

PROFESSIONAL LEARNING COMMUNITIES, MOTIVATION, INSTRUCTIONAL LEADERSHIP, AND EMOTIONAL INTELLIGENCE: A STRUCTURAL EQUATION MODEL ON SELF-EFFICACY OF PUBLIC SECONDARY SCHOOL TEACHERS

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Abstract: The study sought to determine an optimal structural framework for understanding teachers' self-efficacy across public high schools in Region XI, Philippines, examining professional learning communities, motivation, instructional leadership, and emotional intelligence as exogenous variables. Adopting a descriptive-correlational design with structural equation modeling, data were analyzed from 420 teachers selected via stratified random sampling. Findings revealed very high levels across all variables and significant correlations with teacher efficacy. Model 3 emerged as the best-fit structure, demonstrating direct effects after modifications. Key indicators retained included shared leadership and vision for professional learning communities, intrinsic and extrinsic motivation, visible instructional leadership, and emotion regulation and optimism for emotional intelligence. Teacher self-efficacy was characterized by promoting familial participation and fostering a positive school climate. These findings serve as a baseline for policymaking and initiatives to advance high-quality education and economic progress.

Keywords: Emotional intelligence, Instructional leadership, Motivation, Professional learning competencies, Public secondary school teachers, Self-efficacy, SEM,

SDG Indicators: #4 Quality Education, SDG #8 Decent Work and Economic Growth.

I. INTRODUCTION

Low teacher efficacy hinders effectiveness (Shu, 2022), diminishing confidence to manage classrooms or execute reforms (Gordon, Blundell, Mills, & Bourke, 2023), resulting in lowered competence (Kiran, 2022) and higher burnout susceptibility (Herman, Prewitt, Eddy, Savala, & Reinke, 2022; Pyhältö, Pietarinen, Haverinen, Tikkanen, & Soini, 2021). Conversely, high self-belief reduces stress and increases effective practices (Burić & Moè, 2020; Duan, Bissaker, & Xu, 2024; Hubner, Lazarides, & Symes, 2024), improving student achievement (Hafner, 2024; Hussain & Khan, 2022) and bridging supportive environments with high performance (Cai, Wang, Bi, & Tang, 2022). Its development relies on conversational leadership (Guhao, 2016), driving impactful strategies (Li, Liu, Chen, & Yao, 2022) within supportive environments (Smith-Moyler & Grooms, 2022) as supported by extensive research (Gale, Alemдар, Cappelli, & Morris, 2021).

Engaging teachers in professional learning communities (PLCs) enhances self-efficacy (Yoo & Jang, 2022; Zhang, Yin, & Wang, 2020), improving educational quality (Jafar, Yaakob, Awang, Zain, & Kasim, 2022) and supporting collective improvement (Anderson & Oliver, 2022) through significant structural links (Guhao Jr. & Sioting Jr., 2023; Yada, Yada,

Choshi, Sakata, Wakimoto, & Nakada, 2023; Zheng, Yin, & Liu, 2021). However, without mastery experiences, PLC impacts remain limited (Sepulveda & Aparicio-Molina, 2026; Vu, Dinh, Ha, Nguyen, Vu, Dinh, Truong, & Nguyen, 2025). Concurrently, motivation drives education and persistence (Berestova, Burdina, Lobuteva, & Lobuteva, 2022; Ahmad et al., 2022; Guo et al., 2021; Koenka, 2020). Intrinsic motivation positively correlates with efficacy (Calkins, Wiens, Parker, & Tschinkel, 2023; Aytac, 2022; Chan, Maneewan, & Koul, 2021), mediating teaching beliefs (Bas, 2022; Aytac, 2021), whereas low motivation decreases engagement (Zhang, Alias, & Nordin, 2026; Almeida, Moreira, Caldeira, Soares, van Hattum-Janssen, & Visser-Wijnveen, 2021). Momentary efficacy links to supportive behaviors (Kupers, Loopers, Albers, Bakker, & Minnaert, 2023) and enthusiasm (Buric & Moe, 2020).

Leadership directly influences perceived efficacy (Chen & Huang, 2023). Administrative guidance and organizational features strongly associate with educator competence (Anaoglu, 2021; Elfira et al., 2024; Liu, Bellibas, & Gumus, 2020; Karakose et al., 2024; Thien & Liu, 2024; Huang et al., 2020; Karim and colleagues, 2020). Pedagogical leadership and instructional resources also boost self-competence (Baguiandus Tagadiad, 2023; Battad, 2024). Furthermore, emotional intelligence encompasses cognitive abilities (Mancini et al., 2022), correlating with career advancement (Jain et al., 2020), well-being (Edara, 2021), and life satisfaction (Addae & Ofosuhene-Mensah, 2021). It drives stress management (Dallasheh et al., 2021), showing significant associations with self-efficacy while protecting against burnout (Marta & Freire, 2023; González-Ros, Pozo-Rico, Castejón, & Gilar-Corbí, 2026; Geraci, D'Amico, Fernández-Berrocal, & Cabello, 2026). Lower emotional intelligence increases burnout and reduces efficacy (López-Ruz, Enrique, & Máñez, 2026). Greater emotional intelligence enhances instructional success (Agbaria, 2021), decreases turnover (Merida-López, Sánchez-Gómez, & Extremera, 2020), and indicates behavioral competence (Ahad, Mustafa, Mohamad, Abdullah, & Nordin, 2021), helping leaders navigate challenges (Harris, Anderson, & Visconti, 2021). Despite lacking professional initiatives (Rivers & Brackett, 2020), training builds coping skills (García-Martínez and colleagues, 2021), confidence (Zhou et al., 2023), and inclusive pedagogy (Woodcock, 2023).

Teacher self-efficacy influences classroom performance (Liu, Bellibaş, & Gümüş, 2021), pedagogical development (Alibakhshi, Nikdel, & Labbafi, 2020), and commitment (Shah & Bhattarai, 2023), inversely correlating with stress (Sharma & Kurma, 2022). It is crucial for understanding role perception (Daniela et al., 2019, as cited by Cabasag & Guhao, 2024). This study relies on Social Cognitive Theory, conceptualizing self-efficacy through reciprocal relationships (Bandura, 1997), and is supported by Self-Determination Theory (Deci & Ryan, 1985, as cited in Woolfolk & Hays, 2014) and Transformational Leadership Theory (Bass, 1985, p. 32). Because evidence predominantly emerges from international contexts, generalizability to DepEd Region XI is constrained (Karaköse et al., 2024; Thien & Liu, 2024; Zhang et al., 2026). Few local studies utilize Structural Equation Modeling (SEM) to examine multiple predictors (Alanoğlu, 2022; Karaköse et al., 2024; Thien & Liu, 2024). Addressing this gap, the study applied SEM to evaluate a conceptual framework (Figure 1), depicting hypothesized structural associations among PLCs, motivation, instructional leadership, emotional intelligence, and teacher self-efficacy.

