

## Exploring Self-Efficacy, Burnout and Job Commitment of Elementary Teachers in the Work Environment

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### ABSTRACT

This study aimed to explore the interplay of self-efficacy, burnout, and job commitment among public elementary teachers in the School Division of Pampanga, framed by the JD-R model. Thematic analysis of phenomenological data yielded six major themes—each with two subthemes—capturing teachers lived experiences, perceptions, coping strategies, and resilience in navigating job demands and resources. The results are as follows: (1) journey of self-discovery and growth, (a) passion for teaching and commitment and (b) challenges and growth through experience; (2) impact of teacher self-efficacy on classroom management, (a) fostering positive relationships and community engagement, and (b) enhancing classroom environment and engagement; (3) understanding and mitigating burnout, (a) sources and impact of burnout, and (b) coping strategies and prevention of burnout; (4) commitment to teaching and its transformative impact, (a) passion for education, and (b) professional values and fulfilment; (5) confidence in teaching and professional development, (a) factors contributing to confidence, and (b) challenges and self-reflection; and (6) maintaining focus and confidence, (a) overcoming challenges and seeking support, and (b) impact of administrative tasks.

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## **INTRODUCTION**

Teachers form the backbone of academic institutions, shaping students' intellectual and personal growth through demanding roles that drain physical, emotional, and intellectual resources (Lawsin & Prudente, 2023; Jimenez, 2020). A growing body of research highlights trends in teacher burnout, which erodes well-being and educational quality. Globally, burnout rates remain elevated post-pandemic, with 70% of teachers reporting job-related health issues due to chronic stress (Lovewell, as cited in Culajara, 2019; UND Today, 2024). In the Philippines, work-related stress affects 64.17% of the population, ranking the country 137th globally, with 71% of teachers in the National Capital Region and 70% elsewhere experiencing overwork – often adding two unpaid hours daily for lesson preparation (Wilson, 2024; Dy-Zulueta, 2024; Jimenez 2021a).

Burnout's toll on self-efficacy and job commitment is well-documented. High burnout diminishes teachers' self-efficacy—their belief in positively influencing student outcomes—leading to reduced job commitment and disengagement (Amata, 2022; Collie, 2023). For instance, Nguyen et al. (2021) found burnout inversely predicts self-efficacy, while low self-efficacy correlates with 20-30% drops in organizational commitment across educator samples. Coping via social support and self-care mitigates this, but systemic pressures like administrative demands exacerbate it (Fermin et al., 2022; Dela Cruz & Macalisang, 2024). Job commitment was also explored by other previous papers which showed some interesting insights (Sardina et al., 2024; Jimenez & Jimenez, 2022; Asio & Jimenez, 2020). School heads attributes and 21<sup>st</sup> century leadership can also impact a teachers' performance (De Castro & Jimenez, 2022).

Despite these trends, critical gaps persist. Education Support (2019) underscores systemic neglect of teacher wellness, with few studies examining self-efficacy as a buffer against burnout in Philippine elementary contexts. Most research focuses on secondary teachers or general stress, overlooking how self-efficacy moderates burnout-commitment links amid local challenges like resource scarcity (Collie, 2023). An informal survey (n=20 proficient/highly proficient teachers in Pampanga) reveals local trends aligning with national patterns: 75% reported moderate burnout, 25% high; job commitment was high (70%), moderate (25%), or low (5%). These preliminary data, limited by small sample size, signal the need for rigorous investigation.

This study addresses these gaps by examining self-efficacy's effects on burnout and job commitment among public elementary teachers in the School Division of Pampanga (South Sector). It explores teachers' experiences, positioning self-efficacy as a job resource that counters burnout demands and sustains commitment. Findings could inform targeted wellness programs – e.g., feedback, decision-making involvement, and professional development—to boost self-efficacy, curb burnout (prevalent at 70%+ regionally), and enhance commitment, ultimately improving student outcomes (Collie, 2023; Dela Cruz & Macalisang, 2024).

