



**THE MEDIATING EFFECT OF GENERAL ORGANIZATIONAL MEANS EFFICACY ON THE RELATIONSHIP BETWEEN JOB SATISFACTION AND PROFESSIONALISM AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS**

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**Abstract:**

This study aimed to determine the mediating effect of general organizational means efficacy on the relationship between job satisfaction and professionalism among public elementary school teachers. Using quantitative, non-experimental design via correlational technique, data were obtained from 313 elementary public-school teachers from the two districts, Kiblawan North and Kiblawan South, under the Division of Davao del Sur. The researcher utilized the total population technique and survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r and Path Analysis. From the result of the study, it was found out that there is a moderate level of mean scores for organizational culture and a high level for professionalism, as well as a high level for general organizational means efficacy. Also, results revealed a significant relationship between job satisfaction and professionalism, job satisfaction and general organizational means efficacy, and general organizational means efficacy and professionalism. Further, it was revealed that there was a partial mediation effect of general organizational means efficacy on the relationship between job satisfaction and professionalism. It implies that general organizational means efficacy conveys job satisfaction.

**SDG Indicator:** #4 (Quality Education)

**Keywords:** educational management, general organizational means efficacy, job satisfaction, professionalism, teachers, mediating effect, Philippines

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## 1. Introduction

Professionalism among public elementary school teachers is essential for delivering quality education. However, challenges such as inadequate professional development, limited resources, and heavy workloads make it difficult for teachers to maintain high professional standards. As a result, these obstacles can lead to decreased motivation and commitment, ultimately affecting instructional quality and student outcomes. For instance, Wolomasi *et al.* (2019) emphasized that job satisfaction predicts job performance among elementary school teachers, suggesting that dissatisfaction can negatively impact professionalism. Consequently, addressing these challenges is necessary to support teachers in upholding professional standards.

Furthermore, professionalism in teaching includes adherence to ethical standards, participation in continuous professional development, and implementation of effective instructional strategies. More importantly, teachers who maintain professionalism contribute to student success, strengthen their credibility, and improve the overall effectiveness of educational institutions. Additionally, research suggests that teachers who exhibit strong professional behaviors create a more supportive learning environment, positively influencing student achievement. Professionalism also fosters personal growth and job satisfaction, increasing retention rates in the teaching profession. Thus, reinforcing professionalism benefits both teachers and students alike.

In addition, job satisfaction greatly influences teachers' professional conduct. When teachers feel satisfied with their jobs, they are more likely to implement effective teaching strategies, seek professional development, and adhere to ethical responsibilities. Conversely, dissatisfaction can lead to burnout and a decline in commitment to professional duties. As evidence, Wolomasi *et al.* (2019) found that job satisfaction positively affects job performance among elementary school teachers, emphasizing its role in maintaining professionalism. Therefore, promoting teacher satisfaction is a key factor in fostering professionalism.

Similarly, General Organizational Means Efficacy (GOME) relates to teachers' confidence in their institution's ability to provide necessary resources and support. When teachers perceive their schools as efficient and well-managed, their job satisfaction improves due to the availability of sufficient institutional support. Moreover, a positive organizational climate enhances teachers' confidence in their professional roles, encouraging them to perform effectively. Hence, improving organizational efficacy is fundamental to sustaining job satisfaction among teachers.

Likewise, GOME significantly influences teachers' professionalism by fostering an environment that promotes adherence to high professional standards. Specifically, when teachers believe their organization effectively supports their professional needs, they are more likely to engage in continuous learning and uphold ethical responsibilities. Supporting this argument, Quines and Piñero (2022) suggested that job satisfaction mediates the relationship between teamwork skills and work values, indicating that

organizational support structures play a significant role in maintaining professionalism. Therefore, enhancing institutional support systems can contribute to a more professional teaching workforce.

While extensive research has examined job satisfaction, organizational support, and professionalism among teachers, there remains a notable gap concerning the mediating role of General Organizational Means Efficacy (GOME) in this context. Specifically, limited studies have investigated how teachers' perceptions of their institution's efficacy influence the relationship between job satisfaction and professionalism. Recent research has explored related constructs, such as collective teacher efficacy and its impact on job satisfaction and burnout (Aydogmus & Serce, 2021). However, these studies do not directly address the role of GOME in linking job satisfaction and professionalism. Additionally, studies have examined the mediating role of job satisfaction between organizational relationships, justice, efficacy beliefs, and mental well-being among teachers, yet they do not focus on how institutional efficacy shapes professionalism. Given this gap, further research is warranted to understand how teachers' perceptions of their institution's efficacy mediate the relationship between job satisfaction and professionalism, which could provide a more comprehensive understanding of how organizational support enhances professionalism and improves educational outcomes.

Examining the mediating effect of General Organizational Means Efficacy on the relationship between job satisfaction and professionalism is essential for developing effective interventions. This study provides valuable insights into teacher development and helps policymakers and school leaders implement supportive structures that enhance job satisfaction and professionalism. Furthermore, strengthening professionalism is particularly important in public elementary schools, where early education shapes students' future learning experiences. Therefore, prioritizing this research is essential for improving the quality of education and fostering long-term professional growth among teachers.

