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SELF-EFFICACY AND JOB SATISFACTION AS PREDICTORS OF TEACHERS' PERFORMANCE IN HIGHER EDUCATION INSTITUTION

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ABSTRACT

The study aimed to determine how self-efficacy and job satisfaction strongly affect teacher performance in higher education institutions. It addresses concerns such as high student-teacher ratios and limited resources affecting teachers' motivation and output. It aims to identify innovative strategies to strengthen teacher performance by investigating the relationship between self-efficacy and job satisfaction. This study was based on the Social Cognitive Theory, Work Engagement Model, Job Characteristics Model, and Self-Efficacy Theory. Two hundred fourteen college faculty members were the respondents of this study, chosen through a random sampling technique. The researcher employed a quantitative-correlational design to investigate the relationships among variables. The adapted and modified questionnaires as instruments for this study underwent validation from experts. Statistical treatments applied were Multiple regression, Pearson's r, and mean scores were used. Both self-efficacy and job satisfaction were found to be significantly correlated with teacher performance, according to the study findings across domains, including instructional strategies, classroom management, student engagement, coworkers, operating rules and procedures, supervision, fringe benefits, opportunities and rewards, and the nature of work performed.

INTRODUCTION

The quality of higher education is directly responsible for the growth and development of a nation's workforce. Behind this quality is an effective teacher whose performance significantly influences student learning outcomes (Ozyurek, 2024). This study explores the relationship between self-efficacy and job satisfaction on teachers' performance in higher education institutions (HEIs).

Universities worldwide, particularly in developing nations but increasingly in developed countries, rely more heavily on teachers (Mather et al., 2022). While these individuals often possess strong qualifications and a passion for teaching, they typically face precarious employment situations with limited job security, minimal support, and few opportunities for professional development.

Teacher performance in Philippine HEIs has emerged as a concern. Studies highlight issues like high student-to-teacher ratios, limited resources, and the increasing demands of the 21st-century classroom, which can contribute to feelings of inadequacy and decreased motivation among teachers, potentially impacting their performance (Dimacali et al., 2022). Studies by Lopes et al. (2019) highlight difficulties in effectively integrating technology into teaching, potentially hindering student engagement and improved teacher performance. Al-Ghamdi et al. (2020) also emphasized that disorganized lectures, unclear learning objectives, and poor time management can hinder student engagement and affect teacher performance in lesson delivery.

Several studies have established a positive correlation between self-efficacy and teacher performance. For instance, one study showed that teachers with higher self-efficacy demonstrated more effective classroom strategies and instructional practices (Caprara et al., 2020). Similarly, another study revealed that teachers with high self-efficacy were more inclined to apply innovative teaching methods and achieve positive student learning outcomes (Sun & Rueda, 2019). Research by Aydin and Kaya (2020) demonstrates a positive correlation between job security and teacher self-efficacy.

Moreover, a study by Sun et al., 2021 delves deeper, examining the mediating role of job autonomy and work engagement in the connection between self-efficacy and teacher job satisfaction. Self-efficacy can lead to higher job satisfaction through increased feelings of autonomy and work engagement. Additionally, the limited access to resources and professional development opportunities further restricts their ability to stay current in their fields and experiment with innovative pedagogy, potentially eroding their confidence in their effectiveness (Rokeman & Kob, 2023)

Job satisfaction is another key factor influencing faculty performance (Sun et al., 2021). A study explores various causes of job dissatisfaction through a meta-analysis of existing research. It examines the effects of low pay, lack of recognition, and limited growth opportunities on employee well-being and performance (Schaufeli et al., 2022).

The link between job satisfaction and teacher performance has also been documented. A study by Xu and Huang (2019) found a positive relationship between teacher job satisfaction and student achievement in Chinese universities. Additionally, research investigating Malaysian HEIs by Zainal and Mat Zin (2020) reported that job satisfaction mediated the relationship between workload and teacher performance. This suggests that when the workload is manageable, and teachers feel supported within their work environment, their performance remains high despite demanding schedules (Sahito & Vaisanen, 2020).