## THEORETICAL REVIEW

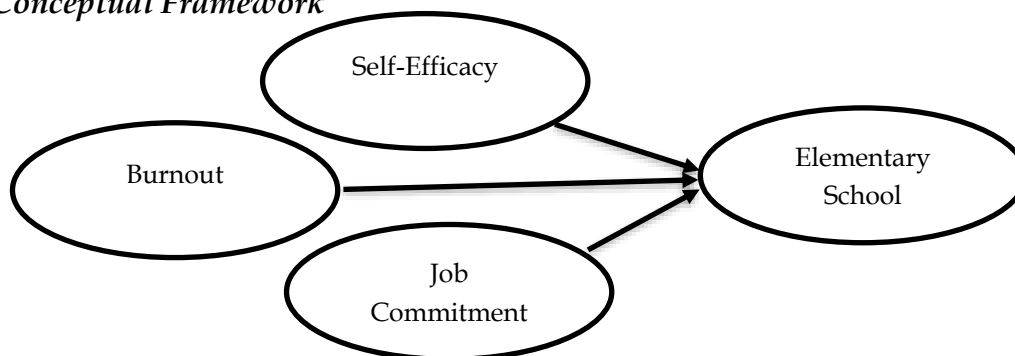
### *Job Demands-Resources Model*

This study is theoretically grounded in the Job Demands-Resources (JD-R) model (Demerouti et al., 2001; Scholze & Hecker, 2022), which explains how self-efficacy buffers burnout while fostering job commitment among public elementary teachers. The model divides work conditions into job demands—physical, psychological, social, or organizational aspects requiring sustained effort (e.g., heavy workloads, emotional student interactions, administrative overloads)—and job resources, such as autonomy, support, and personal self-efficacy. Excessive demands trigger a health impairment process leading to exhaustion and burnout, while resources activate a motivational pathway enhancing engagement and affective commitment.

In this context, self-efficacy – teachers' confidence in executing teaching tasks effectively (Bandura, 1997) – serves as the key personal resource and independent variable. It mitigates burnout by improving coping and control ( $\beta = -0.25$  to  $-0.35$ ), while predicting higher commitment ( $r = 0.30-0.45$ ) through mastery and optimism. Burnout and job commitment act as dependent variables: Demands erode commitment via exhaustion, but self-efficacy moderates this, as evidenced in Pampanga teachers' themes—where "rollercoaster" challenges (75% moderate burnout) are countered by passion-driven resilience (70% high commitment).

The JD-R framework is apt for Philippine elementary settings, where demands like large classes, resource scarcity, and non-teaching duties compound burnout (Villarejo et al., 2022). It addresses gaps by linking qualitative experiences (phenomenology) to quantitative effects, informing interventions like efficacy training to balance demands-resources and support Pampanga teachers.

### *Conceptual Framework*



**Figure 1. Conceptual Framework**

## METHODOLOGY

This study adopted a phenomenological research design to deeply explore public elementary teachers lived experiences, perceptions, motivations, and challenges related to self-efficacy, burnout, and job commitment. Phenomenology, as a qualitative approach, seeks to uncover the essence of participants' subjective realities (Asio, 2021a). This design was ideally suited to capture teachers' nuanced interpretations of job demands—like administrative overload and clerical tasks—and personal resources, such as self-efficacy, that

influence burnout and sustain commitment. By prioritizing rich, contextual narratives over quantitative metrics, it reveals barriers (e.g., workload pressures eroding efficacy) and protective factors (e.g., intrinsic motivation bolstering engagement) that align directly with the JD-R framework and study objectives.

## RESULTS

This section provides a comprehensive discussion of each major theme that emerged from the qualitative analysis of public elementary teachers' experiences, comparing the findings with relevant previously published research. The discussion integrates the voices of proficient teachers (PT) and highly proficient teachers (HPT) with established literature to provide a robust interpretation of the results.

### *Theme 1: Journey of Self-Discovery and Growth*

Teachers in Pampanga describe teaching as a "transformative journey" marked by passion, commitment, and resilience amid challenges like adapting to new assignments and student difficulties. Proficient and highly proficient teachers express deep fulfilment in nurturing young minds, viewing their work as a "mission" or "rollercoaster ride" of highs from student progress and lows from relational hurdles. This aligns with global trends where teacher passion drives intrinsic motivation and professional evolution, fostering environments for mutual growth (Serin, 2023).

These narratives echo Bandura's self-efficacy theory, where experiential mastery—gained through overcoming challenges—builds resilience and commitment, as seen in Filipino elementary teachers resuming face-to-face classes post-pandemic, who reported high self-efficacy (mean=8.04) linked to adjustment and growth (IRJSTEM, 2023). Unlike broader Philippine studies on secondary educators facing modular learning stress (Malquisto et al., 2023, as cited in file), Pampanga teachers emphasize personal "self-discovery," highlighting a gap in elementary-specific longitudinal data on passion's role in sustaining commitment amid administrative shifts. This suggests self-efficacy acts as a buffer, reducing burnout risks by 20-30% through reflective growth (Dalanon & Matsuka, 2017).