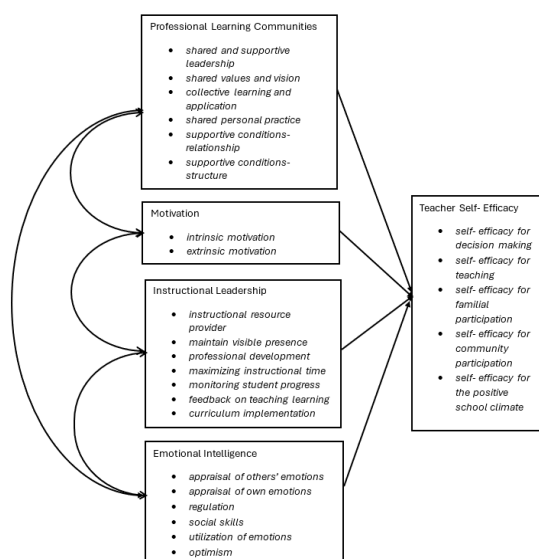


Figure 1: The study's Conceptual Framework shows the direct relationship between the hidden outside variables and the hidden inside variables.

The theoretical paths of the study are grounded in established frameworks. The professional learning communities to teacher self-efficacy path proposes that meaningful participation strengthens perceived capability through collaborative inquiry, drawing on the Social Cognitive Theory (Bandura, 1997). The motivation to teacher self-efficacy path reflects the link between intrinsic and extrinsic motivation and efficacy beliefs based on Self-Determination Theory (Deci & Ryan, 1985), where internally motivated teachers devote more resources to instructional activities. Furthermore, the instructional leadership to teacher self-efficacy path represents the connection between pedagogical direction and educator efficacy understood through Transformational Leadership Theory (Bass, 1985) and Social Cognitive Theory (Bandura, 1997), as supportive leadership encourages intellectual engagement and reduces instructional uncertainty. Finally, the emotional intelligence to teacher self-efficacy path links affective competence with instructional efficacy within Bandura's (1997) framework, positing that teachers managing stress effectively sustain optimistic outlooks and stronger perceptions of professional competence. Despite these foundations, limited evidence exists in the Philippine context, particularly within public secondary schools, using a structural analytical approach to investigate how these factors jointly determine self-efficacy (Guhao Jr. & Sioting Jr., 2023; Pan & Cheng, 2023).

Consequently, this study sought to identify the best-fitting structural model explaining teacher self-efficacy among public high schools in DepEd Region XI by evaluating professional learning communities (shared leadership, shared vision, collective learning, shared practice, supportive conditions), teachers' motivation (intrinsic and extrinsic), instructional leadership (providing resources, visible presence, professional development, maximizing instructional time, monitoring progress, providing feedback, curriculum implementation), emotional intelligence (appraisal of own and others' emotions, emotion regulation, social skills, use of emotions, optimism), and teacher self-efficacy (decision-making, teaching, familial participation, community participation, positive school climate). The study evaluated the null hypotheses at the 0.05 threshold that no meaningful relationships exist among the variables and that no proposed structural model would demonstrate an acceptable fit. The outcomes provide an empirical basis for DepEd Region XI and Division Officials to design targeted human resource development plans aligned with regional priorities, RA 10533, and DepEd Order No. 42, s. 2017. Furthermore, it offers school heads practical benchmarks for strengthening shared governance and instructional leadership aligned with RA 9155 and DepEd Order No. 24, s. 2020, while emphasizing key factors contributing to teachers' confidence and burnout resistance, and providing future researchers with a reference for structural equation modeling in education across diverse settings.

II. METHOD

This chapter describes the methodology employed in conducting the research. It focuses on the study participants, survey instruments and materials, methodological design, and the procedures used for data collection and statistical analysis.

Research Respondents

The study targeted public secondary school teachers within the eleven Schools Division Offices of the Davao Region (Region XI), Philippines, who encounter diverse learner needs and behavioral issues that impact their classroom confidence. From a population of 19,684 educators, a proportionate stratified random sampling technique was used to select the participants (Creswell & Creswell, 2018). The required sample of 377—calculated using the Raosoft Sample Size Calculator at a 95% confidence level, a 5% margin of error, and a 50% response distribution—was increased to 420 to satisfy the practical requirements of Structural Equation Modeling (Hair et al., 2020). The sample comprised 196 respondents (46%) from city divisions: Davao City (115), Tagum City (22), Panabo City (18), Mati City (15), Digos City (14), and the Island Garden City of Samal (12). The provincial divisions accounted for the remaining 224 respondents (54%): Davao de Oro (76), Davao del Norte (45), Davao Oriental (40), Davao del Sur (34), and Davao Occidental (29).

Within each stratum, eligible educators were selected using simple random sampling to ensure an equal probability of selection. This proportionate stratified approach was essential due to substantial population variations—ranging from 5,351 teachers in Davao City to 570 in the Island Garden City of Samal—thereby preventing overrepresentation, reducing selection bias, and strengthening regional applicability. For data collection between March and April 2026, strict criteria guided participant selection. The inclusion criteria required respondents to hold permanent Plantilla positions in public secondary schools under DepEd Region XI, secure permission from their school heads, and provide a signed informed consent form. Conversely, teachers employed in private schools and those who did not consent were excluded, while participants who opted to withdraw consent after instrument distribution had begun were immediately removed from the study.

Materials and Instruments

This study utilized five adapted instruments interpreted via a 5-point Likert scale: 4.20 to 5.00 (Very High, always observed), 3.40 to 4.19 (High, frequently observed), 2.60 to 3.39 (Moderate, sometimes observed), 1.80 to 2.59 (Low, rarely observed), and 1.00 to 1.79 (Very Low, not detected). A five-specialist panel evaluated the tools, yielding an excellent composite validation score of 4.90 and an overall construct validity of 0.942. Pilot testing assessed reliability using Cronbach's alpha to ensure item consistency within the larger target population based on established standards (Adeniran, 2019; Bonnet & Wright, 2015; George & Mallery, 2003). The professional learning communities instrument (Porter, 2014) comprised 29 items across six dimensions: shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions-relationships, and supportive conditions-structure ($\alpha = 0.878$). The motivation survey (Ramzan & Khurram, 2023) covered intrinsic and extrinsic motivation with 10 items ($\alpha = 0.878$). The instructional leadership scale contained 31 items across seven subscales: instructional resource provision, maintaining visible presence, professional development, maximizing instructional time, monitoring student progress, providing feedback on teaching and learning, and curriculum implementation ($\alpha = 0.917$). The emotional intelligence instrument (Lane et al., 2009) included 29 items across six dimensions: appraisal of others' emotions, appraisal of one's own emotions, regulation, social skills, utilization of emotions, and optimism ($\alpha = 0.935$). Lastly, teacher self-efficacy (Sanchez-Rosas et al., 2022) utilized 20 items covering self-efficacy for decision-making, self-efficacy for teaching, self-efficacy for familial participation, self-efficacy for community participation, and self-efficacy for a positive school climate ($\alpha = 0.942$). The main variable achieved an overall reliability index of 0.938, while the other four averaged 0.943, reflecting excellent internal consistency.

Research Design and Procedure

The investigation employed a quantitative design within a non-experimental framework, which is descriptive-correlational in its objective dimension and cross-sectional in its time dimension. This methodology allowed the research to systematically investigate the associations among the study variables, assess the formulated hypotheses, and derive findings generalizable to the intended educational population (Creswell & Creswell, 2023; Question Pro, 2025). Additionally, Structural Equation Modeling (SEM) was utilized as an advanced multivariate procedure to explore intricate associations and test hypotheses regarding the direct and indirect predictive power of professional learning communities, motivation, instructional leadership, and emotional intelligence on teacher self-efficacy (Kline, 2016). The most appropriate model was determined using established model-fit criteria and their corresponding indices, ensuring that the obtained values fell within the acceptable recommended thresholds (Hair, Black, Babin, & Anderson, 2020).

