Regression Weights in Structural Equation Model 3

The information contained in Table 14 represents the fit of the best structural model (Model 3) created from all three constructs defined as 'Personality', 'Teaching', and 'Psychology', which all met threshold criteria for goodness of fit (X2 = 40.974; df = 34; p = .191; CMIN/DF = 1.205; RMSEA = .021). Of the three constructs, Passion in Teaching had the strongest significant direct effect on Teacher's Self-Efficacy (β = .611; C.R. = 8.781; p < .001). It was also found that Psychological Capital had a statistically significant positive effect on Teachers' Self-Efficacy (β = .279; C.R. = 4.186; p < .001). There were no significant direct paths from Authentic Leadership (β = −.076; p = .369) and Teacher Empowerment (β = .082; p = .327).

Within the measurement portion of Model 3, all retained indicators had high factor loadings. Authentic Leadership had a high factor loading of β = .909 on Relational Transparency; Empowerment had a high factor loading of β = .905 on Trust; and Psychological Capital had a high factor loading of β = .903 on Resilience. Within Passion in Teaching, Obsessive Passion and Harmonious Passion had high factor loadings of β = .892 and β = .886, respectively. Teacher's Self-Efficacy was well represented by Efficacy in Instructional Strategies (β = .934), Efficacy in Engaging Students (β = .920), and Efficacy in Classroom Management (β = .906).

Table 14
Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
SE	<---	AL	-.063	.070	-.899	-.076	.369
SE	<---	EMP	.081	.083	.980	.082	.327
SE	<---	PC	.288	.069	4.186	.279	***
SE	<---	PT	.624	.071	8.781	.611	***
sa	<---	AL	1.000			.815	
rt	<---	AL	1.159	.057	20.400	.909	***
pd	<---	EMP	1.000			.778	
trust	<---	EMP	1.284	.069	18.554	.905	***
wse	<---	PC	1.000			.809	
res	<---	PC	1.072	.054	19.748	.903	***
hp	<---	PT	1.000			.886	
op	<---	PT	.977	.039	25.037	.892	***
ese	<---	SE	1.000			.920	
eis	<---	SE	1.050	.030	34.694	.934	***
ecm	<---	SE	.985	.031	31.897	.906	***

Chi-square = 40.974
Degrees of freedom =34
Probability level = .191

The main paths identified through the Passion in Teaching and Psychological Capital variables are consistent with previous research by Quines & Morastil (2025), Sağlam (2026), and Zhang & Zhang (2026), which all identified positive relationships between these variables and teacher self-efficacy. The lack of any significant direct effects for the Authentic Leadership and Empowerment variables does not contradict previous research supporting the value of both constructs; however, the results of Model 3 imply that their unique direct effects were indiscernible when alongside the other predictors. Overall, Model 3 provides a clear finding: among the predictors examined, Passion for Teaching and Psychological Capital emerged as the two strongest factors associated with teachers' self-efficacy.

CONCLUSION

Based on the descriptive results of the study, public elementary school teachers in Region XI showed exceptionally high baseline scores in authentic leadership, empowerment, psychological capital, passion for teaching, and teacher self-efficacy. The results of the bivariate analyses indicated that all four independent variables were positively related to teacher self-efficacy. The results of the structural equation modeling analysis showed that one model, Model 3, provided the best fit for predicting teacher self-efficacy, while using specific dimensions of the independent variables (e.g., harmonious and obsessive passion; work self-efficacy and resilience; self-awareness and relational transparency; and professional development and trust) to represent teacher self-efficacy. However, the other dimensions of these four independent variables did not show statistical significance in the study and were therefore excluded from the final model.

The findings presented in this study are consistent with Bandura's (1986) Social Cognitive Theory, which explains that self-efficacy develops through the reciprocal interaction of personal characteristics, behavior, and actions, and the environment in which the individual exists. In addition to being consistent with Burns (1978)'s Transformational Leadership Theory, the findings support the building of professional trust, the development of educators, and the establishment of a supportive and administrative management and school environment for educators. The results align with Fredrickson (1998)'s Broaden-and-Build Model, which contends that teachers develop mindsets through positive emotional states and a supportive environment that allows the building of long-lasting psychological resources, assets, resilience, and self-confidence. Together, these three theoretical constructs provide a comprehensive explanation of how an authentic leadership style, an empowering context, and internal psychological support concert together to reinforce internal self-efficacy.

RECOMMENDATION

As indicated by the study's findings, therefore, the researcher recommends that the Department of Education (DepEd) officials at the regional and division levels should focus on establishing CPD frameworks that will directly improve teachers' pedagogical skills, status in the classroom, and confidence in their teaching ability, particularly regarding how to manage classrooms effectively when presented with unexpected situations faced in education.

SDOs can establish institutional trust within their respective areas by ensuring fair distributions of teacher workloads, creating clear promotional pathways, and providing teachers with opportunities to participate in collaborative decision-making, thereby strengthening their sense of empowerment within the organization.

School heads can encourage relational transparency among their personnel and develop self-awareness among their staff by offering structured mentoring opportunities through reflective leadership, establishing structured feedback methods, and fostering open lines of communication as part of routine school operations. Additionally, the school also supports teachers in continuing to develop and sustain their passion for teaching and their professional motivation, fostering a greater balance between home and work life, and providing opportunities for recognition of teachers' accomplishments. When addressing teacher passion, school heads should make a clear distinction between the different types of passion associated with teaching: 1) fostering harmonious passion that focuses on the teachers' flexible and intrinsic engagement in their work, and 2) establishing supportive structures that will help to deter obsessive passion from degrading into compulsive work habits, cognitive fatigue, and emotional burnout.

The participation of teachers in professional learning communities and peer support networks can help them improve their weaknesses in psychological capital, especially work-related self-efficacy and resilience in adverse teaching conditions, by implementing organized stress-management measures and fostering harmonious passion for their well-being, as well as supporting burnout prevention.

Future studies should confirm the structural model (Model 3) that best meets the criteria in various regions, educational sectors, and types of teachers, as well as use longitudinal methodology to study the potential indirect or moderating relation between administrative support and internal resources of teachers.

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