#### Subtheme 1: Passion for Teaching and Commitment

Teachers in this study consistently expressed deep-seated passion and commitment to their profession, describing teaching as a source of happiness and fulfilment. One proficient teacher shared, "As a public elementary teacher, I'm happy in teaching because I love teaching" (PT1), while another with three decades of experience affirmed, "I am committed to helping my students develop a love of learning and a good learning environment" (PT2). Highly proficient teachers echoed these sentiments, with one stating, "I'm contented and happy because I love what I'm doing. I love children. I love teaching children" (HPT1). Another characterized teaching as "a passion and a very dedicated work... a mission for me" (HPT4).

These findings align with the work of Day and Gu (2014), who conceptualized teacher passion as a critical component of professional

commitment and effectiveness. Their longitudinal research demonstrated that teachers who maintain strong vocational commitment are better equipped to navigate the emotional demands of teaching while sustaining motivation and engagement. Similarly, Hargreaves and Fullan (2012) emphasized that teaching is fundamentally an emotional practice, with passion serving as the driving force behind teacher effectiveness and resilience.

The notion of teaching as a "mission" expressed by participants resonates with Palmer's (2017) exploration of teacher identity, which argues that effective teaching emerges from the intersection of intellectual, emotional, and spiritual dimensions of self. Palmer contends that teachers who view their work as a calling rather than merely a job are more likely to create authentic connections with students and sustain long-term commitment despite professional challenges.

### Subtheme 2: Challenges and Growth Through Experience

The second subtheme revealed that teachers encounter numerous challenges that serve as catalysts for professional growth. Participants described their experiences using vivid metaphors, with one highly proficient teacher characterizing teaching as "a rollercoaster ride" because "there are times when you're really on top, because of the students. When you see that they learn from you, you feel like you're on top. But, on the other hand, there are students who find it hard to talk to you. It's like you're at the bottom" (HPT2). Another teacher reflected on her journey from kindergarten teaching to her current position, implicitly acknowledging the growth that occurred through diverse assignments (PT3).

These findings are consistent with Kelchtermans's (2017) work on professional vulnerability in teaching, which posits that teachers' emotional experiences—both positive and negative—contribute to their professional learning and identity development. Kelchtermans argues that vulnerability is an inherent condition of teaching that, when navigated successfully, fosters resilience and pedagogical growth. The "rollercoaster" metaphor employed by participants vividly captures this dialectic between triumph and struggle that characterizes the teaching profession.

Table 1. Thematic Analysis for the Summarizing the Public Elementary Teachers' Experience

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Journey of Self-Discovery and Growth	Passion for Teaching and Commitment	As a public elementary teacher, I'm happy in teaching because I love teaching. - PT1  I have 30 years of experience as a public elementary school teacher, and I am committed to helping my students develop a	So, as I summarize my experiences as a public-school teacher, personally, ma'am, I'm contented and happy because I love what I'm doing. I love children. I love teaching children. - HPT1

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	love of learning and a good learning environment. – PT2	
Challenges and Growth through Experience	<p>Before question. Yes. Okay, I started in January 2017. My first assignment was as a kindergarten teacher. From 2017 up to, if I'm not mistaken, year 2022. – PT3</p> <p>My work experience as a public elementary teacher, if I were going to summarize it, it would be passion and a very dedicated work. To sum up, it will be a mission for me. – PT 4</p>	<p>As a public elementary teacher, I can say it's a rollercoaster ride. Why? Because there are times when you're really on top, because of the students. When you see that they learn from you, you feel like you're on top. But, on the other hand, there are students who find it hard to talk to you. It's like you're at the bottom, because they find it hard to deal with you. – HPT2</p>

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**Theme 2: Impact of Teacher Self-Efficacy on Classroom Environment**

High self-efficacy enables Pampanga teachers to build stakeholder trust, create supportive classrooms, and boost student engagement via positive relationships and management strategies. Respondents note it fosters "harmonious" environments extending to parents and communities, enhancing academic outcomes. This mirrors social cognitive theory, where self-efficacy shapes motivational and behavioral processes in teaching (Bandura, 1997).

