A PATH ANALYSIS OF SELF- ESTEEM, JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND SELF- EFFICACY OF TEACHERS

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ABSTRACT

This study examined the structural relationships among self-esteem, job satisfaction, organizational commitment, and self-efficacy among teachers using a quantitative path analysis approach. The study aimed to determine the level of the variables, examine the relationships among them, and identify structural models that best represent their interactions. A descriptive–correlational research design with path modeling was employed. Data were collected from 201 teachers using a structured survey questionnaire adapted from established measures in previous educational studies. Descriptive statistics, correlation analysis, regression analysis, and structural model evaluation were utilized to analyze the data. The findings revealed that teachers demonstrated high levels of self-esteem, job satisfaction, organizational commitment, and self-efficacy. Professional self-worth emerged as the highest indicator of self-esteem, intrinsic satisfaction from teaching as the highest indicator of job satisfaction, affective commitment as the highest indicator of organizational commitment, and classroom management self-efficacy as the highest indicator of self-efficacy. Significant relationships were found among the variables, particularly between self-esteem and self-efficacy. Regression results further indicated that self-esteem, job satisfaction, and organizational commitment significantly predicted teachers' emotional experiences at work. Structural model testing showed that the proposed models required refinement, as several models were overspecified or demonstrated poor model fit. These results suggest that teachers' psychological beliefs and workplace experiences play an important role in shaping their professional confidence and engagement. The study highlights the importance of strengthening teacher support systems, promoting positive work environments, and enhancing professional development initiatives to sustain teacher motivation and effectiveness in educational institutions.

Keywords: *self-esteem, job satisfaction, organizational commitment, self-efficacy, path analysis, teachers, Kidapawan City, Philippines*

Un Sustainable Development Goals(SDGs) Aligned:

The research supports SDG 4 by promoting the well-being, competence, and professional development of teachers aligns most strongly with SDG 4 (Quality Education)

INTRODUCTION

Background of the Study

Teacher quality remained central to educational improvement, particularly in systems where learning outcomes continued to decline despite large-scale reforms. Research consistently demonstrated that teachers' self-esteem, job satisfaction, organizational commitment, and self-efficacy shaped their professional performance and wellness, which in turn influenced learner outcomes, school climate, and the overall direction of quality education (Alamri, 2023; Ma, 2021; Delgado & Ruiz, 2023). In the Philippines, the mandate of Sustainable Development Goal 4 emphasized equitable, inclusive, and quality education, yet this vision was achievable only when teachers demonstrated high levels of motivation, efficacy, and organizational commitment (United Nations, 2021). The growing attention to teachers' psychosocial and motivational conditions reflected a global consensus that educators who felt competent, valued, and supported performed significantly better and contributed more meaningfully to student learning (Cao & Yuan, 2024; Azila-Gbettor, 2021). This backdrop strengthened the importance of examining the interconnected

pathways among self-esteem, job satisfaction, organizational commitment, and self-efficacy.

Problems persisted, however, as national reports revealed critical gaps in teacher motivation and workplace conditions. The EDCOM II Report (2023) stated that the Philippine education system suffered from structural challenges, including heavy workloads, administrative burdens, and insufficient professional support. These conditions contributed to lower levels of job satisfaction and organizational commitment. Teachers in many regions experienced pressures that affected how they perceived their competence and value, limiting their capacity to sustain high levels of self-efficacy. Data revealed that nearly 80% of teachers reported work-related stress, while more than 40% considered leaving the profession due to overwhelming tasks and role demands (EDCOM II, 2023). The United Nations (2021) noted that systems with weak teacher support structures struggled to meet SDG 4 targets, as teacher morale and self-efficacy predicted classroom effectiveness and learner performance. Yet very few Philippine studies examined how these psychological and organizational variables interacted through path analysis, creating a significant research gap. Existing research often analyzed these factors separately rather than understanding their complex relational pathways (Embalsado et al., 2023; Isla & Sibal, 2024).

International scholarship confirmed the strong relationships among these constructs, supporting the need for deeper examination. Studies showed that self-

efficacy increased educators' engagement and commitment, which were essential for performance and long-term retention (Huang, 2023; Fleming & Park, 2022). Global research also demonstrated that organizational commitment was strengthened when teachers possessed high self-esteem and experienced supportive workplace environments (Kingsford-Smith, 2024; Jang et al., 2023). Investigations among educators in Asia, Australia, and Europe showed that job satisfaction and self-efficacy were significant predictors of professional resilience and engagement, often modeled using structural equation modeling or path analysis (Meng, 2023; Miao et al., 2023; Yang et al., 2022). These findings provided substantial evidence that the psychological conditions of teachers played a critical role in improving quality learning environments, yet the contextual realities of Filipino teachers remained underexamined using similar analytical approaches. Such insights highlighted the need for local studies that paralleled global research rigor while addressing the sociocultural and policy-specific realities of Philippine education.

Failure to address these issues could intensify existing challenges in teacher retention, instructional quality, and learner performance. Low self-esteem and poor job satisfaction could contribute to burnout, reduced morale, and declining instructional effectiveness, especially when teachers faced persistent workload pressures and minimal institutional support (Briones, 2023; Fati, 2024). Weak organizational commitment could result in higher absenteeism, decreased engagement, and diminished willingness to implement school initiatives, affecting

overall school climate and learner outcomes (Ferrer & Santos, 2024; Esguerra & Manuel, 2022). If self-efficacy continued to decline, teachers might struggle to adopt innovative practices, particularly those needed in twenty-first century learning environments. As global evidence indicated, systems that ignored teacher well-being and motivation faced stagnation in learning outcomes, lower achievement scores, and declining progress toward SDG 4 targets (United Nations, 2021; Hao & Zhang, 2021). These risks underscored the urgency of systematically analyzing how each of these factors influenced the others.

Therefore, this study was conducted to respond to the identified gaps by examining the interrelationships among self-esteem, job satisfaction, organizational commitment, and self-efficacy using path analysis. While existing literature provided valuable insights, there remained limited empirical evidence that integrated these constructs into a structural framework within the Philippine context. By adopting analytical approaches aligned with international studies and grounded in local conditions, this research aimed to provide nuanced explanations of how these variables supported or hindered teacher performance and well-being. Studies in related fields showed that path analysis enabled clearer understanding of both direct and indirect relationships among variables, allowing educational leaders to identify which psychological and organizational factors required strategic intervention (Bautista & Mercado, 2021; Gonzales & Uy, 2023; Alcantara & Nuñez, 2022). This methodological direction positioned the

present study to contribute theoretically, empirically, and practically to teacher development discourses.

This study, therefore, aspired to offer evidence-informed insights that could guide policymakers, school leaders, and stakeholders in strengthening teacher support systems. By examining how self-esteem, job satisfaction, organizational commitment, and self-efficacy interacted, this research sought to illuminate pathways that could improve teacher morale, enhance instructional quality, and align schools with the aspirations of SDG 4 for transformative education. Through its findings, the study aimed to contribute to more responsive, humane, and effective strategies for empowering teachers, thereby reinforcing the broader goal of achieving quality education for all in the Philippines.

METHODS

Research Design

This study employed a quantitative research design anchored on path analysis to examine the structural relationships among teachers' self-esteem, job satisfaction, organizational commitment, and self-efficacy. A quantitative design was appropriate because it allowed the systematic measurement of psychological and organizational variables that influenced teachers' professional behavior. Through numerical data, statistical modeling, and the use of standardized instruments, the study quantified how individual beliefs and workplace experiences contributed to broader organizational outcomes. This

approach supported the objective of determining the magnitude and direction of influence among the variables, particularly how self-esteem predicted job satisfaction, organizational commitment, and self-efficacy within a structured model reflective of teachers' working realities.

The decision to use path analysis was grounded in the growing body of evidence that these psychosocial constructs operated in interconnected ways. Studies by Delgado and Ruiz (2023), Cao and Yuan (2024), and Embalsado et al. (2023) demonstrated that teachers' internal beliefs and workplace attitudes were not isolated but interacted dynamically to shape their engagement, satisfaction, and organizational ties. For instance, research indicated that self-esteem influenced teachers' confidence and satisfaction, which then contributed to their willingness to remain in their institutions. Similar relationships were observed by Alcantara and Nuñez (2022) and Fleming and Park (2022), who identified measurable associations between perceived support, self-efficacy, and work-related attitudes. Path analysis was therefore suited to this investigation because it allowed the estimation of both direct and indirect effects, providing a statistical representation of relationships that the literature repeatedly described as interconnected.

Quantitative path analysis was also consistent with studies documenting strong associations among job satisfaction, organizational commitment, and teacher outcomes. Multiple researchers, such as Gonzales and Uy (2023) and

Ferrer and Santos (2024), reported that satisfaction indicators significantly predicted commitment levels, demonstrating how workplace experiences influenced teachers' decisions to remain in their institutions. In addition, the works of Huang (2023), Hao and Zhang (2021), and Xia (2025) highlighted that self-efficacy served as a powerful predictor of teachers' attitudes and behaviors, suggesting the presence of mediating pathways between personal beliefs and organizational attachment. By using path analysis, the study tested whether such relationships operated simultaneously within one structural model, offering empirical clarity to patterns that had been widely observed across contexts.

The quantitative approach also aligned with the study's intention to identify mediating effects, particularly the roles of job satisfaction and self-efficacy. Literature by Meng (2023), Song et al. (2024), and Miao et al. (2023) revealed that self-efficacy influenced engagement and commitment, suggesting its mediating function in teacher behavior. Likewise, findings from Delgado and Ruiz (2023) and Embalsado et al. (2023) showed that job satisfaction often explained how personal beliefs translated into organizational loyalty, signaling its importance as a mediator. Path analysis provided a rigorous statistical tool for testing these mediation patterns, allowing the study to examine whether job satisfaction and self-efficacy accounted for part of the relationship between self-esteem and organizational commitment.