The main objective of this study was to examine the mediating effect of general organizational means efficacy on the relationship between job satisfaction and professionalism among public elementary school teachers. To achieve this, the study sought to accomplish the following objectives: Firstly, it aimed to describe the level of job satisfaction among teachers across various dimensions, including pay, promotion, supervision, benefits, contingent factors, operating procedures, co-workers, nature of work, and communication. This provided insights into the factors influencing teachers' job satisfaction. Secondly, it aimed to assess the level of professionalism among public school teachers by examining their affiliation with professional organizations, belief in public service, belief in self-regulation, sense of calling to the field, and autonomy. This helped me understand the extent to which teachers exhibited professional qualities and behaviors.

Thirdly, it aimed to measure the level of general organizational means efficacy, which referred to teachers' belief in the effectiveness of organizational mechanisms and processes to support their work and professional development. Fourthly, it sought to determine the significance of the relationships between job satisfaction and professionalism, job satisfaction and general organizational means efficacy, and general organizational means efficacy and professionalism. This helped me understand the interconnections between these variables. Finally, it aimed to investigate the significance of the mediating role of general organizational means efficacy in the relationship between job satisfaction and professionalism among public school teachers.

The study formulated the following null hypotheses, tested at a significance level of 0.05: There was no significant relationship among job satisfaction, professionalism of public-school teachers, and organizational means efficacy. Organizational commitment did not significantly mediate the relationship between job satisfaction and professionalism of public-school teachers. By examining these research questions and hypotheses, the study contributed to understanding the complex dynamics between job satisfaction, professionalism, and organizational means efficacy among public elementary school teachers.

To begin with, the Role Identity Theory (Burke & Stets, 2009) serves as the foundation for understanding professionalism among public elementary school teachers. This theory suggests that individuals develop their sense of identity based on their social roles and expectations. In the teaching profession, professionalism is shaped by expectations from colleagues, administrators, students, and the broader community. As a result, teachers who strongly identify with their professional role are more likely to demonstrate ethical behavior, commitment to continuous learning, and adherence to high teaching standards. However, when job satisfaction is compromised due to inadequate compensation, lack of career growth, or insufficient support, teachers may experience role conflict, leading to diminished professionalism (Lee & Nie, 2014). Consequently, the extent to which teachers maintain professionalism is largely influenced by their level of job satisfaction and the organizational means available to support their professional growth.

Moreover, several theories support understanding the relationships between job satisfaction, general organizational means efficacy (GOME), and professionalism. These theories explain how these variables interact and influence one another, further strengthening the study's conceptual framework.

Firstly, Herzberg's Two-Factor Theory (1959), also known as the Motivation-Hygiene Theory, helps explain the connection between job satisfaction and professionalism. According to this theory, two factors influence job satisfaction: motivators (e.g., recognition, achievement, professional growth) and hygiene factors (e.g., salary, working conditions, job security). When motivators are present, teachers experience higher job satisfaction, increasing motivation, dedication to their professional role, and adherence to ethical standards (Viseu *et al.*, 2016). On the other hand,

dissatisfaction with hygiene factors can lead to disengagement and a decline in professional behavior. In other words, teachers who lack proper organizational support, fair compensation, or career advancement opportunities may struggle to maintain professionalism. Therefore, Herzberg's theory highlights that improving job satisfaction is crucial for fostering professionalism among teachers.

Secondly, the Social Exchange Theory (Blau, 1964) explains the relationship between job satisfaction and General Organizational Means Efficacy (GOME). This theory proposes that employees engage in reciprocal relationships with their organizations—when they perceive organizational support, such as adequate resources, training, and professional development opportunities, they feel valued and, in return, exhibit greater commitment and satisfaction (Cropanzano & Mitchell, 2005). In the case of public elementary school teachers, if they believe that their organization effectively provides the means necessary for their professional growth, their job satisfaction increases. Conversely, teachers may feel unappreciated when lacking organizational support, leading to dissatisfaction and reduced commitment to their professional responsibilities. Hence, GOME is crucial in shaping job satisfaction by ensuring teachers receive the necessary institutional support to perform effectively.

Furthermore, the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) provides insights into how General Organizational Means Efficacy (GOME) influences professionalism. This model asserts that job demands, such as high workloads, student behavior management, and administrative tasks, can lead to stress and burnout, negatively affecting teachers' professional behavior. However, job resources, such as strong leadership, sufficient teaching materials, and professional development programs, can mitigate the negative effects of job demands and enhance professionalism (Taris & Schaufeli, 2016). In this regard, when teachers perceive their organization as providing adequate resources, they are more likely to engage in professional development, collaborate effectively with colleagues, and uphold ethical teaching standards. Conversely, lacking organizational efficacy can lead to decreased motivation and a diminished commitment to professional responsibilities.