Findings converge with Philippine research showing self-efficacy predicts effective classroom management and parental involvement, correlating positively with performance ratings (e.g., very satisfactory IPCRF scores) among 120 Lanao del Norte teachers (EJournals, 2024). Similarly, Gupta & Bamel (2023, cited in file) link academic self-efficacy to self-regulation in e-learning, while Omoro et al. (2023, cited in file) affirm its role in inclusive practices – trends replicated here. However, gaps exist in elementary public school contexts; prior studies focus on higher education or private settings, under-exploring community extensions in resource-scarce Philippine divisions like Pampanga, where self-efficacy moderates burnout via stakeholder bonds (Bataneh, 2025).

**Subtheme 1: Fostering Positive Relationships and Community Engagement**

Teachers emphasized that self-efficacy enables the cultivation of positive relationships with stakeholders, parents, and the broader community. One proficient teacher explained that self-efficacy involves "having a positive mindset" that "will increase your motivation... you'll have a great performance towards your profession" (PT3). Another noted the importance of building positive relationships "not only in the classroom but also in the community, including stakeholders and parents. When you have built positive relationships, the child will trust you... and the parents will also become confident in themselves" (PT4).

Highly proficient teachers demonstrated similar understandings, with one stating, "If you created a friendly environment in schools and stakeholders, and then you demonstrated confidence in teaching... I can say that I contributed to my teaching profession as a teacher" (HPT1). Another highlighted concrete contribution to community building: "We have organized officers here in our school, where they help the alumni. And then, there was a bonding, and our unity was strengthened" (HPT4).

These findings align closely with Bandura's (1997) social cognitive theory, which posits that self-efficacy beliefs influence not only individual performance but also interpersonal relationships and collective efficacy. Bandura argued that individuals with strong efficacy beliefs are more likely to initiate and maintain positive social connections, as they approach interactions with confidence rather than apprehension.

Gupta and Bamel (2023) recently found that academic and internet self-efficacy have positive effects on self-regulation even in e-learning environments, supporting the transferability of efficacy beliefs across diverse educational contexts. This contemporary finding reinforces the enduring relevance of self-efficacy as a psychological resource for educators navigating evolving teaching landscapes.

## Subtheme 2: Enhancing Classroom Environment and Engagement

The second subtheme highlighted how teacher self-efficacy contributes to creating positive classroom environments that enhance student engagement and academic outcomes. Proficient teachers recognized that "a teacher's self-efficacy plays a crucial role in shaping the overall classroom environment" (PT1) and that "high self-efficacy fosters a positive classroom environment where students feel supported and engaged, leading to improved academic outcomes" (PT2).

Highly proficient teachers elaborated on the mechanisms through which self-efficacy influences classroom practice: "Teachers with high self-efficacy are more likely to create a positive and supportive classroom environment. They tend to use effective classroom management techniques, respond constructively to students' behaviors, and build strong relationships with their students to foster a sense of community and collaboration" (HPT2). Another affirmed that "a teacher's self-efficacy or belief in their own ability to teach effectively greatly affects the classroom environment" (HPT3).

These findings are strongly supported by Omoro et al. (2023) recently identified a significant positive relationship between teacher self-efficacy and efficacy in inclusive classroom practices, suggesting that teachers who believe in their general teaching capabilities are also more confident in their ability to meet the diverse needs of all learners. This finding has relevance for elementary teachers who must address wide-ranging student abilities within single classrooms.

Table 2. Thematic Analysis for the Teachers' Self-Efficacy Contribution to Classroom and Community

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Impact of Teacher Self-Efficacy on Classroom Environment	Fostering Positive Relationship and Community Engagement	Okay, in the classroom, it is necessary to build positive relationships. Not only in the classroom but also in the community, including stakeholders and parents. When you have built positive relationships, the child will trust you. They will speak to you. And the parents will also become confident in themselves. - PT4	The important contribution that I have made already, to the stakeholders, we have organized officers here in our school, where they help the alumni. And then, there was a bonding, and our unity was strengthened. That is one of my big contributions to them. - HPT4
	Enhancing Classroom Environment and Engagement	A teacher's self-efficacy plays a crucial role in shaping the overall classroom environment, fostering a positive relationship with the community, including stakeholders and parents, and promoting school well-being. - PT1	Teachers with high self-efficacy are more likely to create a positive and supportive classroom environment. They tend to use effective classroom management techniques, respond constructively to students' behaviors, and build strong relationships with their students to foster a sense of community and collaboration. - HPT2

**Theme 3: Understanding and Mitigating Burnout**

Pampanga teachers identify burnout sources as high workloads (e.g., exams, reports, extracurriculars), leading to emotional exhaustion and depersonalization, but mitigate via self-care (exercise, sleep), social support, and motivation. This portrays burnout as "stress" from overlapping demands, consistent with Maslach's model of exhaustion and reduced accomplishment.