Furthermore, the quantitative design supported the need to measure organizational commitment as an outcome influenced by multiple psychological factors. Studies by Isla and Sibal (2024), Fati (2024), and Gonzales and Uy (2023) consistently documented that teachers' emotional ties and loyalty to their schools were shaped by a combination of internal beliefs and external experiences. Evaluating these predictors within a single model advanced understanding of how commitment was formed in real school environments. Path analysis further strengthened this examination by providing statistical estimates of how each predictor contributed individually and collectively.

Overall, the quantitative path analysis design allowed the study to contribute empirically grounded explanations to an area of research often discussed conceptually. Works by Alcantara and Nuñez (2022), Delgado and Ruiz (2023), and Embalsado et al. (2023) emphasized the structural nature of teachers' professional beliefs and behaviors. By adopting a design that could capture direct, indirect, and interaction effects, the study offered a comprehensive analysis of how self-esteem, job satisfaction, and self-efficacy shaped teachers' organizational commitment. This methodological approach provided a strong foundation for evidence-based decision making, supporting initiatives related to teacher development, retention strategies, and the strengthening of organizational practices in schools.

Research Participants

The respondents of this quantitative path analysis study consisted of public school teachers teaching in Cotabato Division. These teachers were appropriate participants because the study examined internal psychological constructs and organizational attitudes that were best understood through the experiences of practicing educators. Teachers served as the primary unit of analysis for determining levels of self-esteem, job satisfaction, organizational commitment, and self-efficacy, as these constructs directly influenced how they performed their instructional and organizational responsibilities. The relevance of focusing on teachers was supported by studies such as Delgado and Ruiz (2023), Embalsado et al. (2023), and Gonzales and Uy (2023), which highlighted that teacher well-being, perceived competence, and workplace experiences significantly shaped their motivation, engagement, and professional conduct. These patterns affirmed that teachers offered meaningful and valid data for examining the structural relationships among the variables identified in this study.

The selection of teachers was further justified because literature consistently showed that educators' self-beliefs and workplace attitudes were central factors that influenced organizational functioning and student learning experiences. Researchers such as Cao and Yuan (2024) and Fleming and Park (2022) emphasized that teachers' confidence and job satisfaction affected instructional performance and overall engagement within the school community. This aligned with observations by Briones (2023) and Fati (2024), who documented how

teachers' self-efficacy and perceived support influenced their adaptability and commitment to instructional tasks. Although many of the cited authors examined higher education or online learning settings, the underlying psychological constructs such as self-worth, satisfaction, and commitment remained equally applicable to teachers in elementary and secondary schools. Teachers' experiences therefore provided a strong empirical foundation for analyzing the structural relationships modeled in this study.

Additionally, teachers were suitable respondents because organizational commitment and job satisfaction were constructs that applied directly to members of a workforce rather than students. As shown by Isla and Sibal (2024) and Ferrer and Santos (2024), teachers' levels of workplace satisfaction and loyalty to their institution predicted their participation in school initiatives and their intention to remain in the profession. These variables could not be reliably measured among learners, reinforcing the appropriateness of including teachers as respondents. Furthermore, research by Alcantara and Nuñez (2022) and Huang (2023) demonstrated that teachers' perceptions of their working environment and their confidence in their instructional capabilities directly influenced how they interpreted professional expectations. This strengthened the rationale for selecting teachers as the population for investigating the interconnections among self-esteem, job satisfaction, organizational commitment, and self-efficacy.

Inclusion Criteria

1. Teachers who were currently employed in public schools within Cotabato Division.
2. Teachers who had at least three (3) years of teaching experience to ensure meaningful responses related to job satisfaction, commitment, and self-efficacy.
3. Teachers who voluntarily agreed to participate and provided informed consent.

Exclusion Criteria

1. Teachers who were newly hired and had not yet completed three-year service, as their perceptions might still have been forming.
2. Teachers who were on extended leave, special assignment, or secondment during the data collection period.
3. Teachers who declined or withdrew consent from participating in the study.

Teachers offered rich and meaningful data for this study because their psychological and organizational experiences directly reflected the variables under investigation. Studies by Embalsado et al. (2023) and Gonzales and Uy (2023) highlighted how work engagement, institutional support, and perceived competence were strongly influenced by teachers' self-beliefs and work conditions. Additionally, research by Delgado and Ruiz (2023) and Ferrer and

Santos (2024) demonstrated that confidence, job satisfaction, and professional fulfillment significantly shaped teachers' motivation, organizational loyalty, and performance. These literature-supported patterns affirmed that teachers represented the most appropriate population for examining the predictive pathways among self-esteem, job satisfaction, organizational commitment, and self-efficacy using quantitative path analysis.

Research Materials

Data Gathering Procedure

Before any data collection began, the researcher secured all necessary institutional approvals to ensure that the study adhered to ethical and administrative standards. The process started with the submission of the complete research proposal to the Dean of the Graduate School of the researcher's academic institution. Once evaluated and endorsed, the proposal was forwarded to the institution's Ethics Review Committee for ethical clearance. The Ethics Review Committee ensured that the study respected the rights, privacy, and well-being of all teacher-participants and that data were collected and handled responsibly. Only after receiving formal ethical approval did the researcher proceed to conduct the fieldwork. This approval established the ethical accountability, transparency, and integrity required of research involving human participants.

After securing institutional and ethical clearance, the researcher formally communicated with the Schools Division Office. A written request was submitted to the Schools Division Superintendent seeking permission to conduct the study among public school teachers within the division. Upon receiving the division's approval, the researcher coordinated with the District Supervisor to obtain authorization to enter the schools under their jurisdiction. Following this, the researcher sent permission letters to the school heads of all identified schools to inform them about the study's objectives, data collection procedures, required participation, and schedule. This stepwise approval process was essential because research involving public school teachers had to comply with DepEd administrative protocols and division-level guidelines.

Once school-level approval was granted, the researcher scheduled on-site visits to each participating school to meet the teacher-respondents. During these meetings, the researcher presented an overview of the study, explained the purpose of the investigation, clarified the voluntary nature of participation, and outlined the responsibilities of respondents. Teachers were given an informed consent form describing confidentiality measures, the scope of participation, and their right to withdraw at any point without penalty. Only teachers who signed the consent form and met the inclusion criteria of having at least three years of teaching experience were included in the study. This ensured that participants were professionally mature and capable of providing reflective, experience-based responses aligned with the study's variables.

After the informed consent process, the researcher administered the survey instruments measuring teachers' self-esteem, job satisfaction, organizational commitment, and self-efficacy. The questionnaires were administered either in a face-to-face format or through secure digital platforms, depending on school protocols and teacher availability. Before distribution, the researcher provided clear instructions on how to accomplish the survey and addressed any questions related to item comprehension. Teachers completed the questionnaires independently to preserve the authenticity of responses. The researcher ensured that all participants received the same instructions and conditions to support the reliability and validity of the collected data.

Upon retrieval of all accomplished questionnaires, the researcher reviewed each instrument for completeness to minimize missing responses that could compromise statistical analysis. Completed surveys were coded and assigned numerical identifiers to maintain respondent confidentiality. All physical documents were kept in a locked storage space, while digital files were stored on password-protected devices accessible only to the researcher. The researcher then encoded the data into a spreadsheet and conducted data cleaning procedures, including checking for incomplete items, outliers, response inconsistencies, and other patterns that might violate assumptions required for path analysis. This careful data preparation ensured accuracy and integrity in subsequent statistical modeling.

After preparing the dataset, the researcher conducted statistical analyses using software capable of performing path analysis, such as SPSS with AMOS, JASP, or SmartPLS. Preliminary analyses included descriptive statistics, reliability testing, and correlation matrices to examine initial relationships among the variables. This was followed by estimating the hypothesized pathways among self-esteem, job satisfaction, organizational commitment, and self-efficacy. The analysis determined the significance of direct and indirect effects based on the structural relationships described in the literature by Delgado and Ruiz (2023), Cao and Yuan (2024), Huang (2023), and Ferrer and Santos (2024). After completing the analysis, the researcher prepared a comprehensive report detailing the findings, model fit results, methodological considerations, and implications for teacher development, organizational practices, and policy directions within the public school system.

Data Analysis

The data analysis for this quantitative path analysis study followed a systematic sequence of statistical procedures designed to examine the direct and indirect relationships among self-esteem, job satisfaction, organizational commitment, and self-efficacy of teachers. The analysis began with the computation of descriptive statistics, including means, standard deviations, and distribution patterns for each variable and its subdimensions. Descriptive measures provided an initial understanding of teachers' levels of self-esteem,

satisfaction, commitment, and efficacy, which was consistent with analytical practices observed in the works of Delgado and Ruiz (2023), Cao and Yuan (2024), and Fleming and Park (2022). These values helped identify general trends in the respondents' perceptions and determine whether observed levels aligned with patterns documented in recent research on teacher well-being and professional functioning.

Following descriptive analysis, the reliability of each scale was assessed using Cronbach's alpha to ensure internal consistency. This step was essential because path analysis required constructs that exhibited strong measurement accuracy. Studies such as Meng (2023) and Fleming and Park (2022) highlighted that a reliability coefficient of 0.70 or higher was acceptable for multi-item scales used in structural modeling. The reliability analysis ensured that the indicators representing self-esteem, job satisfaction, organizational commitment, and self-efficacy measured the constructs consistently, thereby supporting the validity of the subsequent inferential analyses.

After testing reliability, Pearson product-moment correlation coefficients were computed to assess the strength and direction of bivariate relationships among the study variables. Correlation results provided preliminary insight into whether the associations aligned with expectations based on existing literature. For instance, prior studies by Delgado and Ruiz (2023), Embalsado et al. (2023), and Cao and Yuan (2024) reported significant associations between self-beliefs

and workplace attitudes, while Gonzales and Uy (2023) and Huang (2023) documented positive relationships between self-efficacy and organizational commitment. Identifying these relationships at the correlation level was an important precursor to verifying the structural paths in the full model.