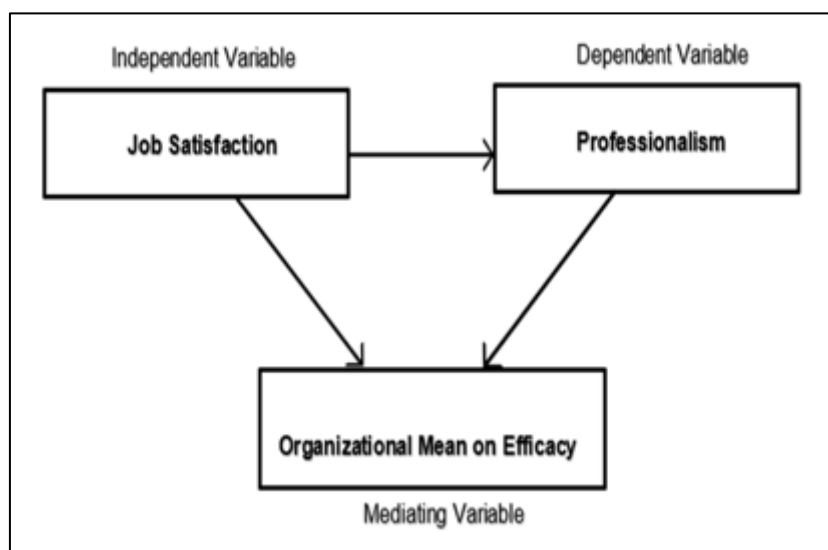
To conclude, the Self-Determination Theory (Deci & Ryan, 1985) supports the mediating role of General Organizational Means Efficacy in the relationship between job satisfaction and professionalism. This theory emphasizes that individuals are driven by three core psychological needs: autonomy, competence, and relatedness. When teachers believe that their organization provides them with the necessary support (GOME), they experience higher job satisfaction, enhancing their sense of competence and professional identity (Ryan & Deci, 2017). For instance, teachers who have access to effective training programs and administrative support feel more capable and motivated to uphold professional standards. Thus, General Organizational Means Efficacy is a crucial link that strengthens the relationship between job satisfaction and professionalism.

In conclusion, these theories collectively provide a strong theoretical foundation for this study. The Role Identity Theory establishes professionalism as an identity shaped

by expectations and job satisfaction. Meanwhile, Herzberg's Two-Factor Theory explains how job satisfaction influences professionalism, while the Social Exchange Theory highlights how organizational support affects job satisfaction. Additionally, the JD-R Model demonstrates the role of organizational efficacy in sustaining professionalism, and the Self-Determination Theory underscores the importance of organizational support in strengthening the relationship between job satisfaction and professionalism. Altogether, these theories create a comprehensive framework for understanding the interactions between job satisfaction, GOME, and professionalism among public elementary school teachers.

Figure 1 illustrates the conceptual framework of the study, depicting the relationships among the three key variables: job satisfaction (independent variable), professionalism (dependent variable), and organizational means on efficacy (mediating variable). The diagram shows that job satisfaction directly influences professionalism and indirectly affects professionalism through organizational means of efficacy. This suggests that a teacher's level of satisfaction in their job can impact their professionalism, but this relationship is also mediated by their perception of the organizational structures and support available to them. In essence, organizational means of efficacy are decisive in explaining how job satisfaction translates into professionalism among public elementary school teachers.

By including organizational means of efficacy as a mediating factor, this framework acknowledges that institutional support mechanisms, such as leadership effectiveness, resource availability, and professional development opportunities, can shape how teachers express professionalism. Thus, understanding the mediating effect of organizational means on efficacy helps determine whether job satisfaction alone is sufficient in fostering professionalism or if strong institutional support is necessary to reinforce this connection.



**Figure 1:** The Conceptual Framework of the Study

On a global scale, this study contributes to the broader discourse on quality education, which aligns with Sustainable Development Goal (SDG) 4 of the United Nations. SDG 4 emphasizes the need for equitable and inclusive quality education and promotes lifelong learning opportunities for all. One of the key elements of achieving this goal is ensuring that educators are well-supported, satisfied with their jobs, and committed to upholding professionalism in their teaching roles. This study sheds light on how job satisfaction and organizational support contribute to professionalism, ultimately enhancing teaching effectiveness and student learning outcomes. Additionally, this research holds significant social value, as the findings can inform policymakers and education stakeholders on strategies to improve teacher welfare, reduce burnout, and create a more conducive teaching environment.

On a more specific level, this study has direct inferences for the Department of Education, school principals, and teachers. For the Department of Education, the findings provide valuable insights into the factors influencing teacher professionalism, which can inform policies related to teacher retention, job satisfaction, and institutional support. School principals can also benefit from understanding how organizational efficacy impacts teachers' professional behaviors, guiding them in implementing leadership strategies that foster a positive work environment. Furthermore, teachers stand to gain from this study, as it highlights the importance of job satisfaction and professional development in sustaining high standards of teaching. Finally, future researchers can use this study to further explore teacher professionalism, job satisfaction, and institutional support, ensuring continuous improvements in educational policies and practices.

## **2. Literature Review**

Job satisfaction has been widely studied in the context of education and its impact on teacher performance and retention. For instance, Klassen and Chiu (2019) investigated the relationship between job satisfaction and teacher performance, concluding that higher job satisfaction significantly enhances teachers' motivation and effectiveness in the classroom. Similarly, a study by Skaalvik and Skaalvik (2020) found that factors such as work environment, leadership support, and job security directly influence teachers' satisfaction, affecting their commitment to their professional roles. These studies emphasize that when teachers are satisfied with their jobs, they are more likely to uphold professional behaviors, exhibit strong work ethics, and contribute to student success.

Moreover, a study by Kim and Burić (2020) highlighted that teachers who experience low job satisfaction tend to suffer from emotional exhaustion and decreased motivation, ultimately impacting their professionalism. The researchers found dissatisfaction with salary, promotion opportunities, and work conditions often leads to burnout, reducing a teacher's willingness to engage in professional development activities. Consequently, understanding job satisfaction is essential in fostering

professionalism, as dissatisfaction may hinder the ability of teachers to maintain high standards of teaching and professional ethics.

Professionalism in teaching is critical for maintaining high educational standards and fostering a positive learning environment. Hargreaves and Fullan (2019) emphasized that professionalism goes beyond competency in teaching and includes factors such as ethical responsibility, continuous professional development, and engagement in collaborative practices. Their study revealed that teachers who embrace professionalism contribute significantly to student learning outcomes, school improvement, and the broader educational system. Furthermore, professional teachers serve as role models for students, promoting integrity, discipline, and lifelong learning.