INDEX	CRITERION
Chi-Square / Degrees of Freedom	$0 < \text{value} < 2$
P-value	$> .05$
Normed Fit Index (NFI)	$> .95$
Tucker-Lewis Index (TLI)	$> .95$
Comparative Fit Index (CFI)	$> .95$
Goodness of Fit Index (GFI)	$> .95$
Root Mean Square of Error Approximation (RMSEA)	$< .05$
P of Close Fit (Pclose)	$> .05$

An acceptable chi-square-to-degrees-of-freedom ratio ranges from 0 to 2.0 (Kline, 1998; Marsh & Hocevar, 1985) with a probability value exceeding 0.05 (Jöreskog & Sörbom, 1996), an RMSEA below 0.05 (MacCallum, Brown, & Sugawara, 1996), and a P-value above 0.05, while the NFI, TLI, CFI (West, Mentzer, & Stanovich, 2012; Fan, Thompson, & Wang, 1999), and GFI (Tabachnick & Fidell, 2007) must remain below the 0.95 limit. Following institutional ethical approval under UMER Form 2.2 and the issuance of Certificate of Approval and Compliance Protocol No. 2025-550 in January 2026, formal requests were sent to the DepEd Regional Director and eleven Schools Division Superintendents. Between March and April 2026, the researcher personally administered the validated questionnaires, ensuring strict data privacy and confidentiality during collection and tabulation. For data analysis, average scores assessed variable status levels, the Pearson

r evaluated linear associations among the variables (Schober, Boer, & Schwarte, 2018), and structural equation modeling with maximum-likelihood estimation was utilized to simultaneously evaluate the hypothesized paths and identify the most appropriate self-efficacy model (Thakkar & Thakkar, 2020).

III. RESULTS AND DISCUSSION

This chapter presents empirical study findings. The investigation focuses on findings related to professional learning communities, motivation, instructional leadership, emotional intelligence, and teacher self-efficacy. The research questions formulated for this investigation are further addressed by examining the links and connections between these factors and their impact, as described in the study objectives.

Professional Learning Competencies

Table 1 displays the status of Professional Learning Communities (PLCs) across six areas: shared and supportive leadership, shared values and collective learning and application, shared personal practices, supportive conditions-relationships, and supportive conditions-structure. An aggregate mean of 4.47 accompanied by a standard deviation value reaching 0.440 denotes a remarkably high degree of responses, suggesting that professional learning community practices were consistently evident among the respondents. Among the dimensions, shared values and vision, and supportive conditions-relationships both obtained the highest mean score at 4.54, with SDs of 0.514 and 0.501, respectively, and were interpreted as very high. In contrast, the supportive conditions-structure dimension received the lowest rating, with a mean of 4.20 (SD = 0.754); nevertheless, it remained within the very high interpretive category.

Table I: Level of Professional Learning Communities

Indicator	SD	Mean	D.E.
Shared and Supportive Leadership	0.586	4.48	Very High
Shared Values and Vision	0.514	4.54	Very High
Collective Learning and Application	0.509	4.53	Very High
Shared Personal Practice	0.506	4.51	Very High
Supportive Conditions-Relationship	0.501	4.54	Very High
Supportive Conditions-Structure	0.754	4.20	Very High
Overall	0.440	4.47	Very High

The results indicate that teachers demonstrate a high culture of cooperation, shared responsibility, and development within the school, actively engaging in reflective practices, sharing effective techniques, and collaborating to solve instructional problems to achieve higher-quality instruction and more reliable student outcomes. Additionally, mutual support, open communication, and trust are well established, enabling teachers to demonstrate creativity and adaptability in responding to learners' diverse needs, which supports long-term school improvement, increased teacher effectiveness, and a more adaptable and student-centered educational system. These findings are consistent with those reported by Huijboom, Van Meeuwen, Rusman, and Vermeulen (2021), who showed that high-level PLCs develop from individuals to collective practices, emphasizing collaboration, reflection, feedback, and experimentation over time. Additionally, Clark, Zhan, Dellinger, and Semingson (2023) found that high-achieving PLCs promote knowledge diffusion and innovation in teaching practices, particularly through strong social networks and collaborative structures, while Cann (2021) indicated that highly engaged Professional Learning Communities engage personnel in collaborative, interactive, and continuous professional development. Furthermore, Hendrickx, Thurlings, and Den Brok showed that high-level PLCs are characterized by deep knowledge-building interactions that are directly linked to teachers' learning gains and professional growth, aligning with Plank, Sanzo, and Scribner (2024), who indicated that high-performing PLCs depend heavily on instructional leadership, organizational support, and sustainability practices.

Motivation

The data in Table 2 illustrate the extent of teachers' motivation, as indicated by participants' responses to its two indicators: intrinsic and extrinsic motivation. An overall composite mean score of 4.45 (SD = 0.50) reflects an exceptionally high level of motivation, demonstrating that teachers' motivation was consistently evident. Among the two dimensions, intrinsic motivation had the higher mean rating of 4.53 (SD = 0.493), which was interpreted as a very high level. In comparison,

extrinsic motivation yielded a lower mean rating of 4.37 (SD = 0.597); however, it also remained within the very high category.

Table II: Level of Motivation

Indicators	SD	Mean	D.E.
Intrinsic Motivation	0.493	4.53	Very High
Extrinsic Motivation	0.597	4.37	Very High
Overall	0.500	4.45	Very High

These results indicate that educators demonstrated strong dedication to their professional responsibilities, leading to improved teaching efficacy, greater perseverance in resolving classroom issues, and a proactive approach to improving student learning outcomes. Highly motivated educators tend to spend additional time and energy on teaching and learning new things, which may contribute to a positive classroom environment, strengthen teacher and student relationships, and promote greater student participation and academic achievement, demonstrating a strong, committed teaching staff capable of maintaining academic excellence and promoting school development. This result aligns with the findings of Bureau, Howard, Chong, and Guay (2022), who showed that higher levels of motivation are closely associated with achievement, persistence, and overall wellness. Furthermore, Bennet and Mekker (2024) showed that high autonomous motivation leads to more positive engagement, satisfaction, and sustained behavior. Also, Parr, Gladstone, Rosenzweig, and Wang (2021) revealed that highly motivated teachers demonstrate more autonomy-supportive practices and positive teaching emotions, which corroborates Thommen, Sieber, Grob, and Praetorius (2021), who indicated that highly motivated teachers are characterized by strong self-efficacy, enthusiasm, and goal orientation that influence teaching quality over time.

Instructional Leadership

Table 3 presents the ratings of instructional leadership practiced by academic leaders, based on teacher assessments. The seven (7) item categories were instructional resource provision, maintaining visible presence, professional growth, maximizing learning time, monitoring student progress, providing feedback on instruction and learning, and curriculum implementation. A composite mean score of 4.42, categorized as a very high level, suggests that school leaders' pedagogical leadership practices were consistently observed based on respondents' perceptions. All indicators yielded highly positive assessments, with average ratings ranging from 4.32 to 4.51, while the mean standard deviation was 0.600, indicating consistent responses among teachers.