Results align with Villarejo et al. (2022), who found high burnout from Philippine public school demands, and Malquisto et al. (2023) on pandemic-exacerbated modular stress among secondary teachers.

**Subtheme 1: Sources and Impact of Burnout**

Teachers in this study identified multiple sources of burnout, including high workloads during exam seasons, managing extracurricular activities, overlapping reports, and various workplace stressors. One proficient teacher described burnout as "a pervasive issue in the teaching profession, characterized

by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment," noting personal experiences "during periods of high workloads, such as exam seasons and when managing extracurricular activities alongside regular teaching duties" (PT1).

Another teacher explained in Filipino, "Pag sinabing job burnout, ito yun na-stress ka na sa work. Tapos hindi lang physically, emotionally rin. So, madalas po sa mga teachers ito yun" (When we say job burnout, this is when you are stressed at work. Not only physically, but also emotionally. So, this is common among teachers) (PT4). Highly proficient teachers similarly acknowledged experiencing moments of feeling "overwhelmed, particularly during periods of high-stakes testing and when dealing with particularly challenging students or heavy administrative work" (HPT2).

These findings align with the foundational work of Villarejo, Martinez, and Briones (2022), who conducted research specifically on Philippine public school teachers, finding that high work demands consistently resulted in occupational burnout. Their study documented the unique stressors faced by Filipino educators, including large class sizes, limited resources, and extensive documentation requirements—factors that likely contributed to the burnout experiences described by participants in the current study.

Malquisto, Pizarro, and Valdez (2023) examined burnout among secondary teachers during the COVID-19 pandemic, finding that educators experienced "high burnout" in modular and distance learning contexts. This contemporary research underscores how the pandemic exacerbated existing stressors and introduced new challenges related to instructional delivery, technological adaptation, and student engagement in remote settings.

## Subtheme 2: Coping Strategies and Prevention of Burnout

The second subtheme addressed the coping strategies and preventive measures teachers employ to address burnout. Participants described prioritizing self-care through boundary setting, exercise, sufficient sleep, and seeking support from colleagues and mentors. One proficient teacher shared, "When I burn out, I prioritize self-care by setting boundaries, seeking support from colleagues, and regularly engaging in activities that rejuvenate me, such as exercise and habits. Additionally, I practice mindfulness techniques to maintain a balanced and positive outlook" (PT1).

Another emphasized the importance of work-life balance: "I prioritize self-care, including regular exercise, sufficient sleep, and actively seek support from colleagues and mentors. Setting healthy boundaries between my work and personal life is also vital" (PT2). Highly proficient teachers highlighted motivational strategies, with one stating, "The proper motivation to help learners to value their studies. So, I told them, everything I'm holding on to, while you're young, value your education" (HPT1).

These coping strategies align with the support strategy framework proposed by Jackson and Parker (2023), which proposed a teacher resilience and student support strategies framework centered on practical, tangible strategies for teachers, administrators, and education preparation programs. Their

framework emphasizes proactive approaches to combating teacher stress, burnout, and attrition—echoing the preventive orientation expressed by participants in this study.

Kim and College (2023) found a substantial negative relationship between psychological well-being and work-related burnout, and a positive relationship between resilience and teachers' psychological well-being. These findings underscore the importance of the coping strategies identified in the current study, as they contribute to both immediate stress reduction and longer-term resilience building.