Effective teacher performance is paramount for a thriving higher education system. Skilled and motivated teachers play a critical role in enhancing student learning. Teachers facilitate knowledge acquisition, develop critical thinking skills, and foster intellectual curiosity among students. Their performance directly impacts student engagement, academic achievement, and future success (Leithwood & Maslach, 2016). Also, promoting quality education where effective teachers contribute to the overall education offered by HEIs. Their practices ensure that students receive a well-rounded education that prepares them for workplace demands and lifelong learning (Shikalepo,2020). Moreover, in building a strong workforce, HEIs are responsible for producing

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graduates fully equipped with the necessary skills and knowledge to contribute to the nation's workforce. High-performing teachers ensure that graduates are well-prepared and ready to excel in their chosen fields (Williams et al., 2023).

Previous studies on self-efficacy, job satisfaction, and teacher performance have provided valuable insights. These studies highlight the importance of supporting teachers' self-belief and fostering a work environment that promotes satisfaction. However, limited research has specifically explored the interplay of self-efficacy and job satisfaction on teacher performance within the Philippine HEI context.

While existing research demonstrates the independent effects of self-efficacy and job satisfaction on teacher performance, a gap exists in understanding their combined influence within the Philippine HEI setting. This study aimed to fill this gap by examining the interplay between these factors in Tagum City's HEIs. By examining this relationship, the study can contribute to developing more comprehensive and inclusive strategies for improving teacher performance in Philippine higher education.

This research can inform the development of programs and initiatives that boost Teacher Self-Efficacy through workshops, mentoring programs, and professional development opportunities focused on enhancing teachers' confidence in their teaching abilities (Tschannen-Moran & Hoy, 2001). Improve Job Satisfaction by finding ways or strategies to address workload concerns, provide more autonomy, and offer opportunities for growth and recognition within HEIs.

By understanding the interplay between self-efficacy, job satisfaction, and teacher performance, this study can provide valuable insights for improving the quality of education in Tagum City's HEIs, consequently leading to the development of a more competent and competitive Filipino labor force.

This study was anchored in the Social Cognitive Theory (SCT) developed by Albert Bandura (1986). This theory posits that human behavior is influenced by a triadic reciprocal interaction among personal factors (cognitive, affective, biological), behavioral patterns, and environmental influences. In this research, self-efficacy and job satisfaction are the personal factors of interest. These factors interact with the teachers' behaviors (instructional strategies, classroom management) and the HEI environment (opportunities and rewards, supervision, nature of work) to ultimately influence their performance (task performance, contextual performance, counterproductive work behavior).

Moreover, the study is supported by self-efficacy theory (Bandura, 1997), a core component of SCT. Self-efficacy theory focuses on an individual's belief in their capability to perform a specific task. This study's context translates to teachers' belief and ability to implement effective instructional strategies, manage classrooms effectively, and foster student engagement. Teachers with high self-efficacy will be more likely to experiment with innovative approaches, adapt to challenges, and persist through difficulties, leading to improved task performance (e.g., delivering engaging lessons) and contextual performance (e.g., contributing to a positive school climate).

Self-efficacy empowers teachers to take control of their professional development. HEIs can support self-efficacy by providing opportunities for teachers to develop new instructional strategies, observe experienced colleagues, and receive positive feedback on successful practices. This fosters a growth mindset and belief in their ability to excel.

Furthermore, a Job Characteristics Model (Hackman & Oldham, 1976) supported the study. This model identifies five core job characteristics contributing to employee motivation and satisfaction: skill variety, task significance, autonomy, task identity, and feedback. When these characteristics are reflected in the HEI environment through opportunities and rewards (e.g., professional development opportunities, recognition), supportive supervision, and transparent operating procedures, teachers are more likely to experience job satisfaction. Satisfied teachers are more engaged and demonstrate more effort, leading to improved task performance (e.g., effective lesson planning) and reduced counterproductive work behavior (e.g., absenteeism).

The Job Characteristics Model provides a valuable framework for HEIs to create a work environment that fosters job satisfaction. This can be achieved by offering teachers opportunities for professional growth, providing clear performance expectations, and establishing supportive relationships with supervisors.

Lastly, the Work Engagement Model (Schaufeli & Bakker, 2001) in which this model expands on job satisfaction by proposing three core dimensions of work engagement: vigor (dedication and effort), dedication (enthusiasm and involvement), and absorption (complete focus and being engrossed in work). HEIs that foster self-efficacy and job satisfaction are likelier to cultivate highly engaged teachers. Engaged teachers are more motivated to go the extra mile, experiment with innovative teaching methods, and build a supportive learning environment towards students, ultimately leading to improved task performance (e.g., differentiated instruction), contextual performance (e.g., collaboration with colleagues), and reduced counterproductive work behavior (e.g., cynicism).