Additionally, a study by Evans (2020) explored the impact of professional identity on teachers' attitudes and behaviors in the workplace. The findings indicated that teachers who strongly identify with their profession are likelier to adhere to ethical standards, participate in professional learning communities, and exhibit resilience in challenging work environments. This underscores the importance of fostering professionalism, as it directly correlates with teachers' effectiveness and ability to navigate complex classroom and institutional challenges.

Organizational support plays a crucial role in enhancing teacher efficacy and performance. A study by Tschannen-Moran and Hoy (2021) found that teachers who perceive their institutions as supportive are more confident in their ability to execute their professional responsibilities effectively. They argued that access to resources, constructive leadership, and professional development opportunities significantly boost teachers' self-efficacy, leading to better student engagement and improved instructional quality. This supports the idea that organizational means of efficacy can bridge job satisfaction and professionalism, reinforcing positive teacher behaviors.

Similarly, research by Brown and Wynn (2019) highlighted that schools with strong institutional support systems experience higher teacher retention rates and improved professional development outcomes. Their study demonstrated that when teachers believe in the effectiveness of organizational structures, they are more likely to stay committed to their professional roles, engage in continuous learning, and contribute positively to their school communities. This further validates the role of organizational means on efficacy as a mediating factor in strengthening the link between job satisfaction and professionalism.

### **3. Material and Methods**

This section discusses the respondents, materials/instruments, research design, and procedures.

The study involved 313 permanent public-school teachers from both Kiblawan North and South Districts, who voluntarily consented to participate after being fully informed. Modified questionnaires were disseminated to School Heads and Teachers



using Google Forms on September 23, 2023. Importantly, all participants resided within the Kiblawan North and South Districts. The researcher employed universal sampling, ensuring everyone could participate in the study. Stehman and Overton (2020) explained that complete counts represent a full enumeration (census) of individuals within a sampling unit. Therefore, a random sample of quadrats might be drawn, and all individuals counted within each quadrat.

In addition, for this 2023 study, the researcher included participants from the Department of Education with at least one year of work experience in their current teaching position. These individuals were required to have undergone performance evaluations and self-assessments as part of their employment. Furthermore, respondents were expected to grant permission to use their performance and adaptive behavior data for research purposes. The researcher also excluded individuals with less than one year of work experience in their current positions, as they might not have had sufficient exposure to organizational dynamics to assess their impact on organization-based self-esteem.

Moreover, respondents with incomplete or missing performance appraisal records or self-assessment data were excluded from the analysis to ensure the reliability and completeness of the dataset. To further ensure the integrity of the study, participants who did not provide informed consent for their data to be used in this research were excluded from participation. Additionally, those who initially met the inclusion criteria but later withdrew were permitted to do so without facing any penalties or consequences. Withdrawal was allowed at any stage of the research process, including the data analysis phase, to protect the rights and privacy of the participants. Individuals wishing to withdraw needed to inform the research team of their decision, after which their data was promptly removed from the dataset to maintain the study's integrity and confidentiality.

Moreover, the study employed total remuneration to promote inclusivity, which refers to the overall number of respondents involved in the research. Of the 320 public school teachers who met the study's inclusion criteria across both districts, 310 actively participated, accounting for 97% of the eligible participants. These teachers particularly focused on investigating the Municipality of Kiblawan. Meanwhile, the remaining 10 individuals, representing 3% of the total, chose not to participate due to various reasons such as personal scheduling conflicts, prior commitments, or logistical challenges that prevented their involvement in the research.

This study was conducted in public schools within the Kiblawan North and South Districts in the Municipality of Kiblawan, located in Davao del Sur, Region XI of the Philippines. According to the census, this town is a second-class municipality with a population of 48,897. Notably, "Kiblawan" originated from the combined names of two lovers, Kib and Lawan. Kib was a regular citizen living in the same tribal village. At the same time, Lawan was the daughter of a Kaulo Chieftain and resided in Tumbag (a Sitio of Kiblawan), making their union a significant event. Kib and Lawan selected the most

popular name for the area. Before Kiblawan was established as a municipality on June 18, 1966, the Barangay, now Barangay Poblacion, was known as Kiblawan.

Furthermore, since the aforementioned barangay became the government's location, the municipality was named Kiblawan. The municipality was officially established in 1966 due to Executive Order No. 143, signed by President Diosdado Macapagal. However, the Supreme Court ruled that establishing a municipality by Executive Order was invalid. Consequently, Kiblawan became a municipality when Republic Act No. 4748 was approved on June 18, 1966. The Province of Davao del Sur comprises 15 municipalities, including Kiblawan, located in the southern portion of Mindanao and consists of thirty (30) barangays. The schools involved in this study are rural schools that belong to the Kiblawan North and South Districts and are represented by public school teachers.

Finally, the Kiblawan North and South District teachers share numerous attributes and characteristics that contribute to their effectiveness as educators. First and foremost, they demonstrate a profound passion for teaching and a steadfast commitment to their students' academic and personal advancement. They consistently strive to deliver high-quality education while fostering the development of critical thinking and problem-solving abilities in their students. In addition, they exhibit outstanding communication and interpersonal skills, enabling them to establish meaningful connections with their students and cultivate a supportive learning atmosphere.