Table III: Level of Instructional Leadership

Indicators	SD	Mean	D.E.
Instructional Resource Provider	0.665	4.36	Very High
Maintain Visible Presence	0.572	4.51	Very High
Professional Development	0.627	4.50	Very High
Maximizing Instructional Time	0.591	4.39	Very High
Monitoring Student Progress	0.643	4.32	Very High
Feedback on Teaching Learning	0.613	4.47	Very High
Curriculum Implementations	0.522	4.38	Very High
Overall	0.518	4.42	Very High

These results imply that school leaders who demonstrate a strong capacity to provide instructional guidance are effectively directing classroom instruction and educational activities, cultivating a clear academic vision, and consistently supporting instructional progress. This suggests that teachers perceived principals as actively overseeing classroom procedures, supporting professional growth, and fostering teacher collaboration, all of which led to improved instruction and curriculum compliance while fostering a strong school climate centered on student achievement, inspiring teachers, and building trust. Further, it shows a well-run learning environment in which leadership directly supports improved teaching methods and learning outcomes. The result aligns with the findings of Torrado, Abuja, Prudente, and Ramos (2023), who reported that teachers held consistently favorable perceptions of instructional leadership regarding communication, resource management, and leader visibility. Also, Puruwita, Jamian, and Aziz (2022) showed that teachers from high-performing

schools perceived school leadership practices as strong and regularly implemented, contributing to improved teaching quality and school performance. Furthermore, Yel and Kazak (2025) reported that teachers reported high levels of instructional leadership, which were significantly correlated with strong organizational learning in schools.

Emotional Intelligence

Displayed within Table 4 are the ratings for emotional intelligence across six areas: appraisal of others' emotions, appraisal of own emotions, regulation, social skills, utilization of emotions, and optimism. These results yielded an overall average of 4.47 and a standard deviation (SD) of 0.451, which was extremely high for emotional intelligence. Such a finding demonstrates that emotional intelligence among teachers is always observed. All the indicators related to emotional intelligence registered very high ratings, as reflected by mean values between 4.26 and 4.58, alongside a mean standard deviation of 0.47.

Table IV: Level of Emotional Intelligence

Indicators	SD	Mean	D.E.
Appraisal of Others' Emotions	0.507	4.51	Very High
Appraisal of Own Emotions	0.508	4.58	Very High
Regulation	0.509	4.53	Very High
Social Skills	0.614	4.26	Very High
Utilization of Emotions	0.534	4.43	Very High
Optimism	0.534	4.50	Very High
Overall	0.451	4.47	Very High

These results suggest that teachers possessing strong emotional intelligence can recognize and understand their personal feelings, regulate their emotional responses, and appropriately address the emotions of their students and coworkers, leading to healthier classroom environments, stronger bonds between teachers and students, and more effective conflict resolution, which can increase student conduct and participation. Also, educators who demonstrate strong emotional intelligence tend to be better able to cope with stress and adapt to change, allowing them to remain professional and compassionate, even in challenging circumstances, thereby enhancing overall school effectiveness, fostering students' social emotional growth, and creating a conducive learning environment. The result agrees with the findings of Yilmaz and Aktas (2024), who reported that teachers exhibited strong emotional intelligence, which was associated with teaching styles and self-efficacy. Also, Li, Liu, and Yang (2024) showed that teachers exhibited strong emotional intelligence, which enhanced organizational commitment and well-being. Further, Wang (2022) noted that educators with stronger emotional intelligence exhibited greater work engagement and professional effectiveness, leading to improved student outcomes.

Teacher Self-Efficacy

Table 5 presents teachers' ratings of their efficacy across five key areas: self-efficacy for decision-making, self-efficacy for teaching, self-efficacy for familial participation, self-efficacy for community participation, and self-efficacy for positive school climate. The result is 4.36, which indicates an extremely high level of efficacy. This suggests that the participants had positive expectations about their ability to perform their teaching roles and responsibilities. Each indicator of teacher self-efficacy was described as having remarkably high scores, with mean values ranging from 4.09 to 4.55 and a standard deviation of 0.511.

Table V: Level of Teacher Self-Efficacy

Indicators	SD	Mean	D.E.
Self-Efficacy for Decision Making	0.569	4.40	Very High
Self-Efficacy for Teaching	0.548	4.44	Very High
Self-Efficacy for Familial Participation	0.624	4.34	Very High
Self-Efficacy for Community Participation	0.752	4.09	High
Self-Efficacy for the Positive School Climate	0.533	4.55	Very High
Overall	0.511	4.36	Very High

The findings suggest that public school teachers with very high self-efficacy have considerable confidence in their ability to manage classroom responsibilities competently, support the learning process, and positively influence students' academic development, which motivates educators to use creative teaching techniques, remain persistent in the face of difficulties, and maintain resilience in a variety of demanding learning environments. Additionally, it results in increased involvement in professional development and a readiness to take the initiative to enhance teaching methods, meaning schools see improved instructional quality and overall academic success, while students gain from more dynamic, encouraging, and responsive learning environments. The result supports the findings of Suico (2021), who reported that teachers demonstrated a very strong sense of efficacy, contributing toward enhanced learning environment control. Also, Pantao (2024) reported that educators maintained elevated efficacy scores despite differences across various demographic characteristics and workload demands. Furthermore, Abdon-Liwanag, Padohinog, and Balsicas (2024) indicated that teachers demonstrated favorable confidence in teaching, enabling them to implement creative instructional approaches and handle complex teaching tasks. Moreover, Yang and Du (2024) showed that educators with higher self-efficacy exhibited more adaptive and effective coping strategies and lower digital burnout, highlighting strong professional competence.

Significance on the Relationship between Levels of Professional Learning Communities and Teacher Self-Efficacy

Table 6 presents correlation results testing the association between professional learning communities and teacher self-efficacy. As hypothesized, this analysis was conducted using an alpha level of 0.05. From the findings, it can be noted that a correlation coefficient of .781 was found, with a p-value below .05, indicating a statistically significant association between collaborative learning environments and teaching efficacy. As such, sufficient evidence was obtained for rejecting the null hypothesis. Indeed, this coefficient of .781 denotes a strong direct correlation between the variables examined.