The Work Engagement Model emphasizes the motivational power of self-efficacy and job satisfaction. By addressing these factors, HEIs can create a culture of passionate educators who are intrinsically motivated to deliver high-quality instruction and contribute positively to the institution.

By integrating Social Cognitive Theory as the anchor and drawing upon the supporting frameworks of Self-Efficacy Theory, the Job Characteristics Model, and the Work Engagement Model, this study aims to comprehensively explore the interplay between self-efficacy, job satisfaction, and teacher performance within Higher Education Institutions. Understanding these relationships can inform evidence-based strategies to empower teachers, thereby improving the quality of education.

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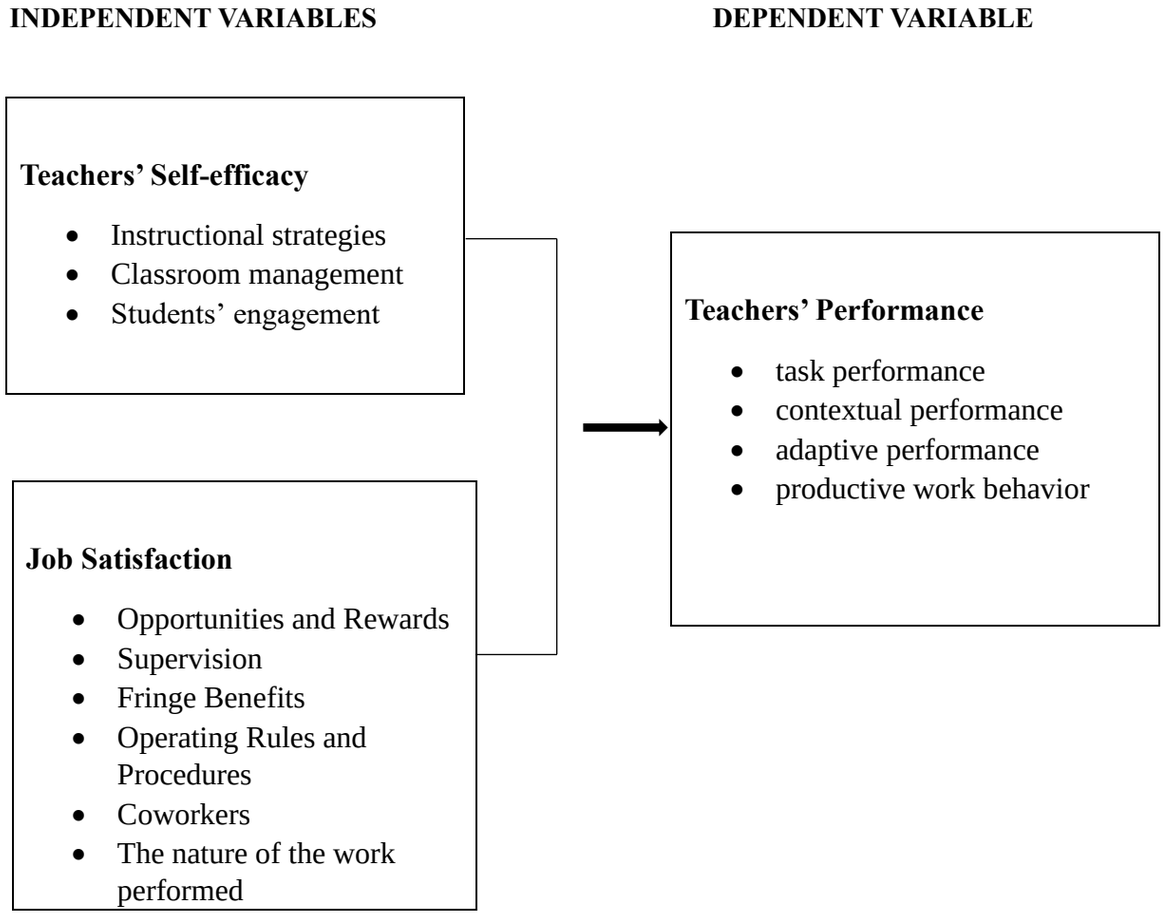


Figure 1. Conceptual Framework of the Study

Presented in Figure 1 is the conceptual framework of the study. As the framework shows, the first independent variable is self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001), which includes the following indicators: instructional strategies, classroom management, and student engagement. In this study, *instructional strategies* are methods by which teachers apply to enable learners to become independent, strategic learners. Secondly, *Classroom management* is described as teachers' measures to create and maintain a harmonious environment that promotes student academic accomplishment and moral development. Lastly, *students' engagement* refers to the level of attention, curiosity, and willingness to learn that shows interest in the school learning activities.