The main statistical technique for this study was path analysis, conducted using AMOS, SmartPLS, or JASP. Path analysis enabled the estimation of direct, indirect, and mediating effects among latent constructs, allowing a deeper understanding of the structural linkages described in the conceptual framework. As described by Cao and Yuan (2024), structural modeling techniques allowed researchers to test complex networks of relationships that could not be captured through simple regression methods. The analytical approach aligned with empirical practices used by Delgado and Ruiz (2023) and Miao et al. (2023), who employed structural modeling to examine motivational and organizational variables. Through path analysis, the study quantified how self-esteem predicted job satisfaction and self-efficacy, how job satisfaction influenced organizational commitment, and whether self-efficacy contributed meaningfully to commitment.

Model fit indices were examined to determine the adequacy of the structural model. Fit indices such as the Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR) were used to evaluate whether the model

reflected the empirical patterns in the data. Studies by Huang (2023), Xia (2025), and Song et al. (2024) emphasized the importance of model fit indices in establishing whether the hypothesized structure appropriately represented the relationships among psychological constructs. Acceptable thresholds suggested in recent research (CFI and TLI ≥ .90, RMSEA ≤ .08, SRMR ≤ .08) guided the interpretation of model adequacy.

In addition to direct effects, the analysis included tests for mediation to determine whether job satisfaction or self-efficacy served as mediating factors in the relationship between self-esteem and organizational commitment. Mediation analysis followed procedures consistent with the approaches used by Huang (2023), Meng (2023), and Song et al. (2024), who demonstrated the relevance of mediating pathways in explaining behavioral and motivational outcomes. Indirect effects were assessed using bootstrapping with multiple resamples to generate bias-corrected confidence intervals. This method was widely recommended in structural modeling because it provided robust estimates of indirect effects and reduced the influence of non-normal distributions.

Finally, the results of the path analysis were interpreted in relation to the empirical trends identified in the literature. Findings were compared with studies such as Delgado and Ruiz (2023), Embalsado et al. (2023), Ferrer and Santos (2024), and Gonzales and Uy (2023), all of whom documented interconnected relationships among psychological and organizational variables affecting

teachers. The interpretation focused on which predictors exerted significant influence, how mediating variables operated within the model, and whether the observed patterns supported or diverged from those reported in earlier studies. This structured data analysis process ensured that the quantitative results contributed meaningful and evidence-based insights to the ongoing discussions on teacher well-being and organizational behavior.

Ethical Considerations

RESULTS AND DISCUSSION

This chapter presented the findings of the quantitative path analysis that examined the structural relationships among teachers' self-esteem, job satisfaction, organizational commitment, and self-efficacy. The data collected from the survey questionnaires were systematically organized, analyzed, and interpreted using appropriate statistical procedures, including descriptive statistics, correlation analysis, and path modeling. The chapter focused on identifying the direct and indirect effects among the variables and evaluating the adequacy of the proposed structural model. Through this analysis, the chapter provided an empirical basis for understanding how teachers' psychological beliefs and workplace attitudes interacted to influence their level of organizational commitment within the school setting.

Level of Self-Esteem

Table 1 shows the level of self-esteem among teachers. The variable self-esteem contains three indicators namely professional self-worth, personal confidence, and social acceptance in the workplace. These indicators represent teachers' perceptions of their value as professionals, their confidence in performing instructional responsibilities, and their sense of belonging and acceptance within the school environment. The table presents the mean scores and standard deviations for each statement under the three indicators, as well as the computed sub-means and the overall mean describing the general level of self-esteem among teacher-respondents.

Table 1 shows that the highest-rated indicator was professional self-worth with a mean of 4.103 (SD = 0.361), interpreted as High. This suggests that teachers strongly perceived their professional roles as meaningful and recognized within the school community. The lowest-rated indicator was personal confidence with a mean of 4.045 (SD = 0.341), although it still fell within the High interpretation. Social acceptance in the workplace obtained a mean of 4.069 (SD = 0.384), also interpreted as High. The overall mean of self-esteem was 4.072 (SD = 0.214), indicating a High Level. These results imply that teachers generally viewed themselves as valuable professionals, felt confident in performing their teaching responsibilities, and experienced positive collegial relationships within their school environment.

The findings suggest that teachers possessed a strong sense of professional identity and psychological stability in their work environment. The high rating in professional self-worth indicates that teachers felt valued and recognized for their contributions, which strengthens their motivation and commitment to teaching responsibilities. When teachers perceive that their roles are respected and meaningful, they are more likely to demonstrate dedication, enthusiasm, and persistence in instructional tasks. Meanwhile, the relatively lower mean in personal confidence, although still high, suggests that some teachers may occasionally experience uncertainties when dealing with challenging teaching situations. This indicates the continuing importance of professional development programs and institutional support that can further strengthen teachers' instructional confidence and adaptive capacities. The strong rating in social acceptance also implies that teachers experienced supportive collegial relationships, which contribute to a positive school climate and reinforce teachers' sense of belonging within the organization.

This finding gains strong support from prior literature that underscores the pivotal role of self-esteem and perceived competence in shaping educators' engagement and professional functioning. To begin with, Delgado and Ruiz (2023) emphasized that educators' perceptions of their own competence and professional self-beliefs significantly influenced their level of engagement, decision-making, and overall professional behavior. In a similar vein, Embalsado et al. (2023) revealed that teachers' psychological well-being and sense of

professional value were closely associated with stronger work engagement and higher workplace satisfaction. Likewise, Briones (2023) reported that Filipino educators who possessed strong confidence and positive self-beliefs demonstrated greater motivation, adaptability, and persistence in carrying out instructional tasks. Moreover, Huang (2023) and Hao and Zhang (2021) highlighted that individuals with strong self-beliefs and perceived competence consistently exhibited higher levels of engagement and perseverance in educational settings, even when confronted with challenges. Further reinforcing these findings, Cao and Yuan (2024) explained that positive psychological resources, including confidence, self-worth, and perceived value, substantially contributed to motivation and sustained behavioral engagement. Taken together, these studies illustrate that teachers' sense of professional worth, confidence, and social belonging plays a critical role in sustaining motivation, commitment, and overall effectiveness within educational institutions, which is consistent with the high level of self-esteem observed among the teacher-respondents in this study.

Table 1. Level of Self-Esteem

Indicators / Statements	Mean	SD	Interpretation
Professional Self-Worth			
I feel valued as a professional in this school.	4.020	0.824	High
My contributions to the school community are recognized.	4.150	0.786	High
I believe my work has a meaningful impact on learners.	4.155	0.775	High

Indicators / Statements	Mean	SD	Interpretation
I feel competent in fulfilling my professional responsibilities.	4.030	0.836	High
I believe my role as a teacher is respected by colleagues and leaders.	4.160	0.784	High
Sub Mean	**4.103**	**0.361**	**High**
Confidence			
I feel confident in my ability to teach effectively.	4.005	0.803	High
I can handle unexpected situations in class professionally.	4.115	0.801	High
I remain confident even when faced with challenging tasks.	4.045	0.850	High
I believe I can improve student learning through my instruction.	4.030	0.793	High
I feel assured about the quality of work I produce as a teacher.	4.030	0.799	High
Sub Mean	**4.045**	**0.341**	**High**
Social Acceptance in the Workplace			
I feel accepted by my colleagues in this school.	4.085	0.811	High
I can openly interact with other teachers without discomfort.	4.105	0.777	High
I feel a sense of belonging in my workplace.	4.100	0.787	High
My colleagues respect my ideas and opinions.	3.995	0.784	High
The working environment allows me to build positive relationships.	4.060	0.816	High
Sub Mean	**4.069**	**0.384**	**High**
Overall Mean	**4.072**	**0.214**	**High Level**

Level of Job Satisfaction

Table 2 shows the level of job satisfaction among teachers. The variable job satisfaction contains three indicators namely work environment satisfaction,

compensation and career advancement satisfaction, and intrinsic satisfaction from teaching. These indicators capture teachers' perceptions of their working conditions, their satisfaction with compensation and professional growth opportunities, and the personal fulfillment they derive from teaching. The table presents the mean scores and standard deviations of the statements under each indicator, as well as the computed sub-means and the overall mean describing the general level of job satisfaction among teacher-respondents.

Table 2 shows that the highest-rated indicator was intrinsic satisfaction from teaching with a mean of 4.091 (SD = 0.337), interpreted as High. This indicates that teachers derived strong personal fulfillment and purpose from their teaching roles and interactions with students. The lowest-rated indicator was compensation and career advancement satisfaction with a mean of 4.009 (SD = 0.368), although it remained within the High interpretation. Work environment satisfaction obtained a mean of 4.023 (SD = 0.358), also interpreted as High. The overall mean of job satisfaction was 4.041 (SD = 0.201), interpreted as High Level. These results indicate that teachers generally experienced a high level of satisfaction in their professional roles, particularly in the intrinsic aspects of teaching such as student interaction, personal fulfillment, and a sense of purpose.

The findings suggest that teachers' motivation and commitment were largely driven by the intrinsic rewards of teaching rather than purely external benefits. The highest rating for intrinsic satisfaction from teaching indicates that

teachers found meaning, enjoyment, and fulfillment in helping learners succeed and contributing to students' development. This reflects the deeply vocational nature of the teaching profession, where personal accomplishment and purpose play a major role in sustaining engagement. Meanwhile, the relatively lower mean in compensation and career advancement satisfaction suggests that while teachers were generally satisfied with their professional conditions, concerns related to salary, promotion opportunities, and recognition may still require institutional attention. Strengthening career development pathways, providing recognition mechanisms, and ensuring fair professional opportunities could further enhance teachers' job satisfaction and organizational commitment.