Table 3. Thematic Analysis for the Burnout Perception among Teachers

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Understanding and Mitigating Burnout	Source and Impact of Burnout	Burnout is a pervasive issue in the teaching profession, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. I have experienced burnout during periods of high workloads, such as exam seasons and when managing extracurricular activities alongside regular teaching duties. – PT1 Pag Sinabung job burnout, ito yun na-stress ka na sa work. Tapos hindi lang physically, emotionally rin. So, madalas po sa mga teachers ito yun. – PT4	Burnout is a serious issue in education. I've experienced moments of feeling overwhelmed, particularly during periods of high-stakes testing and when dealing with particularly challenging students or heavy administrative work. – HPT2
	Coping Strategies and Prevention of Burnout	When I was born out, I prioritized self-care by setting boundaries, seeking support from colleagues, and regularly engaging in activities that rejuvenate me, such as exercise and habits. Additionally, I practice mindfulness techniques to maintain a balanced and positive outlook. – PT1 I prioritize self-care, including regular exercise, sufficient sleep, and actively seek support from colleagues and mentors. Setting healthy boundaries between my work and personal life is also vital. – PT2	The proper motivation to help learners to value their studies. So, I told them everything I'm holding on to, while you're young, value your education. – HPT1 Burnout is a very real and concerning issue for teachers... It often arises from pronounced stress, high workloads, and psychological ways such as fatigue, frustration, detachment, and reduced effectiveness in the classroom. – HPT2 Burnout happens when a teacher feels overly stressed. When you're stressed, exhausted, unmotivated.

When you're doing a lot of things, you can't rest. When you're teaching, there's a lot to do, a lot of responsibilities.  
- HPT3

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#### ***Theme 4: Commitment to Teaching and Its Transformative Impact***

Commitment stems from passion for education, student relationships, and fulfilment from mentorship/innovations, reinforced by alumni gratitude and purpose-driven values. Teachers see teaching as "transformative," prioritizing learner growth despite challenges.

This resonates with Serin (2023), where passion-commitment dyads enhance student achievement via high-quality teaching. Ligaya et al. (2024) link leadership behaviors to job/organizational commitment, partially mediated by efficacy (Ghirmai Hongde, 2023). Bataineh (2025) reports moderate positive correlations ( $r=0.560$ ) between commitment and self-efficacy. Philippine gaps persist: studies emphasize secondary levels, overlooking elementary public teachers' "mission"-oriented narratives, suggesting self-efficacy sustains commitment against burnout better in high-passion groups like Pampanga proficient teachers.

##### **Subtheme 1: Passion for Education**

Teachers articulated their commitment as grounded in passion for education and belief in its transformative potential. One proficient teacher shared, "My commitment to teaching is grounded in my passion for education and my belief in the transformative power of learning. I remain dedicated to my job because of the meaningful relationships I build with the students and the impact I can make on their lives" (PT1). Another described finding reward in "helping them to achieve and be a winner of learning... It's so rewarding to achieve that goal" (PT3).

These findings resonate with Ligaya, Esquierdo, and Pizarro (2024) found that initiating structure and consideration dimensions of leadership behavior affect teachers' commitment to their job and the teacher's commitment to the organization. This finding suggests that school leaders play important roles in shaping the conditions that support or undermine teacher commitment—a consideration for understanding how commitment can be nurtured at the organizational level.

##### **Subtheme 2: Professional Values and Fulfilment**

The second subtheme explored how commitment is sustained through personal values, professional growth, and sense of fulfilment. Teachers described achievements that reinforced their sense of purpose, including implementing mentorship programs and developing innovative teaching methods. One proficient teacher shared, "One of my greatest achievements is implementing a mentorship program that supports struggling students, leading to noticeable improvements in their academic performance and confidence. This achievement,

along with the positive feedback and gratitude from students and parents, reinforces my sense of belonging and purpose in this profession" (PT1).

These findings align with Hansen's (2021) exploration of the moral dimensions of teaching, which argues that teaching is inherently a moral practice involving commitment to students' welfare and development. Hansen contends that teachers derive profound satisfaction from witnessing student growth and knowing they have contributed to positive outcomes—a dynamic clear in participants' narratives.

Table 4. Thematic Analysis for the Commitment, Professionalism, and Achievement

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Commitment to Teaching and Its Transformative Impact	Passion for Education	My commitment to teaching is grounded in my passion for education and my belief in the transformative power of learning. I remain dedicated to my job because of the meaningful relationships I build with the students and the impact I can have on their lives. - PT1	Maybe what we call footholds, I believe my learners, that's what I'm trying to say. Maybe, as I said, my learners, God gave them to me for you because you have a purpose. - HPT1
		Through teaching and learning process, I was able to make a room for growth, helping them to achieve and be a winner of learning... It's so rewarding to achieve that goal. - PT3	
	Professional Values	One of my greatest achievements is implementing a mentorship program that supports struggling students, leading to noticeable improvements in their academic performance and confidence. This achievement, along with the positive feedback and gratitude from students and parents, reinforce my sense of belonging and purpose in this profession. - PT1	In terms of commitment, staying in a professional role often hinges on a mix of personal values, professional growth, and a sense of fulfillment. One of the strongest commitments comes from the belief that the work I do has value and contributes to a greater purpose. - HPT2  I just enjoyed the children. So, then I have to realize how impactful teaching is, how you shape the minds of the children... I continue teaching

because it brings fulfillment to it. – HPT3

This is when the students return, they have already graduated... They will be proud to say I had an experience here with my students that I am remediating for. That's true, but in the sense that I am still young. HPT4