The second independent variable is job satisfaction (Spector,1997), with the indicators namely opportunities, coworkers, supervision, fringe benefits, operating rules and procedures, and the nature of work performed. In this study, *opportunities* typically refer to the chances for professional growth and development within the organization, and employees feel more satisfied when they are given a promotion; it can positively impact their job satisfaction and overall engagement in work. Also, *rewards* are important to increase the productivity and motivation of employees to participate in the task. *Coworkers* have a good work relationship with their co-employees, which can build trust between an institution and its employees. In *supervision*, when workers feel respected by their superiors and have balanced treatment, they will contribute to the institution's success; they tend to repay this respect with hard work and commitment to the company.

Followed the *fringe benefits* in which the teachers have additional compensation the employer provides beyond their regular salary. *Operating rules and procedures* also refer to the guidelines for addressing potential problems and bringing an organization's vision and values into its daily practices. Lastly, *the nature of work* refers to the work and responsibilities you perform at your workplace.

The dependent variable is teacher performance. Effective teacher performance goes beyond simply delivering content. This research explores three key dimensions contributing to a well-rounded teacher (Danielson, 2007). The first pillar is *task performance*, which focuses on core instructional responsibilities directly impacting student learning. This includes creating engaging and well-organized lessons that cater to diverse learning styles (Tomlinson, 2017). Skilled teachers utilize various instructional strategies, from lectures and discussions to group work and technology integration, to keep students engaged (Eggen & Kauchak, 2018).

The second dimension is *contextual performance***,** encompassing a teacher's contributions beyond core instructional duties that still contribute to the school's overall success (Borich, 2011). This includes collaboration with colleagues to share best practices, plan curriculum, and support student learning across different subjects (Fullan, 2007). Strong teachers continually seek opportunities to improve their skills and knowledge by attending workshops, conferences, or pursuing further education (Guskey, 2000).

The third dimension is *adaptive performance*, which, in teaching contexts, typically refers to a teacher's ability to modify their methods, strategies, and interactions to suit the diverse needs of their students (Park & Park, 2019). It involves being flexible to adapt to new job conditions and handle unexpected situations in the classroom (Koopmans et al., 2014).

The last pillar is *productive work behavior*, encompassing actions that contribute to achieving an institution's goals and objectives. Teaching can be measured using performance measures such as job quality, output, and other performance or work standards. It

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also includes reducing distractions, setting priorities, completing one task at a time, managing time effectively, being creative and imaginative, and communicating with coworkers (Nowak, 2022).

METHODS

This study employed a quantitative-correlational design to examine the relationships between self-efficacy, job satisfaction, and teacher performance in higher education institutions. A total of 214 college faculty members from six private schools in Tagum City, Philippines, were selected through simple random sampling. Inclusion criteria required participants to be licensed educators with at least two years of tertiary teaching experience. Data collection involved the personal distribution of survey questionnaires, with respondents receiving a brief orientation and providing informed consent prior to participation. Ethical approval was obtained from the University of Mindanao Ethics Review Committee, and the study followed strict protocols to ensure confidentiality and voluntary participation.

Instruments

Three validated instruments were used to gather data. Self-efficacy was measured using the adapted Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran and Hoy, covering instructional strategies, classroom management, and student engagement (Cronbach's alpha = 0.851). Job satisfaction was assessed using a researcher-modified questionnaire with six subscales including supervision, coworkers, fringe benefits, and nature of work (Cronbach's alpha = 0.89). Teacher performance was measured using the Individual Work Performance Questionnaire by Koopmans (2014), covering task, contextual, adaptive performance, and productive work behavior (Cronbach's alpha ranging from 0.75 to 0.88). All instruments underwent expert validation and pilot testing to ensure reliability and clarity.