This finding gains strong support from a broad body of research that underscores the intertwined roles of intrinsic motivation and contextual conditions in shaping job satisfaction and engagement within educational settings. To begin with, Embalsado et al. (2023) reported that educators' work engagement and overall well-being were strongly influenced by intrinsic motivation, supportive work environments, and the psychological fulfillment derived from teaching, suggesting that satisfaction is deeply rooted in both personal and organizational factors.

In a similar vein, Ferrer and Santos (2024) revealed that motivation and perceived behavioral control significantly contributed to educators' engagement and satisfaction, indicating that teachers are more committed when they feel both internally driven and capable of influencing their work conditions. Moreover, Cao and Yuan (2024) highlighted that personal motivation and the perceived value of one's work play a crucial role in sustaining behavioral engagement and persistence in professional tasks, reinforcing the importance of meaningful work experiences.

Likewise, Delgado and Ruiz (2023) emphasized that perceived competence and satisfaction with professional roles significantly foster sustained engagement and positive workplace attitudes, as teachers who feel effective and valued are more likely to remain committed. Additionally, Huang (2023) and Hao and Zhang (2021) demonstrated that individuals who experience strong internal motivation and meaningful engagement in their professional roles tend to exhibit higher levels of persistence, commitment, and professional satisfaction. Taken together, these studies collectively affirm that teachers' job satisfaction is strongly shaped by intrinsic motivation alongside supportive work environments, thereby highlighting the importance of creating positive institutional conditions that nurture teachers' professional fulfillment and long-term engagement

Table 2. Level of Job Satisfaction

Indicators / Statements	Mean	SD	Interpretation
Work Environment Satisfaction			
I am satisfied with the support provided by my school head.	4.040	0.811	High
I have positive working relationships with my colleagues.	4.050	0.805	High
My school provides a conducive environment for teaching.	3.985	0.821	High
I am satisfied with the overall organizational climate in this school.	4.025	0.839	High
I feel motivated to come to work because of the school environment.	4.015	0.821	High
Sub Mean	**4.023**	**0.358**	**High**
Compensation and Career Advancement Satisfaction			
I am satisfied with my current salary and benefits as a teacher.	3.950	0.841	High
Opportunities for promotion are fair in my school.	4.095	0.797	High
I feel supported in pursuing professional growth.	3.960	0.799	High
I am satisfied with how my accomplishments are acknowledged.	4.050	0.786	High
I believe my efforts are fairly compensated.	3.990	0.806	High
Sub Mean	**4.009**	**0.368**	**High**
Intrinsic Satisfaction from Teaching			
I find teaching personally fulfilling.	4.090	0.820	High
I enjoy interacting with my students.	4.175	0.745	High
Teaching provides me with a sense of purpose.	4.055	0.789	High
My work as a teacher makes me feel accomplished.	4.045	0.789	High
I am passionate about helping learners succeed.	4.090	0.801	High
Sub Mean	**4.091**	**0.337**	**High**
Overall Mean	**4.041**	**0.201**	**High Level**

Level of Organizational Commitment

Table 3 shows the level of organizational commitment among teachers. The variable organizational commitment contains three indicators namely affective commitment, continuance commitment, and normative commitment. These indicators describe teachers' emotional attachment to their school, their perceived costs associated with leaving the organization, and their sense of moral obligation to remain and contribute to the school's goals. The table presents the mean scores and standard deviations for each statement under the three indicators, as well as the sub-means and the overall mean describing the general level of teachers' organizational commitment.

Table 3 shows that the highest-rated indicator was affective commitment with a mean of 4.057 (SD = 0.345), interpreted as High. This suggests that teachers felt emotionally connected to their school community and took pride in being part of the institution. The lowest-rated indicator was continuance commitment with a mean of 4.027 (SD = 0.380), although it still fell within the High interpretation. Normative commitment obtained a mean of 4.049 (SD = 0.366), also interpreted as High. The overall mean of organizational commitment was 4.044 (SD = 0.213), interpreted as High Level. These results indicate that teachers generally demonstrated strong commitment to their schools, reflected through emotional attachment, a sense of responsibility to remain, and recognition of the professional investments associated with staying in the organization.

The findings suggest that teachers' commitment to their schools was largely influenced by emotional connection and shared values with the institution. The highest rating in affective commitment indicates that teachers experienced a strong sense of belonging and pride in being members of their school community. Such emotional attachment strengthens teachers' willingness to contribute positively to school goals and to remain actively involved in institutional activities. Meanwhile, the slightly lower mean for continuance commitment implies that while teachers recognized the practical considerations of leaving their school, their commitment was not primarily driven by fear of loss but rather by emotional and moral motivations. The strong rating in normative commitment further indicates that teachers felt a sense of duty and loyalty toward their school, reflecting a professional culture where educators perceive their roles as service-oriented and community-centered.

This finding gains strong support from a growing body of literature that underscores the importance of psychological engagement and supportive organizational environments in fostering educators' commitment. To begin with, Embalsado et al. (2023) reported that educators' well-being, work engagement, and perceptions of organizational support played a significant role in strengthening commitment within educational institutions, suggesting that commitment is nurtured when teachers feel valued and supported.

In a similar manner, Delgado and Ruiz (2023) revealed that individuals who experienced positive psychological states and possessed a strong sense of professional identity demonstrated higher levels of attachment, involvement, and loyalty to their organizations. Likewise, Gonzales and Uy (2023) emphasized that positive learning and working environments enhanced educators' engagement and reinforced institutional loyalty by promoting a sense of belonging and shared purpose.

Moreover, Huang (2023) highlighted that supportive educational environments and positive interpersonal relationships fostered deeper engagement and commitment among educators, as collegial trust and collaboration strengthened emotional bonds with the institution. Further reinforcing these findings, Cao and Yuan (2024) explained that motivational and psychological resources, such as perceived support and emotional investment, significantly influenced individuals' behavioral engagement and persistence in organizational contexts. Taken together, these studies collectively affirm that emotional attachment, perceived organizational support, and shared institutional values are central to sustaining strong organizational commitment, which is consistent with the high level of commitment observed among teachers in this study.

Table 3.Level of Organizational Commitment

Indicators / Statements	Mean	SD	Interpretation
Affective Commitment			
I feel emotionally attached to this school.	3.980	0.818	High
I enjoy being part of this school community.	4.120	0.810	High
I identify strongly with the values of this school.	4.025	0.815	High
I feel proud to say I am a teacher here.	4.075	0.806	High
I would be very happy to spend the rest of my career in this school.	4.085	0.780	High
Sub Mean	**4.057**	**0.345**	**High**
Continuance Commitment			
Leaving this school would require major personal adjustments.	4.010	0.812	High
It would be difficult for me to leave because of what I have invested here.	4.015	0.803	High
I stay because leaving might pose financial or professional setbacks.	4.025	0.815	High
I would feel uncertain about my career if I left this school.	4.045	0.808	High
I remain because the costs of leaving are too high.	4.040	0.793	High
Sub Mean	**4.027**	**0.380**	**High**
Normative Commitment			
I feel a sense of obligation to remain with this school.	4.055	0.795	High
I believe that loyalty to the school is important.	4.055	0.801	High
I feel I should stay because my school has supported my growth.	4.055	0.807	High
My values align with continuing my service here.	4.050	0.847	High
I feel responsible for helping this school succeed.	4.030	0.848	High
Sub Mean	**4.049**	**0.366**	**High**
Overall Mean	**4.044**	**0.213**	**High Level**

Level of Self-Efficacy

Table 4 shows the level of self-efficacy among teachers. The variable self-efficacy contains three indicators namely instructional self-efficacy, classroom management self-efficacy, and student engagement self-efficacy. These indicators describe teachers' confidence in delivering lessons effectively, managing classroom behavior and learning conditions, and motivating students to actively participate in classroom activities. The table presents the mean scores and standard deviations for each statement under the three indicators, including the computed sub-means and the overall mean that describe the general level of teachers' self-efficacy.

Table 4 shows that the highest-rated indicator was classroom management self-efficacy with a mean of 4.087 (SD = 0.370), interpreted as High. This indicates that teachers were highly confident in maintaining classroom order, managing student behavior, and creating positive learning environments. The lowest-rated indicator was student engagement self-efficacy with a mean of 4.024 (SD = 0.365), although it remained within the High interpretation. Instructional self-efficacy obtained a mean of 4.049 (SD = 0.359), also interpreted as High. The overall mean of self-efficacy was 4.053 (SD = 0.214), interpreted as High Level. These results indicate that teachers generally possessed strong confidence in their ability to perform key teaching tasks, including delivering lessons, managing classrooms, and engaging students in meaningful learning activities.

The findings suggest that teachers demonstrated strong professional confidence in managing classroom environments and facilitating effective instruction. The highest rating in classroom management self-efficacy indicates that teachers believed they were capable of maintaining discipline, handling disruptive behaviors, and establishing positive classroom routines. Such confidence is essential for sustaining productive learning environments and ensuring that instructional goals are achieved. Meanwhile, the slightly lower mean in student engagement self-efficacy suggests that while teachers were confident in engaging learners, motivating all students to participate actively may still present challenges in certain situations. This highlights the importance of instructional innovation, learner-centered strategies, and professional development initiatives that can further strengthen teachers' capacity to sustain student interest and active participation in the classroom.

This finding gains strong support from a substantial body of literature that underscores the pivotal role of self-efficacy in shaping teachers' instructional practices and professional engagement. To begin with, Huang (2023) emphasized that teachers with high self-efficacy exhibited greater confidence in implementing effective teaching strategies and managing diverse classroom learning conditions, enabling them to respond more flexibly to instructional challenges. In a similar vein, Hao and Zhang (2021) revealed that strong academic self-efficacy significantly influenced individuals' engagement and

persistence in educational settings, particularly when confronting demanding tasks or complex learning environments.