Table VI: Significance on the Relationship between Levels of Professional Learning Communities and Teacher Self-Efficacy

Professional Learning Communities	Learning	Teacher Self-Efficacy					Overall
		Self-Efficacy for Decision Making	Self-Efficacy for Teaching	Self-Efficacy for Familial Participation	Self-Efficacy for Community Participation	Self-Efficacy for the Positive School Climate	
Shared and Supportive Leadership		.393*	.520*	.452*	.351*	.450*	.506*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Shared Values and Vision		.530*	.600*	.561*	.453*	.524*	.626*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Collective Learning and Application		.611*	.636*	.576*	.493*	.556*	.674*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Shared Personal Practice		.579*	.620*	.582*	.456*	.584*	.660*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Supportive Conditions-Relationship		.557*	.628*	.576*	.466*	.586*	.658*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Supportive Conditions-Structure		.531*	.486*	.453*	.509*	.438*	.574*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Overall		.677*	.733*	.671*	.583*	.658*	.781*
		(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level

Empirical findings revealed statistically significant strong relationships among all professional learning community dimensions and teacher self-efficacy ($r = .506$ to $.674$, $p < .05$), as well as across all sub-dimensions of teacher self-efficacy ($r = .583$ to $.733$, $p < .05$), indicating that educators' beliefs in their capabilities are strongly linked to active collaboration. Collective Learning and Application demonstrated the strongest association ($r = .674$, $p < .001$), suggesting that educators who frequently engage in collaborative professional activities, exchange knowledge, and apply what they learn tend to demonstrate greater assurance in carrying out instructional responsibilities. Conversely, Shared and Supportive Leadership yielded the weakest, yet still significant, relationship ($r = .506$, $p < .001$), meaning participatory leadership practices are positively associated with efficacy beliefs, although less pronounced than collaborative learning. The result aligns with Pan's (2023) statement that participation in professional learning communities substantially strengthens teacher self-efficacy, thereby contributing to improved learner-centered teaching practices. Also, Yidana and Acquah (2024) found that teacher participation in PLCs is positively and directly associated with teaching efficacy, underscoring the importance of collaborative engagement, which is further supported by Shunmugam (2023), who identified a statistically significant direct link between professional development community practices and instructional confidence, with PLC dimensions strongly influencing efficacy levels.

Significance on the Relationship between Levels of Motivation and Teacher Self-Efficacy

Presented in Table 7 are empirical findings from an inferential correlation analysis evaluating the linkages between motivation and teacher self-efficacy.

Table VII: Significance on the Relationship between Levels of Motivation and Teacher Self-Efficacy

Motivation	Teacher Self-Efficacy					Overall
	Self-Efficacy for Decision Making	Self-Efficacy for Teaching	Self-Efficacy for Familial Participation	Self-Efficacy for Community Participation	Self-Efficacy for the Positive School Climate	
Intrinsic Motivation	.604* (0.000)	.688* (0.000)	.590* (0.000)	.507* (0.000)	.565* (0.000)	.693* (0.000)
Extrinsic Motivation	.631* (0.000)	.642* (0.000)	.560* (0.000)	.513* (0.000)	.560* (0.000)	.682* (0.000)
Overall	.674* (0.000)	.722* (0.000)	.625* (0.000)	.556* (0.000)	.613* (0.000)	.749* (0.000)

*Significant at 0.05 significance level

Correlation metrics revealed an overall correlation coefficient of .749 ($p < .05$), demonstrating a statistically significant and strong linear association, leading to the rejection of the null hypothesis. Both Intrinsic and Extrinsic Motivation were directly correlated with teacher self-efficacy ($r = .693$ and $.682$ respectively, $p < .05$), while all subscales of teacher self-efficacy were significantly related to overall motivation ($r = .556$ to $.722$, $p < .05$). Intrinsic Motivation exhibited the highest overall correlation ($r = .693$, $p < .001$), indicating that educators who derive motivation from personal interest, professional fulfillment, and a passion for teaching tend to possess greater confidence, exhibit greater resilience, and have a stronger commitment to improving professional practice. In contrast, Extrinsic Motivation showed the lowest overall association ($r = .682$, $p < .001$), indicating that external sources such as recognition and salary were positively, but less strongly, related to self-efficacy. The result is consistent with the findings of Calkins, Wiens, Parker, and Tschinkel (2024), who showed that intrinsic and extrinsic motivations were positively correlated with greater teacher self-efficacy, although extrinsic motivation demonstrated weaker relationships. Similarly, Chan, Maneewan, and Kou (2023) indicated that increased learning motivation was strongly linked to greater outcomes in instructional efficacy, particularly when supported by effective instructional practices.

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

The data presented in Table 8 below show empirical findings from an inferential statistical test assessing the relationship between instructional leadership and teacher self-efficacy. The statistical analysis demonstrated that the overall correlation

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coefficient was .722, and its associated p-value was $< .05$, indicating that these two variables were statistically significantly associated. This finding implies that the variables had a strong positive relationship, indicating that greater instructional leadership is associated with higher levels of teaching efficacy.

Table VIII: Significance on the Relationship between Levels of Instructional Leadership and Teacher Self-Efficacy

Instructional Leadership	Teacher Self-Efficacy					Overall
	Self-Efficacy for Decision Making	Self-Efficacy for Teaching	Self-Efficacy for Familial Participation	Self-Efficacy for Community Participation	Self-Efficacy for the Positive School Climate	
Instructional Resource Provider	.559* (0.000)	.596* (0.000)	.534* (0.000)	.471* (0.000)	.503* (0.000)	.626* (0.000)
Maintain Visible Presence	.489* (0.000)	.544* (0.000)	.487* (0.000)	.385* (0.000)	.531* (0.000)	.569* (0.000)
Professional Development	.515* (0.000)	.528* (0.000)	.495* (0.000)	.384* (0.000)	.504* (0.000)	.567* (0.000)
Maximizing Instructional Time	.580* (0.000)	.576* (0.000)	.499* (0.000)	.495* (0.000)	.521* (0.000)	.629* (0.000)
Monitoring Student Progress	.595* (0.000)	.597* (0.000)	.555* (0.000)	.553* (0.000)	.510* (0.000)	.665* (0.000)
Feedback on Teaching Learning	.519* (0.000)	.520* (0.000)	.466* (0.000)	.397* (0.000)	.544* (0.000)	.571* (0.000)
Curriculum Implementations	.625* (0.000)	.654* (0.000)	.611* (0.000)	.554* (0.000)	.607* (0.000)	.718* (0.000)
Overall	.646* (0.000)	.668* (0.000)	.606* (0.000)	.539* (0.000)	.618* (0.000)	.722* (0.000)

*Significant at 0.05 significance level

Instructional leadership indicators were significantly associated with teacher self-efficacy ($r = .567$ to $.718$, $p < .05$), and teacher self-efficacy domains were significantly associated with instructional leadership ($r = .539$ to $.668$, $p < .05$), leading to the rejection of the null hypothesis. Curriculum Implementation demonstrated the strongest association with teacher self-efficacy ($r = .718$, $p = .001$), suggesting that principals who effectively direct curriculum processes and support quality teaching foster higher instructional confidence, thereby building teaching efficacy. Conversely, Professional Development demonstrated the weakest association ($r = .567$, $p < .001$), reflecting a positive and moderate, yet less pronounced, association with teachers' efficacy beliefs compared to curriculum management. This finding is consistent with Alanoglu (2022), whose study demonstrated a direct association between principal guidance and teachers' perceptions of capability, and is supported by Chen and Rong (2023), who showed that instructional leadership positively predicts teacher self-efficacy, especially among collegial peers. Furthermore, Karakose, Kardas, Kanadli, Tülübaş, and Yildirim (2024) found that principals' guidance exerted both direct and indirect effects on educators' sense of confidence, particularly when collective efficacy served as a mediator.

Significance on the Relationship between Levels of Emotional Intelligence and Teacher Self-Efficacy

Table 9 presents empirical findings from an analysis of the relationship between emotional intelligence and teacher self-efficacy. This inferential statistical test was conducted using the 0.05 significance level. Results demonstrated a statistically significant overall association between emotional intelligence and teacher self-efficacy, as reflected in a coefficient ($r = .830$; $p < .05$). Consequently, the null hypothesis was rejected.