Data Analysis and Ethics

Data were analyzed using descriptive statistics, Pearson's r, and multiple regression at a 0.05 significance level to assess the strength of relationships among variables. Descriptive statistics summarized the overall levels of self-efficacy, job satisfaction, and performance, while inferential analysis identified specific predictors of teacher performance. Ethical standards such as informed consent, data confidentiality, avoidance of plagiarism, and elimination of bias were strictly observed. The researcher ensured transparency, excluded herself from the respondent pool to avoid conflicts of interest, and followed all guidelines set by the university's ethics committee to maintain the integrity of the research process.

RESULTS AND DISCUSSION

Table 1
Level of Self-Efficacy

Indicators	Mean	SD	Description
Instructional Strategies	4.607	0.418	Very High
Classroom Management	4.637	0.423	Very High
Student Engagement	4.552	0.440	Very High
Overall	**4.599**	**0.366**	Very High

The study highlights that among the self-efficacy indicators, *classroom management* received the highest mean score of 4.637, suggesting that teachers have a strong, consistent belief in their ability to maintain classroom order, establish routines, and manage disruptions effectively. This high confidence, supported by a relatively low standard deviation of 0.423, indicates a stable perception of competence, which is essential for creating a conducive learning environment. Burden (2025) and Simonsen & Myers (2025) emphasize that effective classroom management is foundational to successful teaching, while Li, Liu, Chen, and Yao (2022) stress the importance of teacher preparation and professional development in building self-efficacy in this domain. *Instructional strategies* follow closely, with a mean of 4.607 and a similarly low standard deviation of 0.418, reflecting strong teacher confidence in their ability to plan and deliver engaging, differentiated instruction. This finding suggests that teachers are well-equipped to meet diverse student needs through various teaching methods. Killen and O'Toole (2023) and Martinez (2022) underline the importance of instructional adaptability and competence in teaching models, while Shafait et al. (2021) and ElSayary (2023) link strong instructional strategies to student achievement and effective learning. Lastly, *student engagement* scored slightly lower, with a mean of 4.552 and a higher standard deviation of 0.440, suggesting that while confidence remains very high, teachers perceive more variability and challenge in engaging students. Li and Xue (2023), Amerstorfer & Freiin von Münster-Kistner (2021), and Ferrer et al. (2022) note that student engagement is influenced by multiple factors, including teacher behavior and external support systems, as echoed by Barratt & Duran (2021).

Table 2
Level of Job Satisfaction

Indicators	Mean	SD	Description
Opportunities and Rewards	4.056	0.738	High
Supervision	4.299	0.738	Very High
Fringe Benefits	4.020	0.891	High
Operating Rules and Procedures	4.201	0.658	Very High
Co-workers	4.488	0.631	Very High
The Nature of Work	4.546	0.552	Very High
Overall	**4.268**	**0.555**	Very High

The study reveals that overall job satisfaction among college teachers is rated very high, with particularly strong ratings in areas such as the *nature of work*, *co-worker relationships*, and *supervision*. Teachers find their work meaningful and fulfilling, which drives intrinsic motivation and long-term engagement, consistent with Mardanov (2021) and Blustein, Lysova, and Duffy (2023), who emphasize the role of purpose and a sense of calling in enhancing job satisfaction. Positive relationships with colleagues also contribute significantly to satisfaction, fostering collaboration and support, as noted by Jolly, Kong, and Kim

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(2021), and Bella (2023), who highlight the role of social support and collaborative work cultures in boosting morale and performance. Similarly, high satisfaction with supervision reflects the value of effective leadership and guidance, echoing the findings of Hauff, Felfe, and Klug (2022) and Davis (2023), who point to the importance of transformational leadership and constructive feedback in creating positive work environments.

Despite the generally high satisfaction, areas such as *opportunities and rewards* and *fringe benefits* were rated lower, though still described as high. These findings suggest room for improvement in career advancement opportunities and reward systems, supporting the arguments of Suh and Hijal-Moghrabi (2022) and Tanjung, Agustina, and Pradesa (2022), who link career development and fair rewards to job satisfaction. Fringe benefits received the lowest mean score among the indicators, indicating this as a key area for policy attention. Kitsios and Kamariotou (2021) and Furmer and Li (2022) reinforce the importance of comprehensive benefits in overall job satisfaction, emphasizing their role in talent retention and motivation. The results affirm that while intrinsic and relational factors are strong, extrinsic aspects like compensation and benefits should be addressed to maintain and enhance teacher satisfaction.