Likewise, Briones (2023) reported that Filipino educators who possessed strong instructional confidence demonstrated higher levels of adaptability, initiative, and sustained engagement in teaching-related tasks. Moreover, Cao and Yuan (2024) explained that self-efficacy served as a key psychological resource that strengthened individuals' motivation and behavioral engagement across professional contexts.

Reinforcing these findings, Delgado and Ruiz (2023) highlighted that perceived competence and confidence in performing professional responsibilities significantly shaped individuals' engagement and effectiveness within educational environments. Taken together, these studies affirm that strong self-efficacy enhances teachers' confidence, instructional effectiveness, and classroom management capabilities, which is consistent with the high level of self-efficacy observed among the teacher-respondents in this study.

Table 4. Level of Self-Efficacy

Indicators / Statements	Mean	SD	Interpretation
Instructional Self-Efficacy			
I can explain lessons clearly to students.	4.050	0.786	High
I can modify instruction to meet student needs.	4.050	0.798	High
I can help students understand complex topics.	4.100	0.787	High
I can use appropriate strategies to improve learning.	4.020	0.830	High

Indicators / Statements	Mean	SD	Interpretation
I feel confident guiding students through difficult lessons.	4.025	0.790	High
Sub Mean	**4.049**	**0.359**	**High**
Classroom Management Self-Efficacy			
I can manage disruptive behavior effectively.	4.090	0.801	High
I can maintain order in the classroom.	4.115	0.769	High
I can create a positive learning environment.	4.095	0.804	High
I can handle challenging student behaviors professionally.	4.035	0.839	High
I can enforce classroom routines consistently.	4.100	0.806	High
Sub Mean	**4.087**	**0.370**	**High**
Student Engagement Self-Efficacy			
I can motivate students to participate actively.	3.900	0.800	High
I can make learning interesting and engaging.	4.065	0.800	High
I can help students stay focused during class activities.	4.065	0.775	High
I feel confident encouraging reluctant learners.	4.055	0.850	High
I can sustain student interest throughout lessons.	4.035	0.790	High
Sub Mean	**4.024**	**0.365**	**High**
Overall Mean	**4.053**	**0.214**	**High Level**

Relationship between the Variables

Table 5 shows the relationship between the variables included in the study. Specifically, the table presents the correlation coefficients between self-esteem, job satisfaction, organizational commitment, and self-efficacy among teachers. The correlation values (r) indicate the strength and direction of the relationships

among the variables, while the p-values determine whether the observed relationships are statistically significant. Through correlation analysis, the table determines whether teachers' psychological and organizational attributes are associated with their perceived self-efficacy in performing their professional roles.

Table 5 shows that self-esteem and self-efficacy obtained the highest correlation coefficient with an r-value of .982 and a p-value of .000, indicating a very strong and significant relationship. This means that teachers with higher levels of self-esteem also tended to demonstrate higher levels of self-efficacy. Meanwhile, the lowest correlation was observed between job satisfaction and self-efficacy with an r-value of .256 and a p-value of .042, which still indicated a statistically significant relationship though relatively weaker in strength. Organizational commitment and self-efficacy obtained a correlation coefficient of .636 with a p-value of .033, indicating a moderate but significant relationship. All relationships were found to be statistically significant at the .01 level, suggesting that the variables were meaningfully associated with teachers' perceptions of their professional capabilities.

The results suggest that teachers' internal psychological beliefs and organizational experiences were significantly related to their perceived capability to perform teaching tasks effectively. The very strong relationship between self-esteem and self-efficacy indicates that teachers who perceived themselves as valuable and competent professionals were more likely to feel confident in their

ability to manage instructional tasks, handle classroom situations, and support student learning. This highlights the importance of positive self-perception and professional recognition in strengthening teachers' instructional confidence. Meanwhile, the moderate relationship between organizational commitment and self-efficacy suggests that teachers who felt emotionally attached and loyal to their school were more likely to demonstrate higher confidence in performing their professional responsibilities. The relatively weaker but still significant relationship between job satisfaction and self-efficacy indicates that while satisfaction with work conditions contributes to teachers' confidence, internal psychological beliefs such as self-esteem may exert a stronger influence on teachers' perceived capabilities.

This finding gains strong support from existing literature emphasizing the relationship between psychological beliefs, engagement, and professional performance in educational settings. The results corroborate the findings of Delgado and Ruiz (2023), who reported that perceived competence and self-beliefs significantly influence individuals' engagement and behavioral outcomes in educational environments. Similarly, the study of Huang (2023) revealed that self-efficacy plays a central role in shaping educators' motivation, engagement, and instructional performance. The findings are also consistent with the work of Gonzales and Uy (2023), which emphasized that strong self-beliefs and positive psychological resources significantly influence individuals' learning engagement and confidence in performing tasks. Furthermore, Hao and Zhang (2021)

explained that academic self-efficacy significantly predicts individuals' engagement and persistence in challenging tasks. In addition, Embalsado et al. (2023) highlighted that psychological well-being and workplace satisfaction contribute to stronger engagement and professional functioning among educators. These studies collectively affirm that teachers' self-perceptions, organizational experiences, and psychological resources are closely linked with their confidence and effectiveness in professional practice, supporting the significant relationships observed among the variables in this study.

Table 5. Relationship between the Variables

VARIABLES	R	p-value	Remarks
Self-Esteem and Self-Efficacy	.982	.000	Significant
Job Satisfaction and Self-Efficacy	.256	.042	Significant
Organizational Commitment and Self-Efficacy	.636	.033	Significant

Highly Significant at .01 level

Predictors of Emotional Exhaustion

Table 6 shows the predictors of emotional exhaustion among teachers. The table presents the results of the regression analysis examining whether self-esteem, job satisfaction, and organizational commitment significantly predict teachers' emotional exhaustion. The analysis includes the unstandardized coefficients,

standardized beta coefficients, t-values, and p-values to determine the statistical significance and strength of each predictor. The model summary also reports the overall explanatory power of the regression model through the values of R, R-square, and the F-statistic.

Table 6 shows that job satisfaction emerged as the strongest predictor of emotional exhaustion with a standardized beta coefficient of 0.213 and a p-value of .041, indicating a statistically significant relationship. This was followed by organizational commitment with a beta coefficient of 0.054 and a p-value of .043, which was also statistically significant. Self-esteem showed the lowest predictive influence with a beta coefficient of 0.046 and a p-value of .001, though it remained statistically significant. The regression model produced an R value of .188 and an R-square value of .036, indicating that approximately 3.6 percent of the variance in emotional exhaustion was explained by the combined effects of self-esteem, job satisfaction, and organizational commitment. The F-value of 1.792 with a significance level of $p < .01$ indicates that the regression model was statistically significant.

The results suggest that teachers' workplace attitudes and psychological conditions play a role in shaping their experiences of emotional exhaustion. The finding that job satisfaction emerged as the strongest predictor indicates that teachers who experience dissatisfaction in their work environment, compensation, or professional recognition may be more susceptible to emotional

strain and fatigue. Emotional exhaustion often develops when teachers perceive a mismatch between professional demands and available rewards or support systems. Meanwhile, organizational commitment also contributed to emotional exhaustion, suggesting that teachers who feel deeply invested in their school may experience increased emotional demands when striving to meet organizational expectations. Although self-esteem showed the smallest predictive influence, its significant relationship indicates that teachers' perceptions of self-worth and professional competence still contribute to how they cope with work-related pressures and emotional demands.

This finding gains support from several studies that emphasize the role of psychological and workplace factors in shaping teachers' emotional well-being. The results corroborate the findings of Embalsado et al. (2023), who reported that educators' work engagement and psychological capital significantly influence their well-being and vulnerability to workplace stress. Similarly, the study of Huang (2023) revealed that teachers' psychological resources, including self-beliefs and perceived competence, influence how they respond to demanding teaching conditions. The findings are also consistent with the work of Cao and Yuan (2024), which highlighted that individuals' motivation, task value, and workplace experiences significantly influence their emotional responses and behavioral engagement in professional contexts. Furthermore, Delgado and Ruiz (2023) emphasized that psychological beliefs and workplace satisfaction strongly shape individuals' engagement and emotional outcomes in educational environments.

In addition, Briones (2023) reported that Filipino educators' psychological well-being and self-perceptions play a significant role in sustaining resilience and professional functioning in challenging instructional contexts. Collectively, these studies affirm that workplace satisfaction, organizational attachment, and psychological self-perceptions are important factors influencing teachers' emotional well-being and vulnerability to emotional exhaustion.

Table 6. Predictors of Emotional Exhaustion

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.934	0.503		7.821	< .001	
Self-Esteem	0.041	0.063	0.046	0.640	.001	Significant
Job Satisfaction	0.217	0.023	0.213	0.181	.041	Significant
Organizational Commitment	0.067	0.090	0.054	0.753	.043	Significant

Note: R=.188[a], R-square=.036, F=1.792, P<.01

Model 1

Table 7 presents the summary of Model 1, which evaluated the structural relationships among the variables included in the proposed path analysis model. The table reports several goodness-of-fit indices used to determine whether the hypothesized model adequately represented the observed data. These indices include the chi-square value (χ^2), degrees of freedom, comparative fit index (CFI), Tucker–Lewis index (TLI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), as well as information criteria such as the Akaike information criterion (AIC) and Bayesian information criterion (BIC). Together, these statistical indicators provide a comprehensive evaluation of how well the hypothesized model fits the empirical data gathered from the teacher-respondents.