The study utilized three questionnaires to measure key variables: job satisfaction, professionalism of public-school teachers, and general organizational efficacy, each employing a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Firstly, job satisfaction was assessed through a comprehensive questionnaire divided into nine parts, including Pay, Promotion, Supervision, and others, to capture various facets of satisfaction. This approach is grounded in established frameworks (Spector, 1997).

Next, the professionalism of public school teachers was evaluated across five dimensions: Professional Organization as a Major Referent, Belief in Public Service, Belief in Self-Regulation, Sense of Calling to the Field, and Autonomy. These dimensions reflect critical components of teacher professionalism (Hargreaves & Fullan, 2012). Finally, general organizational efficacy was measured using a tool focused on evaluating the organization's resources, work conditions, and support systems, aligning with general organizational efficacy measures (Gibson, Ivancevich, & Donnelly, 2000).

For all three instruments, the interpretation of responses was standardized using the following scale: 4.21–5.00 indicated Very High (behavior/practice evident at all times), 3.41–4.20 indicated High (evident most of the time), 2.61–3.40 indicated Moderate (evident occasionally), 1.81–2.60 indicated Low (evident on few occasions), and 1.00–1.80 indicated Very Low (not evident at all). This consistent interpretation scale allowed for uniform data analysis across the different variables being studied.

This study employed a non-experimental, quantitative research design utilizing a descriptive correlational research technique. This approach is used to gather data,

thoughts, facts, and information pertinent to the subject. The descriptive non-experimental correlational design helps to determine the extent of the relationship between two or more variables (Goertzen, 2017). In this context, the correlational method was chosen as the optimal design to fulfill the study's objectives and test the hypothesis. According to this approach, if the significance value is greater than .05, the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ) are accepted. Hypothesis testing in this context determines whether the correlations between variables are strong or weak (Creswell & Poth, 2012).

Additionally, the study employed mediation testing to investigate three variables. This involves assessing the relationship between the predictor and mediator variables and between the mediator and criterion variables (Baron & Kenny, 1986). A straightforward mediation model implies that the relationship between an independent variable and an observed outcome can be explained by the influence of a third factor, known as a mediator. The relationship is fully mediated if the direct relationship between the independent variable and the outcome becomes insignificant after accounting for the mediator's influence.

Furthermore, partial mediation occurs when the mediator accounts for some, but not all, of the relationship between the independent variable and the outcome. The degree of mediation is referred to as the indirect effect (Baron & Kenny, 1986). Mediation analysis is versatile and can be applied to linear regression, logistic regression, polynomial regression, and more (Shrout & Bolger, 2002).

The study specifically aims to examine the relationships between job satisfaction and professionalism, as well as the connections between job satisfaction and organizational means efficacy, the connection between organizational means efficacy and professionalism, and the mediating effect of organizational means efficacy on the relationship between job satisfaction and professionalism among public schools in the Municipality of Kiblawan. A med graph was employed to determine the mediation.

The data collection followed a series of steps. First, the researcher sent a letter to the Schools Division Superintendent of the Department of Education Division of Davao del Sur, requesting permission to conduct the study. After receiving approval, the researcher sent similar letters to the School Heads of the participant schools. Upon their approval, the survey questionnaire was administered to respondents in the two districts of Kiblawan, Davao del Sur.

Strict adherence to safety protocols mandated by the Inter-Agency Task Force for Emerging Infectious Diseases (COVID-19), such as physical distancing and wearing face masks, was observed. The researcher visited the concerned school heads as a courtesy call to discuss the plan for conducting the online survey through Google Forms. During the courtesy call, the researcher requested a list of contact numbers and email addresses of all respondents/students from the school heads/principals. This list served as the basis for data gathering, which took about one month from distributing the survey questionnaire via Google Forms to retrieving the completed questionnaires. Before data

collection, the researcher secured a Certificate of Compliance from UMERC to ensure adherence to ethical considerations in research.

All retrieved questionnaires were encoded into an Excel template after verifying and checking for completeness. Once the tallying and validation of results were completed, the data was analyzed and interpreted according to the study's objectives. Based on the findings, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at a 0.05 level of significance: Mean was used to determine the levels of Job Satisfaction, Professionalism of Public School Teachers, and General Organizational Means Efficacy; Pearson Product Moment Correlation (Pearson  $r$ ) was used to determine the significance of the relationship between Job Satisfaction, Professionalism of Public School Teachers, and General Organizational Means Efficacy; and Medgraph using the Sobel  $z$ -test was used to determine the significance of the mediation of General Organizational Means Efficacy on the relationship between Job Satisfaction and Professionalism of Public School Teachers.

This study addresses ethical issues and considerations, particularly before data collection. The researcher underwent an evaluation by the ethics review committee members. After several review processes, the study was approved by the UM Ethics Review Committee (UMERC) with Protocol Number 2022-168. Respondents' participation was voluntary and anonymous to protect their privacy, and they were provided with information to ensure they understood the study before deciding to participate. The researcher ensured that all data gathered were kept confidential and used solely for research purposes. Informed consent was obtained from all respondents involved in the study.

Respondents were carefully selected based on criteria specified in the research, which included only elementary public school teachers in the two districts of Kiblawan and Davao del Sur. The study did not involve any high-risk situations for the respondents, as it was conducted with public elementary school teachers and followed due process. All teachers were the primary beneficiaries of the study.

To ensure originality and avoid plagiarism, the study used Grammarly, Turnitin, and Plagiarism Detector software. The research followed the standard procedures the University of Mindanao Professional Schools established. There was no evidence of intentional misrepresentation to fit a model or theoretical assumption. The study had no conflict of interest, as the researcher had no prior relationship with the respondents. The research was a requirement to complete a master's degree in education at the University of Mindanao Professional Schools.