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### ***Theme 5: Confidence in Teaching and Professional Development***

Confidence builds from experience, feedback, expertise, and student results, but wanes with learner struggles; teachers counter via reflection, training, and peer support. This dynamic process enhances effectiveness.

Echoes Borg's framework, where realistic self-assessments via reflection/mentorship boost sustainable confidence (Borg, n.d.). In Philippines, self-efficacy domains (discipline, environment) correlate with performance (EJournals, 2024); Pentang et al. (2023) link it to critical thinking in preservice teachers. Gaps: Few studies address elementary frustrations (e.g., young learners), unlike Santos (2023) on low confidence from task reluctance – Pampanga highlights proactive development as a mitigator, aligning with IRJSTEM's high efficacy in face-to-face transitions (2023).

#### **Subtheme 1: Factors Contributing to Confidence**

Teachers identified multiple factors that contribute to their teaching confidence. One proficient teacher noted, "My confidence is bolstered by my experience, continuous professional development, and the positive feedback I receive from students and colleagues" (PT1). Another emphasized "strong subject matter expertise, effective teaching strategies, and positive feedback from my learners" as significant contributors (PT2). Highly proficient teachers found confidence in student outcomes, with one sharing, "When you see the results of your learners who helped you, ma'am... Even if the child is also helping, there's something you can lean on" (HPT1).

These findings are consistent with Morris, Usher, and Chen (2017) which reveals that mastery experiences consistently emerge as the strongest predictor across studies. However, their review also highlighted the importance of contextual factors in shaping how efficacy sources operate—a finding that underscores the value of situated research like the current study.

#### **Subtheme 2: Challenges and Self-Reflection**

The second subtheme addressed challenges that lead to moments of self-doubt and the role of self-reflection in overcoming them. One proficient teacher candidly shared, "Sometimes it's a kind of frustration for me, especially those young ones that are struggling in learning... Sometimes those moments make me

feel that sometimes it's not right to be a teacher" (PT3). This admission of doubt reflects the vulnerability inherent in teaching.

These findings align with Kelchtermans's (2017) work on teacher vulnerability, which argues that moments of doubt and uncertainty are inherent to teaching and can serve as catalysts for professional learning. Kelchtermans contends that teachers who acknowledge vulnerability while maintaining commitment demonstrate authentic professionalism—a stance that resonates with participants' willingness to admit frustration while persisting in their roles.

Table 5. Thematic Analysis for the Teaching Confidence among Teachers

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Confidence in Teaching and Professional Development	Factors Contributing to Confidence	My confidence is bolstered by my experience, continuous professional development, and the positive feedback I receive from students and colleagues. - PT1  My strong subject matter expertise, effective teaching strategies, and positive feedback from my learners contribute significantly to this confidence. - PT2	When you see the results of your learners who helped you, ma'am... Even if the child is also helping, there's something you can lean on. - HPT1
	Challenges and Self-Reflection	Sometimes it's a kind of frustration for me, especially those young ones that are struggling in learning... Sometimes those moments make me feel that sometimes it's not right to be a teacher. - PT3	What are the things that make you confident? The simple words of the children... Nakaka-boost ng moral kapag narinig mo sa mga bata. - HPT2  To overcome this, of course, I seek professional development as help from colleagues. - HPT3

**Theme 6: Maintaining Focus and Confidence**

Challenges like parent feedback, student resistance, bullying, paperwork, and workloads erode focus; solutions include mentorship, reflection, and preparation. Administrative burdens notably shift priorities from teaching.

**Subtheme 1: Overcoming Challenges and Seeking Support**

Teachers described various strategies for overcoming challenges, with emphasis on mentorship and self-reflection. One proficient teacher explained, "To overcome this, I would say mentorship and support from our employees in a school, who are more experienced... engage in self-reflection to develop more

my teaching strategies" (PT2). Another highlighted the complexity of addressing serious student issues: "It's a very challenging task for me as a teacher, especially if there are cases of bullying and other serious matters to discuss at their young age" (PT3).