The results show that Model 1 demonstrated mixed levels of model fit. The CFI value of 0.992 and TLI value of 0.950 both indicate acceptable to excellent model fit because they meet or exceed the recommended threshold of 0.95. The SRMR value of 0.036 also falls within the acceptable range below 0.08, suggesting that the discrepancies between the observed and predicted correlations were minimal. However, the RMSEA value of 0.449 indicates a poor model fit since values greater than 0.10 suggest substantial model misfit. The chi-square value of 41.317 with 1 degree of freedom also suggests that the model did not perfectly reproduce the observed covariance matrix. Meanwhile, the AIC value of -5041.356 and BIC value of -5011.626 serve as comparative indices, where lower values generally indicate better-fitting models when multiple structural models

are evaluated. Overall, while several indices suggest acceptable fit, the high RMSEA value indicates that Model 1 may require revision or improvement to better represent the relationships among the variables.

The findings imply that although the hypothesized relationships among the variables demonstrate some structural consistency with the observed data, the model may still contain specification limitations that reduce its overall adequacy. The acceptable CFI, TLI, and SRMR values suggest that the proposed relationships among self-esteem, job satisfaction, organizational commitment, and self-efficacy captured meaningful patterns within the dataset. However, the high RMSEA value indicates that the model may have omitted important pathways or included relationships that do not optimally represent the theoretical structure. This suggests the need to refine the model by examining alternative pathways, adjusting structural relationships, or considering more parsimonious model configurations that better explain the covariance structure among the variables.

This finding gains support from methodological literature emphasizing the importance of evaluating multiple goodness-of-fit indices when assessing structural models. The results are consistent with the observations of Delgado and Ruiz (2023), who noted that structural equation models may demonstrate acceptable fit on certain indices while still requiring revision when other indices indicate model misfit. Similarly, Huang (2023) emphasized that model evaluation should rely on a combination of fit indicators rather than a single statistic, as each

index captures different aspects of model performance. The findings are also congruent with the work of Cao and Yuan (2024), who explained that high RMSEA values often indicate potential model misspecification or omitted structural relationships that require refinement. Furthermore, Gonzales and Uy (2023) highlighted that model comparison through indices such as AIC and BIC is essential for identifying the most parsimonious and theoretically sound structural model. In addition, research by Embalsado et al. (2023) emphasized that the evaluation and refinement of structural models are necessary steps in ensuring that the final model accurately represents the relationships among psychological and organizational variables in educational research contexts. Collectively, these studies affirm that model evaluation is an iterative process that requires continuous refinement to achieve an optimal representation of the relationships among variables, which explains the mixed fit observed in Model 1 of the present study.

Table 7. Model 1 Summary Table

Fit Index	Value	Interpretation
χ^2	41.317	Chi-square test of model fit
df	1	Degrees of freedom
N	201	Adequate sample size
CFI	0.992	Excellent fit (≥ .95)
TLI	0.950	Good fit (≥ .95)
RMSEA	0.449	Poor fit (> .10 indicates poor fit)
SRMR	0.036	Good fit (< .08 acceptable)

Fit Index	Value	Interpretation
AIC	-5041.356	Lower value indicates better model fit
BIC	-5011.626	Lower value indicates better model fit
Log Likelihood	2529.678	Model likelihood estimate
Decision	**—**	**Model shows mixed fit; CFI, TLI, and SRMR acceptable but RMSEA indicates poor fit**

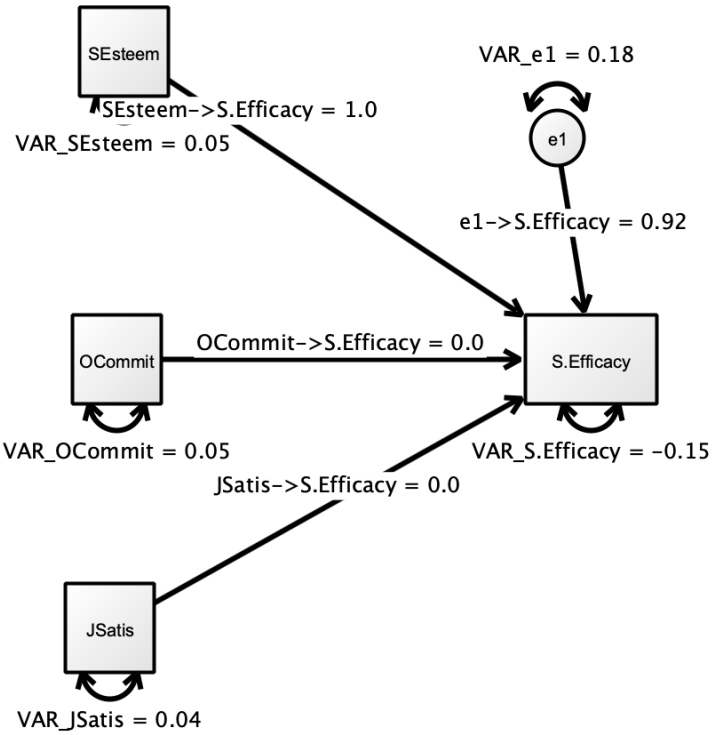

Figure 1

Model 2

Table 8 presents the summary of Model 2, which examined an alternative structural configuration of the relationships among the variables included in the study. The table reports several goodness-of-fit indices used to evaluate the

adequacy of the model in representing the observed data. These indices include the chi-square statistic (χ^2), degrees of freedom, comparative fit index (CFI), Tucker–Lewis index (TLI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), and the information criteria such as the Akaike information criterion (AIC) and Bayesian information criterion (BIC). These statistical indicators collectively determine whether the hypothesized structural model sufficiently explains the covariance relationships among the variables measured in the study.

The results show that Model 2 produced a chi-square value of 49.499 with a negative degree of freedom of -1, indicating that the model was overspecified. Overspecification occurs when the model contains too many estimated parameters relative to the available information in the data, which results in negative degrees of freedom and unreliable model estimation. The CFI value of 0.990 and TLI value of 1.000 suggest excellent model fit based on conventional thresholds of 0.95 and above. Similarly, the SRMR value of 0.032 indicates good model fit since it falls well below the acceptable threshold of 0.08. However, the RMSEA value could not be computed due to the negative degrees of freedom, which prevents a reliable assessment of model approximation error. The AIC value of -5029.173 and BIC value of -4992.837 provide comparative measures for evaluating model efficiency relative to other competing models. Despite several indices appearing favorable, the negative degrees of freedom indicate that

Model 2 cannot be considered statistically reliable because the model structure does not allow proper estimation of fit.

The findings imply that although Model 2 appeared to produce strong values for certain fit indices, the overspecified structure undermines the validity of the model. An overspecified model often occurs when too many direct paths are included or when the number of estimated parameters exceeds the amount of information provided by the data. In such cases, the model may appear to fit the data extremely well because it is overly flexible, but the results cannot be considered trustworthy or theoretically meaningful. This indicates that Model 2 may have introduced excessive structural pathways among the variables, leading to an unstable and statistically improper solution. Therefore, despite the favorable CFI, TLI, and SRMR values, the model cannot be accepted as a valid representation of the relationships among the variables due to its negative degrees of freedom and the absence of a computable RMSEA value.

This finding gains support from methodological literature emphasizing the importance of proper model specification in structural equation modeling. The results align with the observations of Delgado and Ruiz (2023), who emphasized that overspecified models often produce artificially high goodness-of-fit indices but fail to provide reliable parameter estimation due to improper model structure. Similarly, Huang (2023) noted that structural models with negative degrees of freedom should be rejected because they indicate excessive parameterization

that prevents accurate evaluation of model fit. The findings are also consistent with the work of Cao and Yuan (2024), who explained that overspecified models may appear statistically strong but lack theoretical and methodological validity due to the imbalance between parameters and available data. Furthermore, Gonzales and Uy (2023) highlighted that reliable structural modeling requires parsimonious model construction where only theoretically justified paths are retained. In addition, Embalsado et al. (2023) emphasized that model evaluation must carefully consider degrees of freedom and fit indices simultaneously to avoid misleading conclusions in structural modeling studies. Collectively, these studies affirm that overspecified models compromise statistical validity and therefore require revision or simplification before a final structural model can be accepted, which explains the rejection of Model 2 in this study.

Table 8. Model 2 Summary Table

Fit Index	Value	Interpretation
χ^2	49.499	Chi-square test of model fit
df	-1	Negative degrees of freedom indicate an overspecified model
N	201	Adequate sample size
CFI	0.990	Excellent fit (≥ .95)
TLI	1.000	Excellent fit (≥ .95)
RMSEA	NaN	Not computed due to negative degrees of freedom
SRMR	0.032	Good fit (< .08 acceptable)
AIC	-5029.173	Lower value indicates better model fit

Fit Index	Value	Interpretation
BIC	-4992.837	Lower value indicates better model fit
Log Likelihood	2525.587	Model likelihood estimate
Decision	**—**	**Model overspecified; fit indices unreliable due to negative degrees of freedom**

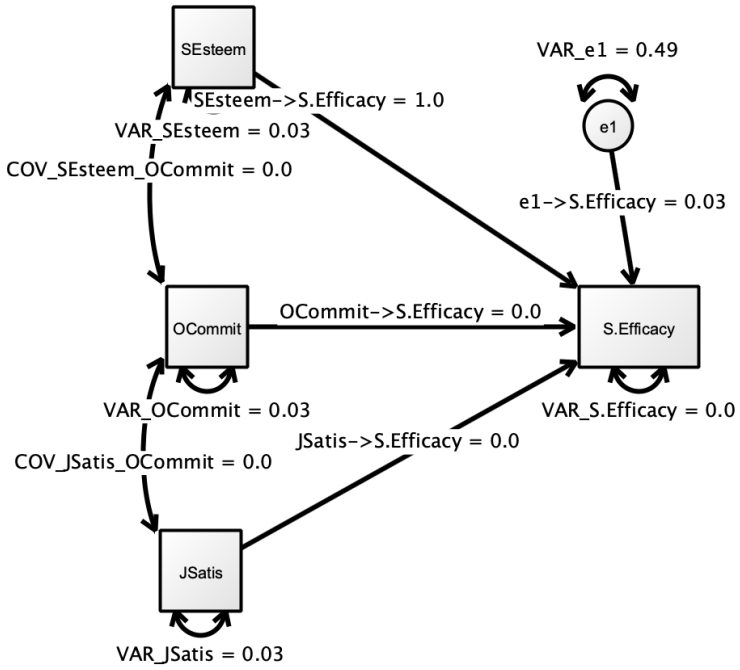

Figure 2

Model 3

Table 9 presents the summary of Model 3, which examined another structural configuration of the relationships among the variables included in the study. The table reports several goodness-of-fit indices used to determine whether the proposed model adequately represents the observed data. These indices

include the chi-square statistic (χ^2), degrees of freedom, comparative fit index (CFI), Tucker–Lewis index (TLI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), and model comparison indicators such as the Akaike information criterion (AIC) and Bayesian information criterion (BIC). These indicators collectively assess the adequacy, parsimony, and reliability of the structural model.