In this study, there was no deceit. All information presented was true and underwent validation and thorough review by various experts in the field of research. The researcher obtained permission from the relevant agencies where the respondents were employed. Considering the risks posed by COVID-19 and the need for online data gathering, the researcher used Google Forms for respondents to provide their answers to

the specific questions asked. No one was authorized to publish or present this paper without the researcher's consent except for the researcher or the adviser. For the publication of this study, the adviser will be listed as a co-author.

#### 4. Results and Discussion

Public school teachers' overall job satisfaction was moderate, with a mean of 3.26 and a standard deviation of 0.29. Among the indicators, pay (3.58), promotion (3.54), and co-worker relationships (3.55) were rated high, suggesting that these aspects contribute positively to teachers' satisfaction. Conversely, operating procedures (2.86) and nature of work (2.85) had the lowest means, falling in the moderate range, indicating areas where improvements might be needed. The standard deviation values were relatively low, suggesting consistent responses among participants.

**Table 1:** Level of Job Satisfaction of Public School Teachers

Indicators	SD	Mean	Descriptive Level
Pay	0.68	3.58	High
Promotion	0.64	3.54	High
Supervision	0.50	3.10	Moderate
Benefits	0.58	3.28	Moderate
Contingent Rewards	0.50	3.28	Moderate
Operating Procedures	0.76	2.86	Moderate
Co-worker	0.45	3.55	High
Nature of Work	0.39	2.85	Moderate
Communication	0.55	3.26	Moderate
<b>Overall</b>	<b>0.29</b>	<b>3.26</b>	<b>Moderate</b>

Teachers' perceptions of job satisfaction indicate that while financial compensation and promotional opportunities are key motivators, aspects of the work environment and organizational operations present challenges. The relatively lower rating for operating procedures may suggest the need for administrative improvements, streamlining work processes, and reducing bureaucratic inefficiencies. Likewise, the moderate rating of the nature of work implies that aspects such as workload, job expectations, and resources provided should be assessed for better alignment with teacher expectations.

The findings highlight an important implication—higher satisfaction in co-worker relationships emphasizes the significance of peer support in fostering a positive work environment. When teachers feel connected and supported by their colleagues, it enhances their overall morale, which in turn can contribute to greater commitment and productivity. However, moderate satisfaction with supervision and benefits suggests that teachers may require more structured guidance and improved reward systems to enhance their professional experiences.

**Table 2:** Level of Professionalism of Public School Teachers

Indicators	SD	Mean	Descriptive Level
Professional Organization as Major	0.51	3.37	Moderate
Belief in the Public Service	0.54	3.39	Moderate
Belief in Self-Regulation	0.53	3.50	High
Sense of Calling in the Field	0.56	3.75	High
Autonomy	0.50	3.32	Moderate
<b>Overall</b>	<b>0.38</b>	<b>3.46</b>	<b>High</b>

The overall professionalism level of public school teachers was high, with a mean of 3.46 and a standard deviation of 0.38. Among the five indicators, belief in self-regulation (3.50) and sense of calling in the field (3.75) were rated high, reflecting strong professional identity and commitment. Other indicators, such as professional organization as a major factor (3.37), belief in public service (3.39), and autonomy (3.32), were rated moderate. The highest mean (3.75) in the sense of calling in the field underscores the dedication of public school teachers to their profession, while autonomy (3.32) was the lowest, indicating potential concerns about teachers' independence in decision-making.

The findings suggest that teachers strongly align with their professional responsibilities, particularly in their commitment to self-regulation and public service. A strong belief in self-regulation suggests that teachers value professional ethics and integrity, which is critical in maintaining high educational standards. However, the moderate rating for autonomy may indicate a need for more flexible policies that empower teachers in their instructional decision-making.

Implications of these findings emphasize the importance of fostering professional autonomy. Teachers who have greater control over their teaching methodologies and classroom management are likely more effective and motivated. While the high rating in professionalism overall is a positive sign, addressing autonomy concerns through participatory decision-making processes and leadership development programs may enhance their professional experiences further.

**Table 3:** Level of Organizational Means Efficacy of Public School Teachers

Items	SD	Mean	Descriptive Level
The tools, equipment, and technology in this organization are top-of-the-line.	0.89	3.51	High
Work is often given to me with unreasonably quick deadlines.	1.01	3.59	High
I frequently find myself without the proper instructions or necessary direction I need to do my job.	0.88	3.37	Moderate
This organization has many training opportunities for its employees.	0.89	3.64	High
I can count on my team members to pull their weight whenever we are working on a team project.	0.70	3.71	High
If employees need to report a problem, management is there to listen.	0.73	3.72	High
I regularly receive information about how well	0.86	3.24	Moderate

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(or poorly) I am performing my job.			
<b>Overall</b>	<b>0.53</b>	<b>3.54</b>	<b>High</b>

The overall organizational means efficacy was high, with a mean of 3.54 and a standard deviation of 0.53. Among the indicators, the highest-rated item was "If employees need to report a problem, management is there to listen" (3.72), while the lowest-rated item was "I regularly receive information about how well (or poorly) I am performing my job" (3.24). This suggests that feedback mechanisms could be improved while the organization provides strong support and resources.

The high rating of organizational means efficacy suggests that teachers perceive their work environment as well-equipped and supportive. A positive work environment enhances job satisfaction and promotes higher efficiency, as evidenced by the high ratings in areas such as the availability of tools, teamwork, and training opportunities. However, the lower rating for performance feedback suggests a gap in structured evaluation systems and recognition mechanisms.