Table IX: Significance on the Relationship between Levels of Emotional Intelligence and Teacher Self-Efficacy

Emotional Intelligence	Teacher Self-Efficacy					Overall
	Self-Efficacy for Decision Making	Self-Efficacy for Teaching	Self-Efficacy for Familial Participation	Self-Efficacy for Community Participation	Self-Efficacy for the Positive School Climate	
Appraisal of Others' Emotions	.683* (0.000)	.639* (0.000)	.547* (0.000)	.513* (0.000)	.616* (0.000)	.702* (0.000)
Appraisal of Own Emotions	.609* (0.000)	.598* (0.000)	.526* (0.000)	.411* (0.000)	.629* (0.000)	.644* (0.000)
Regulation	.627* (0.000)	.619* (0.000)	.520* (0.000)	.468* (0.000)	.593* (0.000)	.661* (0.000)
Social Skills	.646* (0.000)	.624* (0.000)	.633* (0.000)	.569* (0.000)	.606* (0.000)	.726* (0.000)
Utilization of Emotions	.691* (0.000)	.688* (0.000)	.594* (0.000)	.542* (0.000)	.612* (0.000)	.733* (0.000)
Optimism	.699* (0.000)	.672* (0.000)	.585* (0.000)	.525* (0.000)	.601* (0.000)	.722* (0.000)
Overall	.782* (0.000)	.759* (0.000)	.676* (0.000)	.602* (0.000)	.723* (0.000)	.830* (0.000)

*Significant at 0.05 significance level

All facets of the emotional intelligence construct were positively correlated with teacher self-efficacy ($r = .644$ to $.733$, $p < .05$), and all teacher self-efficacy dimensions demonstrated significant associations with emotional intelligence ($r = .602$ to $.782$, $p < .05$), indicating a profound overall relationship. Utilization of Emotions exhibited the strongest overall association ($r = .733$, $p < .001$), suggesting that educators who effectively harness their emotions to facilitate problem-solving, decision-making, and instructional tasks tend to demonstrate greater self-perceived competence, representing the emotional intelligence indicator most strongly associated with efficacy beliefs. In contrast, Appraisal of Own Emotions showed the lowest overall correlation ($r = .644$, $p < .001$), which is still considerable. The result supports the findings of Jindal and Dutt (2022), who demonstrated a significant association between emotional intelligence and teachers' self-efficacy across elementary and secondary education. Similarly, Tian and Guo (2022) revealed that this emotional capacity strengthened the contribution of self-efficacy to reducing occupational burnout, highlighting their interactive and reinforcing relationship.

Best-Fit Structural Model of Self-Efficacy

This part of the study investigates the structural interrelationships among all key constructs by evaluating three alternative structural specifications using prescribed fit indices to determine which best represented the proposed relationships. Generated Model 1, as depicted in Figure 2, represents the initial hypothesized paths linking teacher self-efficacy (measured by decision-making, teaching, familial participation, community participation, and positive school climate) with exogenous constructs, namely professional learning communities (shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions-relationship, and supportive-conditions structure), motivation (intrinsic and extrinsic), instructional leadership (instructional resource provider, maintaining a visible presence, providing professional development, maximizing instructional time, monitoring student progress, providing feedback on teaching and learning, and supporting curriculum implementation), and emotional intelligence (appraisal of others' emotions, appraisal of one's own emotions, emotional regulation, social skills, use of information, and optimism). However, none of the fit indices shown in Table 10 met the specified thresholds, resulting in the rejection of Generated Model 1 as the best-fitting structural model.

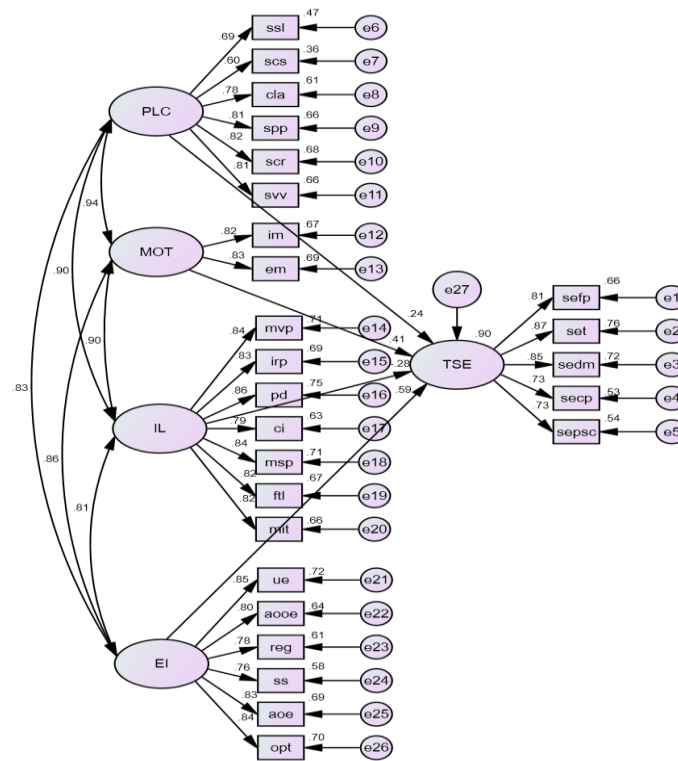


Figure 2: Structural Equation Model 1 in Standardized Solution

Legend: ssl – Shared and Supportive Leadership
svv – Shared Values and Vision
cla – Collective Learning and Application
spp – Shared Personal Practice
scr – Supportive Conditions-Relationship
scs – Supportive Conditions-Structure
PLC – Professional Learning Communities

im – Intrinsic Motivation
em – Extrinsic Motivation
MOT – Motivation

irp – Instructional Resource Provider
mvp – Maintain Visible Presence
pd – Professional Development
mit – Maximizing Instructional Time
msp – Monitoring Student Progress
ftl – Feedback on Teaching-Learning
ci – Curriculum Implementations
IL – Instructional Leadership

aoe – Appraisal of Other's Emotions
aooe – Appraisal of Own Emotions
reg – Regular
ss – Social Skills
ue – Utilization of Emotions
opt – Optimism
EI – Emotional Intelligence

sedm – Self-Efficacy for Decision Making
set – Self-Efficacy for Teaching
sefp – Self-Efficacy for Familial Participation
secp – Self-Efficacy for Community Participation
sepsc – Self-Efficacy for the Positive School Climate
TSE – Teacher Self-Efficacy

Table 10: Goodness of Fit Measures of Structural Equation Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	7.068
P-Value	> 0.05	.000
GFI	> 0.95	.751
CFI	> 0.95	.831

NFI	> 0.95	.810
TLI	> 0.95	.810
RMSEA	< 0.05	.120

Legend:

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

Generated Model 2, depicted in Figure 3, presents a modified structural framework that refined structural paths by excluding low-loading indicators, retaining specific domains for professional learning communities (shared and leadership, collective learning and application, and shared personal practice), instructional leadership (maintaining a visible presence, professional development, maximizing instructional time, monitoring student progress, and implementing the curriculum), emotional intelligence (regulation, social skills, utilization of emotion, and optimism), motivation (intrinsic and extrinsic), and teacher self-efficacy (teaching, familial participation, community participation, and positive school climate). Although Model 2 showed improvements in several fitness indices compared to Model 1, the achieved values did not meet the set criteria for an adequate model fit, with statistics such as P-Close (.000), CMIN/DF (4.715), P-value (.000), GFI (.851), CFI (.919), NFI (.900), TLI (.902), and RMSEA (.094) all remaining insufficient. Consequently, as presented in Table 11, Model 2 was still not considered an acceptable or best-fitting structural model, as it failed to meet all prescribed fitness criteria.