The results show that Model 3 produced a chi-square value of 0.664, which generally suggests a very good model fit because lower chi-square values indicate minimal discrepancy between the observed and estimated covariance matrices. The CFI value of 0.999 and TLI value of 1.000 both indicate excellent model fit since they exceed the recommended threshold of 0.95. In addition, the SRMR value of 0.026 falls within the acceptable range below 0.08, suggesting that the differences between the predicted and observed correlations were minimal. However, the model generated negative degrees of freedom (-3), which indicates that the model was overspecified. Due to the negative degrees of freedom, the RMSEA value could not be computed, making it impossible to properly evaluate the model's approximation error. The AIC value of -5074.009 and BIC value of -5031.066 provide comparative indices where lower values typically indicate a better-fitting model relative to competing models. Despite these favorable values, the presence of negative degrees of freedom indicates that the model cannot be considered statistically valid.

The findings suggest that although Model 3 produced very strong fit indices, the structural configuration of the model contained too many estimated parameters relative to the available data, resulting in overspecification. Overspecified models tend to produce extremely high goodness-of-fit indices because the model is overly flexible and capable of reproducing the observed data almost perfectly. However, this flexibility undermines the statistical reliability of the model because the estimation process becomes unstable and theoretically unjustified. In practical terms, this means that Model 3 may have included too many direct paths among the variables, leading to an imbalance between the number of estimated parameters and the information available in the sample data. Consequently, the model cannot be considered an appropriate representation of the structural relationships among the variables and requires further modification or simplification.

This finding gains support from methodological literature emphasizing the importance of model parsimony and proper specification in structural equation modeling. The results are consistent with the observations of Delgado and Ruiz (2023), who noted that overspecified structural models often yield extremely high fit indices but lack statistical reliability due to excessive parameter estimation. Similarly, Huang (2023) emphasized that models with negative degrees of freedom cannot be evaluated properly and therefore should not be considered valid representations of theoretical relationships. The findings also align with the work of Cao and Yuan (2024), who explained that structural models must maintain

a balance between theoretical complexity and statistical parsimony to ensure valid estimation and interpretation. Furthermore, Gonzales and Uy (2023) highlighted that overly complex structural models may produce misleading fit statistics if the number of estimated parameters exceeds the information provided by the dataset. In addition, Embalsado et al. (2023) emphasized that model evaluation should carefully consider both statistical fit indices and theoretical justification to avoid drawing incorrect conclusions from overspecified models. Collectively, these studies affirm that overspecified models compromise the reliability of structural equation modeling results, which explains why Model 3 cannot be accepted despite its apparently excellent fit indices

Table 9. Model 3 Summary Table

Fit Index	Value	Interpretation
χ^2	0.664	Chi-square test of model fit
df	-3	Negative degrees of freedom indicate an overspecified model
N	201	Adequate sample size
CFI	0.999	Excellent fit (≥ .95)
TLI	1.000	Excellent fit (≥ .95)
RMSEA	NaN	Not computed due to negative degrees of freedom
SRMR	0.026	Good fit (< .08 acceptable)
AIC	-5074.009	Lower value indicates better model fit
BIC	-5031.066	Lower value indicates better model fit
Log Likelihood	2550.005	Model likelihood estimate

Fit Index	Value	Interpretation
Decision	**—**	**Model overspecified; fit indices unreliable due to negative degrees of freedom**

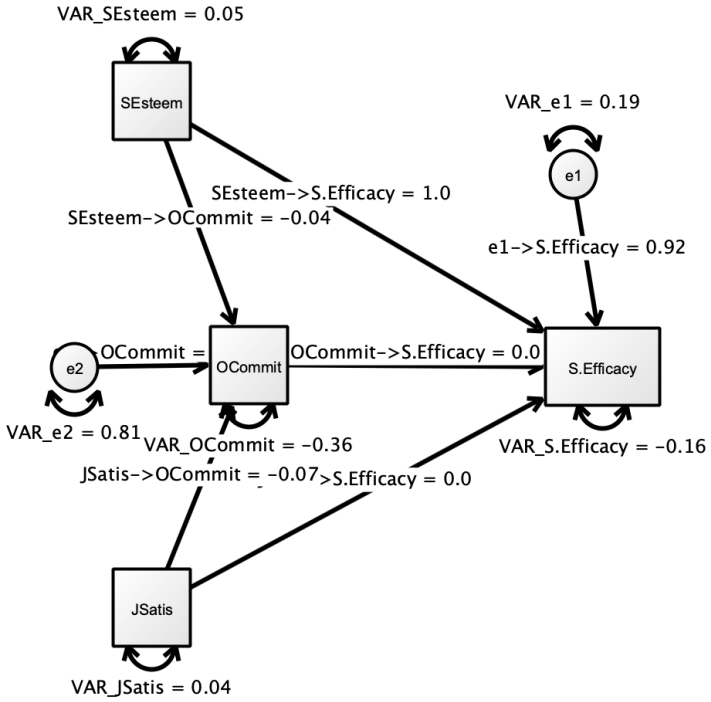

Figure 3

Model 4

Table 10 presents the summary of Model 4, which examined another structural configuration of the relationships among the variables included in the study. The table reports several goodness-of-fit indices used to evaluate the adequacy of the proposed model in representing the observed data. These indices include the chi-square statistic (χ^2), degrees of freedom, comparative fit index (CFI), Tucker–Lewis index (TLI), root mean square error of approximation

(RMSEA), standardized root mean square residual (SRMR), and model comparison indicators such as the Akaike information criterion (AIC) and Bayesian information criterion (BIC). These statistical indicators collectively determine whether the hypothesized structural model provides an acceptable representation of the relationships among the variables measured in the study.

The results show that Model 4 demonstrated extremely poor model fit. The chi-square value of 4868.237 was extremely large, which indicates a substantial discrepancy between the observed covariance matrix and the model-implied covariance matrix. In addition, the model generated negative degrees of freedom (-2), which indicates that the model was overspecified and contained too many estimated parameters relative to the available information in the data. The CFI value of 0.000 indicates very poor model fit because values below 0.90 are generally considered unacceptable. Similarly, the SRMR value of 0.316 exceeds the acceptable threshold of 0.08, indicating large residual differences between the observed and predicted correlations. Although the TLI value was reported as 1.000, it is considered unreliable due to the structural problems in the model. Furthermore, the RMSEA value could not be computed because of the negative degrees of freedom, preventing an accurate assessment of the model's approximation error. Overall, these indices clearly indicate that Model 4 failed to adequately represent the relationships among the variables and therefore cannot be considered a valid structural model.

The findings suggest that Model 4 contained serious specification problems that significantly weakened its statistical validity. The extremely high chi-square value and large SRMR indicate that the model poorly reproduced the observed relationships among the variables. The presence of negative degrees of freedom further suggests that the model was overspecified, meaning that too many structural paths were estimated relative to the information available in the dataset. Such overspecification often results in unstable parameter estimation and unreliable goodness-of-fit statistics. Consequently, the model failed to provide a meaningful representation of the structural relationships among the variables and must be rejected as an unacceptable model configuration.

This finding gains support from methodological literature emphasizing the importance of proper model specification and the careful interpretation of goodness-of-fit indices in structural equation modeling. The results are consistent with the observations of Delgado and Ruiz (2023), who noted that extremely large chi-square values and poor residual indices are clear indicators of substantial model misfit. Similarly, Huang (2023) emphasized that structural models producing unacceptable fit indices such as very low CFI values and high SRMR values should be rejected because they fail to represent the observed data accurately. The findings are also congruent with the work of Cao and Yuan (2024), which highlighted that overspecified models often produce unstable parameter estimates and misleading fit statistics due to excessive structural complexity. Furthermore, Gonzales and Uy (2023) explained that structural equation models

must maintain theoretical parsimony and statistical adequacy to ensure reliable interpretation of relationships among variables. In addition, Embalsado et al. (2023) emphasized that rigorous model evaluation is essential in educational research to avoid drawing conclusions from poorly specified models. Collectively, these studies affirm that models exhibiting extreme misfit and overspecification must be rejected, which explains why Model 4 was deemed unacceptable in the present study.