These results imply that while schools provide adequate resources and support structures, there is room for improvement in providing timely and constructive feedback to teachers regarding their performance. This highlights the need for regular teacher assessments, performance appraisals, and mentorship programs to guide educators in professional growth and skills enhancement.

**Table 4.1:** Significance of the Relationship between  
 Job Satisfaction and Professionalism of Public School Teachers

Job Satisfaction	Professionalism					
	POM	BPS	BSR	SCF	AUT	Overall
Pay	.000	.113*	.010	.041	.056	.062
	.994	.047	.856	.474	.326	.277
Promotion	-.002	.099	.054	.132*	.140*	.119*
	.978	.081	.340	.020	.013	.036
Supervision	.205**	.204**	.289**	.220**	.292**	.335**
	.000	.000	.000	.000	.000	.000
Benefits	.209**	.242**	.279**	.254**	.325**	.364**
	.000	.000	.000	.000	.000	.000
Contingent Rewards	.288**	.290**	.319**	.251**	.472**	.448**
	.000	.000	.000	.000	.000	.000
Operating Procedures	.278**	.323**	.290**	.090	.548**	.419**
	.000	.000	.000	.111	.000	.000
Co-worker	.275**	.265**	.434**	.301**	.326**	.445**
	.000	.000	.000	.000	.000	.000
Nature of Work	.391**	.497**	.350**	.328**	.577**	.593**
	.000	.000	.000	.000	.000	.000
Communication	.178**	.287**	.149**	.281**	.312**	.336**
	.002	.000	.008	.000	.000	.000
<b>Overall</b>	<b>.363**</b>	<b>.475**</b>	<b>.437**</b>	<b>.376**</b>	<b>.633**</b>	<b>.632**</b>
	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>

The results indicate that job satisfaction has a significant relationship with professionalism (overall correlation  $r = 0.632$ ,  $p < 0.001$ ). Among the indicators, supervision ( $r = 0.335$ ,  $p < 0.001$ ), benefits ( $r = 0.364$ ,  $p < 0.001$ ), and nature of work ( $r = 0.593$ ,  $p < 0.001$ ) showed the strongest correlations with professionalism. This suggests that teachers who feel supported in their work environment and receive adequate benefits tend to exhibit higher levels of professionalism.

**Table 4.2:** Significance of the Relationship Between Job Satisfaction and Organizational Means Efficacy of Public School Teachers

Job Satisfaction	Organizational Means Efficacy
Pay	.040 .481
Promotion	.083 .143
Supervision	.204** .000
Benefits	.244** .000
Contingent Rewards	.228** .000
Operating Procedures	.150** .008
Co-worker	.377** .000
Nature of Work	.355** .000
Communication	.161** .004
<b>Overall</b>	<b>.363**</b> <b>.000</b>

A significant correlation was found between job satisfaction and organizational means efficacy ( $r = 0.363$ ,  $p < 0.001$ ). Indicators such as co-worker relationships ( $r = 0.377$ ,  $p < 0.001$ ) and nature of work ( $r = 0.355$ ,  $p < 0.001$ ) had the strongest associations, suggesting that workplace interactions and the nature of assigned tasks significantly impact organizational efficacy.

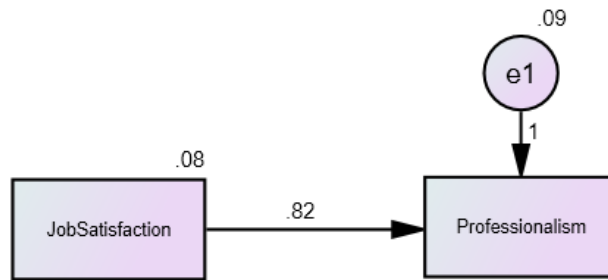
**Table 4.3:** Significance of the Relationship between Organizational Means Efficacy and Professionalism of Public School Teachers

Organizational Means Efficacy	Professionalism					Overall
	POM	BPS	BSR	SCF	AUT	
	.388**	.369**	.486**	.334**	.470**	.567**
	.000	.000	.000	.000	.000	.000



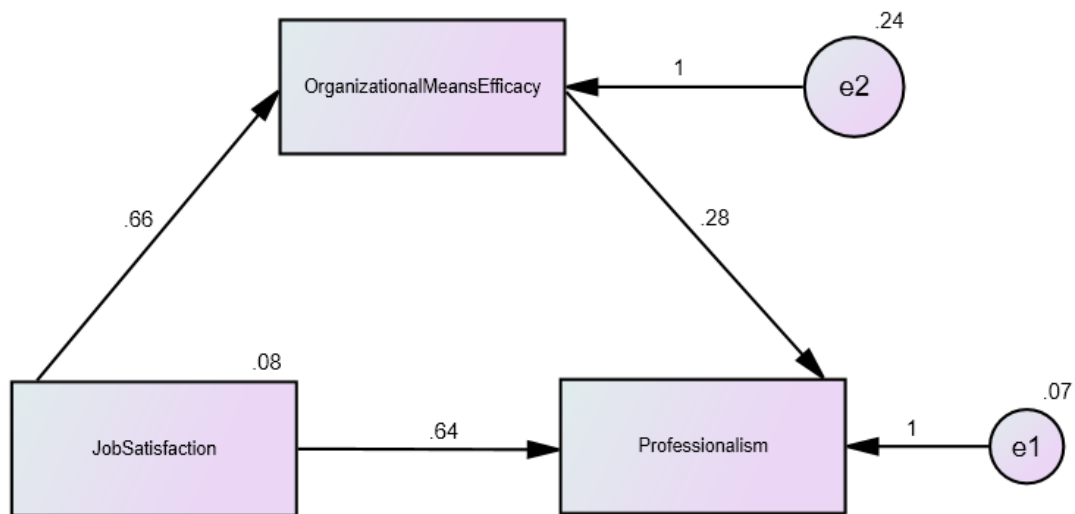
The relationship between organizational means efficacy and professionalism was also significant ( $r = 0.567, p < 0.001$ ), indicating that an effective organizational structure enhances teachers' professionalism. Belief in self-regulation ( $r = 0.486, p < 0.001$ ) and autonomy ( $r = 0.470, p < 0.001$ ) had strong correlations, emphasizing that an organization's support mechanisms influence professional independence.