Table 3. Level of Teacher Performance

Indicators	Mean	SD	Description
Task Performance	4.473	0.509	Very High
Contextual Performance	4.482	0.477	Very High
Adaptive Performance	4.505	0.516	Very High
Productive Work Behavior	4.509	0.490	Very High
Overall	**4.492**	**0.454**	Very High

The study highlights that among the various teacher performance indicators, *productive work* received the highest mean rating, indicating that teachers perceive themselves as highly efficient and goal-oriented. This perception suggests strong time and resource management skills, leading to a sense of accomplishment in their professional responsibilities. The findings are supported by Afshari, Ahmad, and Mansoor (2024), who emphasize that goal-oriented behavior and effective organizational skills are essential for high performance. Additionally, Mallillin, Lito, and Mallillin (2021) argue that teachers who view themselves as productive are more likely to experience job satisfaction and motivation, with self-efficacy playing a critical role in managing work demands efficiently.
Furthermore, *adaptive* and *contextual performance* indicators were also rated very high, underscoring teachers' flexibility, resilience, and commitment to fostering a collaborative schoolenvironment. The high adaptive performance rating aligns with the findings of Franken et al. (2021) and Bajaba et al. (2023), who assert that adaptability is crucial in dynamic educational settings, especially as teachers face curriculum changes and diverse student needs. Likewise, contextual performance, which involves active participation and positive interpersonal relationships, is supported by Datnow et al. (2022) and Ahmad and Raja (2021), emphasizing its role in cultivating a favorable school climate and ensuring continuous improvement. Although *task performance* had the lowest mean, it was still rated very high, indicating strong proficiency in essential teaching skills such as lesson planning and assessment. This aligns with Bardach, Klassen, and Perry (2022) and Karngbeae and Kennedy (2022), who affirm the importance of foundational teaching practices in ensuring student success and reinforcing professional mastery.

Table 4
Significant Relationship between Self-Efficacy and Teacher Performance among Teachers in Higher Education institutions

Independent Variable	Dependent Variable	r -value	r-square	p-value	Decision
Instructional Strategies	Teacher Performance	0.671*	0.4502	0.001	Reject Ho
Classroom Management		0.654*	0.4277	0.001	Reject Ho
Student Engagement		0.597*	0.3564	0.001	Reject Ho

*p<0.0

Moreover, the strong correlation between instructional strategies and teacher performance aligns with research emphasizing the importance of pedagogical content knowledge and effective teaching practices, according to Kusmawan, Rahman, Anis, and Arifudin (2025). The impact of classroom management self-efficacy on teacher performance is also supported by Imran (2024), who indicates that teachers who feel confident in their management skills are more likely to create conducive learning environments. Lastly, Awan, Naseem, and Farooq (2024) further emphasized that student engagement showed a slightly weaker correlation; it still demonstrated a significant positive relationship, reinforcing that teachers who feel capable of engaging students are more effective.

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Table 5
Significant Relationship between Job Satisfaction and Teacher Performance among Teachers in Higher Education Institutions

Independent Variable	Dependent Variable	r -value	r-square	p-value	Decision
Opportunities and Rewards	Teacher Performance	0.484*	0.2343	0.001	Reject Ho
Supervision		0.525*	0.2756	0.001	Reject Ho
Fringe Benefits		0.479*	0.2294	0.001	Reject Ho
Operating Rules and Procedures		0.582*	0.3387	0.001	Reject Ho
Co-workers		0.585*	0.3422	0.001	Reject Ho
The Nature of Work Performed		0.709*	0.5027	0.001	Reject Ho

*p<0.05

The study confirms a statistically significant relationship between job satisfaction and teacher performance in higher education institutions, with all p-values at 0.001—well below the 0.05 threshold—supporting the rejection of the null hypothesis. Among the job satisfaction indicators, the Nature of work showed the strongest correlation with performance (R = 0.709, R^2 = 0.5027), followed by co-workers and operating rules and procedures. Other factors like supervision, opportunities and rewards, and fringe benefits also demonstrated significant, though slightly weaker, positive correlations. These results highlight that higher job satisfaction is associated with better teacher performance, reinforcing findings from previous research. Layek and Koodamara (2024) emphasized that satisfied teachers perform better due to higher motivation, while Pradesa, Tanjung, Agustina, and Salleh (2023) stressed the impact of positive work environments on employee effectiveness. Tashliyev and Tirtoprojo (2023) further validated that job satisfaction is vital in the education sector for individual and institutional success. The findings also align with Social Exchange Theory, as noted by Rubel, Kee, and Rimi (2021), and affirm the multi-dimensional nature of job satisfaction as a key predictor of performance, consistent with the views of Zakariya and Wardat (2024)