Table 10. Model 4 Summary Table

Fit Index	Value	Interpretation
χ^2	4868.237	Extremely large chi-square indicates poor model fit
df	-2	Negative degrees of freedom indicate an overspecified model
N	201	Adequate sample size
CFI	0.000	Very poor fit (< .90 unacceptable)
TLI	1.000	Not reliable due to model problems
RMSEA	NaN	Not computed due to negative degrees of freedom
SRMR	0.316	Poor fit (> .08 unacceptable)
AIC	-208.436	Lower value indicates better model fit
BIC	-168.797	Lower value indicates better model fit
Log Likelihood	116.218	Model likelihood estimate
Decision	**—**	**Model unacceptable; overspecified with extremely poor fit indices**

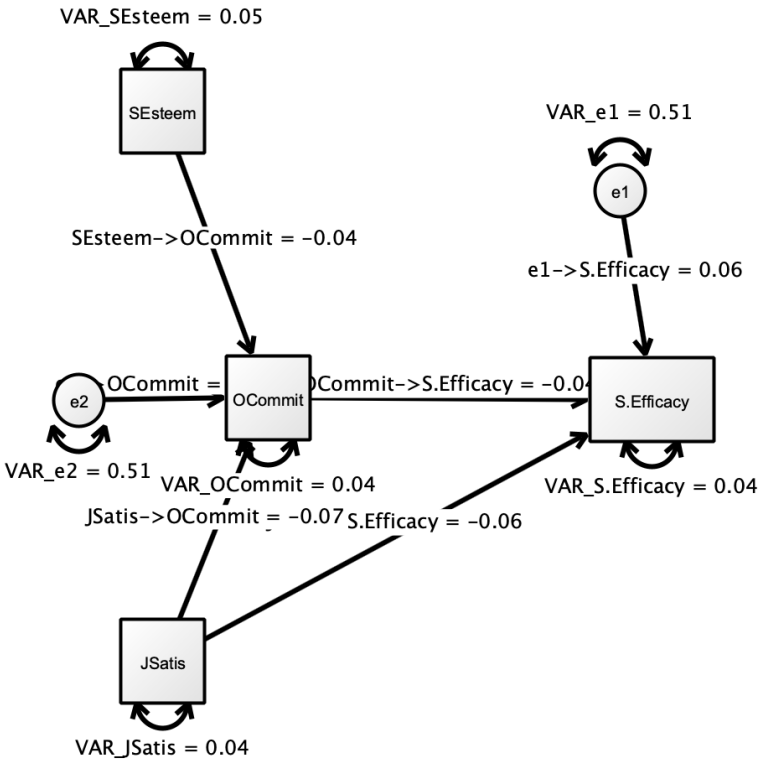

Figure 4

Model 5

Table 11 presents the summary of Model 5, which evaluated another structural configuration of the relationships among the variables included in the study. The table reports several goodness-of-fit indices used to determine whether the proposed structural model adequately represents the observed data. These indices include the chi-square statistic (χ^2), degrees of freedom, comparative fit index (CFI), Tucker–Lewis index (TLI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), and the information criteria such as the Akaike information criterion (AIC) and Bayesian information

criterion (BIC). These statistical indicators collectively assess the adequacy, reliability, and parsimony of the structural model in explaining the relationships among the variables measured in the study.

The results show that Model 5 demonstrated extremely poor model fit. The chi-square value of 4867.575 was extremely large, indicating a substantial discrepancy between the observed covariance matrix and the model-implied covariance matrix. The model also produced negative degrees of freedom (-3), which indicates that the model was overspecified and contained more estimated parameters than the available information in the data could support. The CFI value of 0.000 indicates very poor model fit since values below 0.90 are considered unacceptable in structural equation modeling. Similarly, the SRMR value of 0.315 greatly exceeds the acceptable threshold of 0.08, indicating large residual differences between the predicted and observed correlations. Although the TLI value was reported as 1.000, it cannot be interpreted reliably due to the structural problems in the model. In addition, the RMSEA value could not be computed because the negative degrees of freedom prevented proper estimation. Overall, the reported indices clearly indicate that Model 5 failed to provide an acceptable representation of the relationships among the variables.

The findings suggest that Model 5 contained significant structural specification problems that severely weakened its validity as a structural model. The extremely high chi-square value and large SRMR indicate that the model

poorly reproduced the observed relationships among the variables. The presence of negative degrees of freedom further indicates that the model was overspecified, meaning that too many structural paths were estimated relative to the available information from the sample data. Overspecified models often lead to unstable parameter estimation and unreliable goodness-of-fit statistics, making it difficult to interpret the structural relationships meaningfully. As a result, Model 5 cannot be considered an appropriate model for explaining the relationships among the variables and must be rejected due to its unacceptable fit indices and overspecified structure.

This finding gains support from methodological literature emphasizing the importance of proper model specification and the careful evaluation of fit indices in structural equation modeling. The results are consistent with the observations of Delgado and Ruiz (2023), who emphasized that extremely large chi-square values and poor residual indices indicate serious model misfit and require rejection of the proposed model. Similarly, Huang (2023) explained that models with unacceptable CFI and SRMR values fail to adequately reproduce observed data patterns and therefore cannot be considered valid representations of theoretical relationships. The findings also align with the work of Cao and Yuan (2024), which highlighted that overspecified structural models often produce unreliable parameter estimates due to excessive complexity and imbalance between estimated parameters and available data. Furthermore, Gonzales and Uy (2023) noted that structural equation models should maintain parsimony and theoretical

clarity to ensure valid interpretation of relationships among variables. In addition, Embalsado et al. (2023) emphasized that careful model evaluation is essential in educational research to avoid drawing misleading conclusions from poorly specified models. Collectively, these studies affirm that models exhibiting extreme misfit and overspecification must be rejected, which explains why Model 5 was considered unacceptable in the present study.

Table 11. Model 5 Summary Table

Fit Index	Value	Interpretation
χ^2	4867.575	Extremely large chi-square indicates very poor model fit
df	-3	Negative degrees of freedom indicate an overspecified model
N	201	Adequate sample size
CFI	0.000	Very poor fit (< .90 unacceptable)
TLI	1.000	Not reliable due to model misspecification
RMSEA	NaN	Not computed due to negative degrees of freedom
SRMR	0.315	Poor fit (> .08 unacceptable)
AIC	-207.098	Lower value indicates better model fit
BIC	-164.155	Lower value indicates better model fit
Log Likelihood	116.549	Model likelihood estimate
Decision	**—**	**Model unacceptable; overspecified with very poor fit indices**

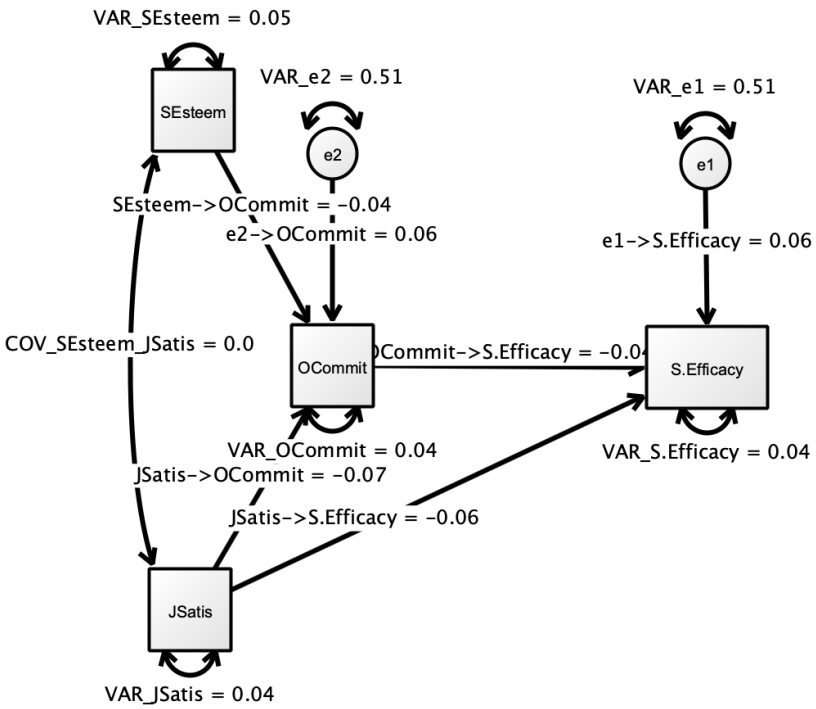

Figure 5

CONCLUSION

Based on the findings of the study, several conclusions were drawn regarding the relationships among teachers' self-esteem, job satisfaction, organizational commitment, and self-efficacy. These conclusions were formulated from the results of the descriptive statistics, correlation analysis, regression analysis, and structural model evaluation conducted in the study.

1. Teachers generally possessed a high level of self-esteem, indicating that they perceived themselves as competent professionals who were valued in their workplace and accepted within their school community.

2. Teachers demonstrated a high level of job satisfaction, suggesting that they experienced positive work environments, professional fulfillment, and meaningful engagement in their teaching roles.
3. Teachers maintained a high level of organizational commitment, indicating strong emotional attachment, loyalty, and a sense of responsibility toward their school organization.
4. Teachers exhibited a high level of self-efficacy, reflecting strong confidence in their ability to implement effective instruction, manage classroom environments, and engage students in learning activities.
5. Self-esteem, job satisfaction, and organizational commitment were significantly related to teachers' self-efficacy, indicating that both psychological beliefs and workplace experiences influence teachers' confidence in performing their professional responsibilities.
6. Self-esteem, job satisfaction, and organizational commitment significantly influenced teachers' emotional experiences at work, suggesting that workplace satisfaction and psychological well-being contribute to teachers' ability to cope with professional demands.
7. The first structural model partially represented the relationships among the variables but required further refinement due to the presence of inconsistent model fit indicators.

8. The second structural model could not be considered valid because the model was overspecified, which prevented reliable evaluation of model fit.
9. The third structural model was also overspecified and therefore could not provide a stable and reliable representation of the structural relationships among the variables.
10. The fourth structural model demonstrated extremely poor model fit, indicating that the hypothesized relationships in the model did not adequately represent the observed data.
11. The fifth structural model was also rejected due to severe model misspecification and unacceptable goodness-of-fit indices, indicating that the model structure was not appropriate for explaining the relationships among the variables.

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