**Table 5: Mediation Analysis**



**Regression Weights: (Group number 1 - Default model)**

		Estimate	S.E.	C.R.	P	Label
Professionalism	<--- Job Satisfaction	.822	.057	14.400	***	



**Regression Weights: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P	Label
Organizational Means Efficacy	<--- Job Satisfaction		.664	.097	6.865	***	
Professionalism	<--- Job Satisfaction		.639	.054	11.797	***	
Professionalism	<--- Organizational Means Efficacy		.277	.030	9.344	***	

**PARTIAL MEDIATION**

The mediation analysis revealed a partial mediation effect, suggesting that while job satisfaction directly influences professionalism, organizational means efficacy also plays a mediating role. The path coefficients show that job satisfaction significantly predicts professionalism ( $\beta = 0.822$ ,  $p < 0.001$ ) and organizational means efficacy ( $\beta = 0.664$ ,  $p < 0.001$ ), with organizational means efficacy subsequently influencing professionalism ( $\beta = 0.277$ ,  $p < 0.001$ ). This implies that improvements in job satisfaction not only enhance professionalism directly but also do so indirectly by strengthening organizational means efficacy.

## 5. Recommendations

Based on the findings, targeted recommendations should be made to enhance public school teachers' job satisfaction, professionalism, and organizational means efficacy. First, school administrators should focus on improving areas with moderate ratings, particularly supervision, communication, operating procedures, and nature of work. Providing structured mentorship programs, clearer guidelines, and more transparent evaluation and feedback mechanisms can improve supervision and communication. Streamlining bureaucratic processes and creating a more structured work environment can also enhance operational efficiency and job satisfaction.

In terms of professionalism, efforts may be made to encourage greater participation in professional organizations and strengthen teachers' belief in public service. Schools and educational agencies may provide more incentives for professional development, including financial support for conferences, workshops, and further education. Policies that empower teachers with greater autonomy in decision-making while reinforcing ethical and professional standards can also contribute to sustained professional growth.

Schools may invest in improved instructional support, better resource allocation, and structured feedback mechanisms to enhance organizational means efficacy. Ensuring teachers have access to the necessary tools, equipment, and technology will positively impact their ability to perform effectively. Additionally, training opportunities may be focusing on leadership development and pedagogical advancements. School leaders must also foster a culture of open communication where teachers feel heard and supported, particularly in addressing work-related challenges. By implementing these recommendations, educational institutions can create a more conducive environment for professional growth, job satisfaction, and institutional effectiveness.

## 6. Conclusion

The findings of this study indicate that public school teachers generally experience moderate to high levels of job satisfaction, professionalism, and self-efficacy. Specifically, job satisfaction is rated as moderate overall, with high satisfaction in pay, promotion, and

co-worker relationships. At the same time, aspects like supervision, benefits, contingent rewards, operating procedures, nature of work, and communication received moderate ratings. Professionalism is assessed as high, with particularly strong scores in belief in self-regulation and sense of calling in the field. However, areas like professional organization participation, belief in public service, and autonomy are only moderate. Organizational means efficacy is rated high overall, suggesting that while teachers generally feel supported in their work environment, there are areas, such as receiving clear instructions and performance feedback, that need improvement.

Inferential analysis reveals significant correlations between job satisfaction and professionalism, as well as job satisfaction and organizational means efficacy. Among job satisfaction indicators, supervision, benefits, contingent rewards, co-worker relationships, nature of work, and communication show strong positive correlations with professionalism. Additionally, organizational means efficacy is significantly correlated with professionalism, indicating that schools with better resources, communication structures, and support mechanisms tend to foster greater teacher professionalism. Mediation analysis confirms that organizational means efficacy partially mediates the relationship between job satisfaction and professionalism, suggesting that while job satisfaction directly influences professionalism, supportive organizational structures enhance this effect.

The results of this study confirm that job satisfaction significantly influences professionalism and organizational effectiveness among public elementary school teachers. The findings align with the Role Identity Theory (Burke & Stets, 2009), which posits that individuals shape their professional identity based on social expectations and role-related norms. As teachers identify with their professional role, their ethical behavior, commitment to learning, and adherence to high standards are reinforced. However, when job satisfaction is low due to inadequate compensation, lack of career growth, or insufficient support, role conflict emerges, leading to diminished professionalism (Lee & Nie, 2014). The study's evidence that organizational means efficacy partially mediates professionalism further corroborates the theory, emphasizing that institutional support strengthens professional identity and behaviors. Thus, the results validate the theoretical premise that sustaining professionalism among teachers requires both job satisfaction and robust organizational support.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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