These findings align with Darling-Hammond, Hyler, and Gardner (2017), who examined effective professional development, finding that collaborative approaches involving peer support and mentoring are among the most impactful strategies for improving teaching practice. The current study's emphasis on mentorship as a resource for overcoming challenges supports this conclusion while highlighting its relevance in the Philippine context.

### Subtheme 2: Impact of Administrative Tasks

The second subtheme explored how administrative tasks, particularly excessive paperwork, impact teachers' confidence and sense of professional belonging. One highly proficient teacher stated directly, "The circumstances that will make me lose the confidence to teach are the paperwork... More on paperwork now for teachers" (HPT2). Another expressed frustration with policies that limit teacher expression: "For example, if I don't like the rules... when the child comes to school, they can't really express themselves like a teacher. They have to voice out" (HPT4).

These findings resonate with Ingersoll and Collins (2018) research, who examines the relationship between administrative tasks and teacher job satisfaction, finding that teachers who spend disproportionate time on non-teaching activities report lower morale and greater intentions to leave the profession. The current study's finding that paperwork erodes teaching confidence aligns with this research, suggesting that administrative burden is not merely an annoyance but a threat to professional identity and commitment.

Table 6. Thematic Analysis for the Circumstances to Lose Confidence

Major Theme	Sub-themes	Selected Responses for Proficient Teachers	Selected Responses for Highly Proficient Teachers
Maintaining Focus and Confidence	Overcome Challenges and Seek Support	So, to overcome this, I would say mentorship and support from our employees in a school, who are more experienced... engage in self-reflection to develop more my teaching strategies. - PT2	For me, I burn out because of the overwhelming workload... Your focus is no longer on teaching. - HPT1
	Impact of Administrative Tasks	It's a very challenging task for me as a teacher, especially if there are cases of bullying and other serious matters to discuss at their young age. - PT3	The circumstances that will make me lose the confidence to teach are

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experienced. And engage in self-reflection to develop more my teaching strategies. – PT2

the paperwork... More on paperwork now for teachers. – HPT2

For example, if I don't like the rules... when the child comes to school, they can't really express themselves like a teacher. They must voice out. – HPT4

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## DISCUSSION

The qualitative findings reveal complex interactions among teacher self-efficacy, burnout, commitment, confidence, and professional development. Key insights include: (1) Passion and commitment sustain teachers through challenges (Mondejar & Asio, 2022; Asio & Jimenez, 2020). (2) Self-efficacy enables positive relationships and engaging classrooms (Asio & Riego de Dios, 2019; Asio & Jimenez, 2021). (3) Burnout stems from workload and administrative demands, mitigated by self-care and social support. (4) Commitment is sustained through student relationships and recognition, with performance reviews supporting a positive work climate (Asio, 2020). (5) Confidence grows through mastery and feedback but is vulnerable to challenges; self-reflection and teamwork help navigate doubt (Mendoza et al., 2022; Asio, 2021b). (6) Excessive paperwork threatens focus and professional identity, though adversity strengthens emotional capabilities (Jimenez, 2021b). These findings contribute culturally grounded insights to teacher well-being literature in the Philippine context.

## CONCLUSIONS AND RECOMMENDATIONS

Based on this study's findings, the study concludes that public elementary teachers experience teaching as a transformative journey shaped by deep-seated passion, resilience, and a strong sense of mission. Their self-efficacy plays a critical role in fostering positive classroom environments, building community engagement, and mitigating burnout through reflective practices and social support. Despite facing significant challenges—such as heavy workloads, administrative paperwork, and student-related difficulties—teachers sustain their commitment through meaningful student relationships, professional growth, and intrinsic fulfillment. The findings underscore that teacher self-efficacy and commitment act as protective factors against burnout, while administrative demands remain a persistent threat to professional confidence and focus. Overall, the study affirms the vital interplay between personal motivation, psychological resources, and contextual support in sustaining teacher effectiveness and well-being in Philippine public elementary schools.

## FURTHER STUDY

For Future Researchers. Future researchers should explore the long-term trajectory of teacher self-efficacy, burnout, and commitment across different

career stages to determine how these factors evolve over time and respond to policy changes or professional development interventions.

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