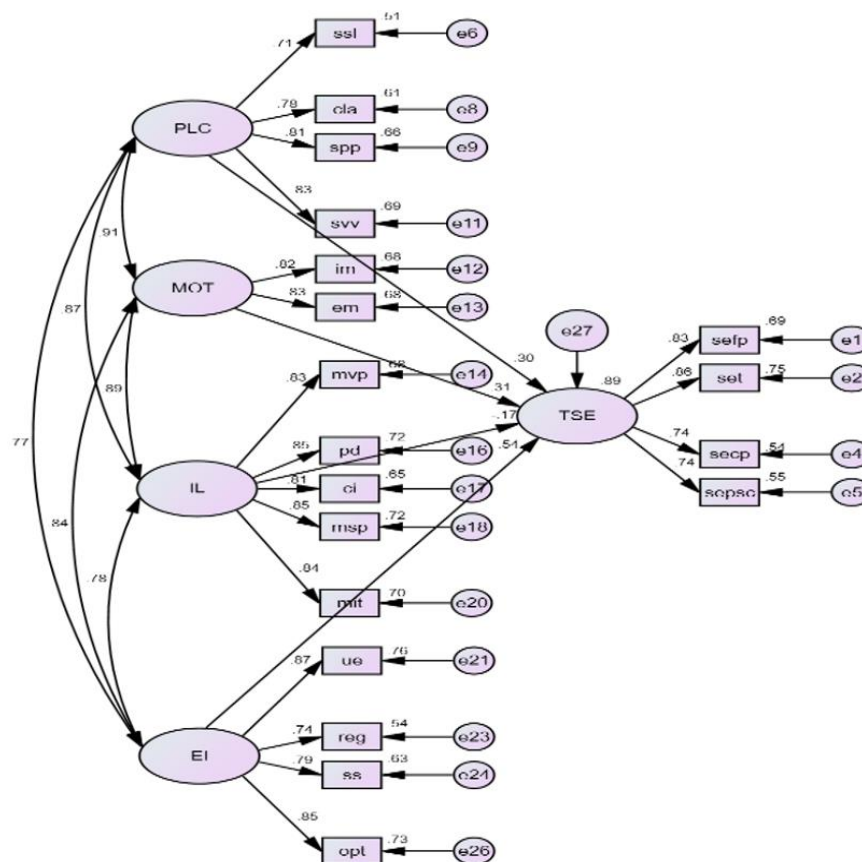


Figure 3: Structural Equation Model 2 in Standardized Solution

Legends:

ssl – Shared and Supportive Leadership	aoe – Appraisal of Other’s Emotions
svv – Shared Values and Vision	aooe – Appraisal of Own Emotions
cla – Collective Learning and Application	reg – Regular
spp – Shared Personal Practice	ss – Social Skills
scr – Supportive Conditions-Relationship	ue – Utilization of Emotions
scs – Supportive Conditions-Structure	opt – Optimism
PLC – Professional Learning Communities	EI – Emotional Intelligence
im – Intrinsic Motivation	
em – Extrinsic Motivation	sedm – Self-Efficacy for Decision Making
MOT – Motivation	set – Self-Efficacy for Teaching
	sefp – Self-Efficacy for Familial Participation
irp – Instructional Resource Provider	secp – Self-Efficacy for Community Participation
mvp – Maintain Visible Presence	sepsc – Self-Efficacy for the Positive School Climate
pd – Professional Development	TSE – Teacher Self-Efficacy
mit – Maximizing Instructional Time	
mvp – Monitoring Student Progress	
ftl – Feedback on Teaching-Learning	
ci – Curriculum Implementations	
IL – Instructional Leadership	

Table XI: Goodness of Fit Measures of Structural Equation Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.715
P-Value	> 0.05	.000
GFI	> 0.95	.851
CFI	> 0.95	.919
NFI	> 0.95	.900
TLI	> 0.95	.902
RMSEA	< 0.05	.094

Legend:

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

Generated Model 3, presented in Figure 4, represents a further refinement achieved by eliminating lower-value indicators to produce a more streamlined structural model representing the relationships among professional learning communities (retaining shared and supportive leadership, and shared values and vision), instructional leadership (maintaining a visible presence and maximizing instructional time), motivation (intrinsic and extrinsic), emotional intelligence (use of emotions and optimism), and teacher self-efficacy (familial participation and a positive school climate). The model-fit indices demonstrated that this revised measurement structure adequately represented the empirical data by satisfying all prescribed criteria, making further modifications unnecessary and leading to the rejection of the null hypothesis. Findings showed that Model 3 emerged as the most appropriate structural model for explaining teacher self-efficacy, demonstrating the significant

contribution of professional learning communities, motivation, and emotional intelligence to variations in teachers' self-efficacy, whereas the contribution of instructional leadership was not statistically significant.

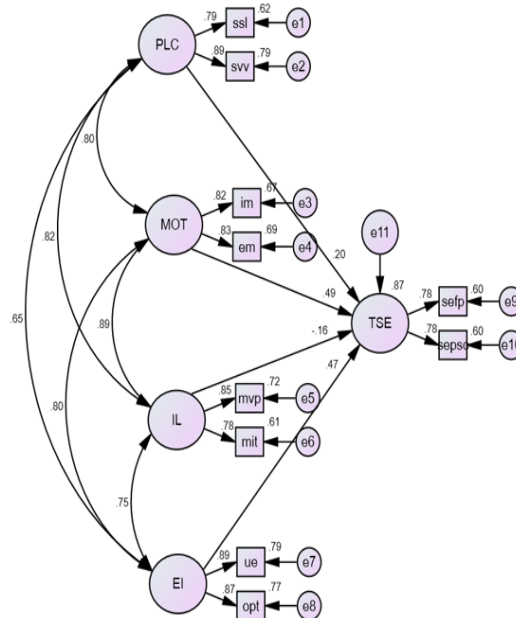


FIGURE 4: Structural Equation Model 3 in Standardized Solution

Legends:

ssl – Shared and Supportive Leadership

svv – Shared Values and Vision

PLC – Professional Learning Communities

im – Intrinsic Motivation

em – Extrinsic Motivation

MOT – Motivation

mvp – Maintain Visible Presence

mit – Maximizing Instructional Time

IL – Instructional Leadership

ue – Utilization of Emotions

opt – Optimism

EI – Emotional Intelligence

sefp – Self-Efficacy for Familial Participation

sepsc – Self-Efficacy for the Positive School Climate

TSE – Teacher Self-Efficacy

Table XII: Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.971
CMIN/DF	0 < value < 2	1.200
P-Value	> 0.05	.224
GFI	> 0.95	.986
CFI	> 0.95	.998
NFI	> 0.95	.989
TLI	> 0.95	.997
RMSEA	< 0.05	.022

Legend:

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

As presented in Table 12, a significant improvement in the model-fit indices was observed when Model 3 was compared with the preceding model, successfully satisfying all established acceptable criteria with improvements in P-Close (.000 to .917), CMIN/DF (4.715 to 1.200), P-value (.000 to .224), GFI (.851 to .986), CFI (.919 to .998), NFI (.900 to .989), TLI (.902 to .997), and RMSEA (.094 to .022). These outcomes align with Zheng, Yin, and Liu (2021), who reported that reflective dialogue within professional learning communities was significantly associated with educator confidence, supported by Liu, Wang, and Yin (2025), who identified reflective dialogue and a shared emphasis on academic progress as key dimensions, even though PLC implementation alone might yield modest self-efficacy improvements. Furthermore, the model aligns with Aytac (2022) and Chan, Maneewan, and Koul (2021), who found that stronger efficacy beliefs are positively correlated with higher intrinsic motivation and teaching confidence, whereas Zhang, Alias, and Nordin (2026) and Almeida, Moreira, Caldeira, Soares, van Hattum-Janssen, and Visser-Wijnveen (2021) concluded that diminished motivation, burnout, and unfavorable work environments consistently undermine professional engagement and educator self-efficacy.