Table 6
Regression Analysis on the Domains of Self-Efficacy as Predictors of Teacher Performance among Teachers in Higher Education Institutions

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	β	Standard Error	β			
(constant)	0.192	0.261				
Instructional Strategies	0.406	0.066	0.374*	6.180	0.001	Reject Ho
Classroom Management	0.341	0.067	0.317*	5.083	0.001	Reject Ho
Student Engagement	0.187	0.064	0.181*	2.935	0.004	Reject Ho
Dependent Variable: Teacher Performance						
R=0.753				***R^2 = 0.567***		
F-ratio= *91.493*				***– p-value:*** *0.001*		

*p<0.05

Moreover, the standardized coefficients (**β**) reflect the relative importance of each predictor, in which the instructional strategies with **a β value of** 0.374 remain the strongest predictor of teachers' performance. It is followed by classroom management with **β** of 0.317 and student engagement with **β** = 0.181, which had their respective contributions and predictions to teacher performance. The constant term of 0.192 and p-value of 0.461 are not statistically significant, which indicates that when all self-efficacy indicators are zero, the teacher performance is not significantly different from zero. These findings show that teacher self-efficacy significantly predicts teacher performance in instructional strategies and classroom management.

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Table 7
Regression Analysis on the Domains of Job Satisfaction as Predictors of Teacher Performance among Teachers in Higher Education Institutions

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	β	Standard Error	β			
(constant)	1.270	0.178				
Opportunities and Rewards	-0.406	0.047	-0.075	-0.983	0.327	Do not reject Ho
Supervision	0.007	0.041	0.012	0.175	0.862	Do not reject Ho
Fringe benefits	0.058	0.035	0.113	1.665	0.097	Do not reject Ho
Operating Rules and Procedures	0.181	0.042	0.262*	4.333	0.001	Reject Ho
Co-workers	0.138	0.039	0.192*	3.531	0.001	Reject Ho
The Nature of the work performed	0.389	0.045	0.473*	8.613	0.001	Reject Ho
Dependent Variable: Teacher Performance						
R=0.790				***R^2 = 0.624***		
F-ratio= *57.323*				***– p-value:*** *0.001*		

*p<0.05

However, three indicators do not significantly predict teachers' performance. These include opportunities and rewards (with β = -0.075, p = 0.327), supervision (with β = 0.012, p = 0.862), and fringe benefits (with β = 0.113, p = 0.09). All their p-values are above 0.05, which leads to a failure to reject the null hypothesis for these variables. This suggests that though job satisfaction predicts teacher performance, these three indicators do not directly predict teachers' performance.

CONCLUSION AND RECOMMENDATION

The study concluded that teachers in higher education institutions in Tagum City exhibit very high levels of self-efficacy, job satisfaction, and performance. Self-efficacy was particularly strong in instructional strategies and classroom management, while job satisfaction was driven by the intrinsic nature of the work and positive coworker relationships. A significant positive correlation was found between self-efficacy and teacher performance, as well as between job satisfaction and performance. Regression analysis revealed that specific job satisfaction domains—operating rules and procedures, coworker relationships, and the nature of work—significantly predicted teacher performance. These findings affirm the Social Cognitive Theory, emphasizing the role of self-belief and supportive environments in enhancing teacher effectiveness.

Recommendation

Based on the findings, it is recommended that higher education institutions sustain and share best practices in classroom management and instructional strategies while offering targeted professional development to improve student engagement. Institutions should also enhance job satisfaction by fostering collaborative environments, improving reward systems, and reviewing fringe benefits to align with teachers' needs. Focus should be given to strengthening domains that directly impact performance, such as fair organizational procedures and meaningful work. Finally, further research—especially longitudinal and qualitative studies—is encouraged to gain deeper insights into the evolving factors that influence teacher performance and to guide future improvements in institutional support and professional development.

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