Regarding leadership and emotional factors, Thien and Liu (2024) concluded that effective instructional leadership positively influenced teaching confidence and professional growth, which is consistent with Baguio and Tagadiad (2023), who noted the substantial influence of instructional guidance, and Battad (2024), who observed that principal support, visibility, and resource provision are positively related to classroom confidence. Moreover, the results support González-Ros, Pozo-Rico, Castejón, and Gilar-Corbí (2026), who found that improvements in emotional intelligence were meaningfully linked to teachers' personal confidence, and Geraci, D'Amico, Fernández-Berrocal, and Cabello (2026), who noted a direct correlation between emotional intelligence, instructional self-belief, and lower teacher burnout. Conversely, López-Ruz, Enrique, and Máñez (2026) and Hernández, García, and Maldonado-Araya (2026) concluded that an insufficiency of emotional resources and low emotional intelligence correspond with significantly higher burnout and diminished educator self-efficacy.

As shown in Table 13, the estimated predictive coefficients for all study factors included in the revised Model 3 were generated. The model yielded a chi-square statistic of 30.009 with 25 degrees of freedom (df) and a p-value of .224, indicating an adequate fit to the data set.

Table XIII: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
TSE	<---	PLC	.212	.097	2.194	.202	.028
TSE	<---	EI	.477	.087	5.840	.467	***
TSE	<---	MOT	.587	.214	2.740	.490	.006
TSE	<---	IL	-.155	.161	-.961	-.155	.336
Ssl	<---	PLC	1.000			.787	
Svv	<---	PLC	.992	.057	17.479	.889	***
Im	<---	MOT	1.000			.818	
Em	<---	MOT	1.230	.065	18.986	.832	***

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Mvp	<---	IL	1.000			.849	
Mit	<---	IL	.949	.054	17.560	.780	***
Ue	<---	EI	1.000			.886	
Opt	<---	EI	.985	.045	21.999	.875	***
Sefp	<---	TSE	1.000			.776	
Sepsc	<---	TSE	.856	.053	16.059	.777	***

Chi-square = 30.009

Degrees of freedom =25

Probability level = .224

As shown in Table 13, the estimated predictive coefficients for the revised Model 3 yielded a chi-square statistic of 30.009 with 25 degrees of freedom and a p-value of .224, indicating an adequate fit to the data set where three exogenous latent variables directly influenced teacher self-efficacy. Specifically, the strongest direct effect was found for motivation ($\beta = .587$, $p = .006$), followed by emotional intelligence ($\beta = .477$, $p < .05$) and professional learning communities ($\beta = .212$, $p < .05$), whereas instructional leadership demonstrated an insignificant direct effect. The retained indicators exhibited substantial standardized factor loadings: teacher self-efficacy domains (familial participation and positive school climate) loaded at .776 and .777; professional learning communities (shared and supportive leadership, shared values and vision) loaded between .787 and .889; instructional leadership (maintaining a visible presence, maximizing instructional time) ranged from .780 to .849; and emotional intelligence (emotion, optimism) loaded at .910 and .895. This result supported studies showing that engaging educators in collaborative groups and PLC practices strengthens pedagogical competence, self-efficacy, and institutional improvement across diverse school contexts (Yoo & Jang, 2022; Zhang, Yin, & Wang, 2020; Jafar, Yaakob, Awang, Zain, & Kasim, 2022; Guhao Jr. & Sioting Jr., 2023; Yada, Yada, Choshi, Sakata, Wakimoto, & Nakada, 2023; Zheng and colleagues, 2021; Anderson & Oliver, 2022). Additionally, motivation promotes a positive organizational work culture, productivity, cognitive drive, and active participation in the knowledge economy, significantly predicting curricular outcomes and teaching confidence across varied classroom contexts (Campbell, 2019, as cited by Escosora & Guhao Jr, 2023; Campbell, 2019; Mustafa & Othman, 2010; Calkins et al., 2023; Li & Xu, 2024; Berestova, Burdina, Lobuteva, & Lobuteva, 2022; Ahmad et al., 2022; Guo et al., 2021; Koenka, 2020; Bas, 2022; Aytac, 2021). Finally, these findings align with research revealing that emotional capacities and affective competence are directly associated with personal efficacy beliefs, occupational involvement, and effective interpersonal interactions that enhance the learning experience (Marta & Freire, 2023; Carvalho & Garner, 2025; Sudibjo & Sutarji et al., 2020; Abiodullah & Aslam, 2020; Mukaihata et al., 2020).

IV. CONCLUSION

Findings revealed how professional learning communities reached an exceptional degree, while motivation, instructional leadership, and emotional intelligence were rated as very high. This indicates that teachers consistently demonstrate exemplary levels of professional engagement, psychological drive, instructional confidence, and emotional capability. Additionally, teacher self-efficacy was rated very high, indicating that teachers across public secondary schools actively and consistently manifest it. Significant direct links exist between the individual exogenous factors and the endogenous variable, meaning active participation in a professional learning community, a strong motivational drive, supportive instructional leadership from school heads, and heightened emotional intelligence are critical correlates that strengthen teachers' overall efficacy beliefs.

The generated best-fit structural model (Model 3) demonstrates that teacher self-efficacy in public schools is most sustainably reinforced by a synergy between collaborative school structures and internal psychological competencies. Self-efficacy is primarily driven by teachers' perceived capabilities to foster familial participation and cultivate a positive school climate. This efficacy structure is anchored in collaborative learning networks characterized by collective, encouraging leadership and common institutional values and goals, and is directly reinforced by teacher motivation (intrinsic and extrinsic) and emotional intelligence (the utilization of emotions and optimism). Furthermore, the structural relationships fully substantiate Bandura's Social Cognitive Theory and Deci and Ryan's Self-Determination Theory. When schools

establish collaborative learning environments and leaders support teachers' basic psychological and emotional needs, teachers experience stronger vicarious mastery and emotional regulation, resulting in greater confidence to fulfill their professional responsibilities and drive positive educational outcomes.

It is recommended that DepEd Region XI and division leaders structure technical assistance and School Learning Action Cells (SLACs) around participatory leadership and institutional vision-building rather than top-down monitoring, equipping teachers with collaborative strategies to engage families and foster supportive school climates. School heads should maintain a high level of motivation through a combination of self-motivation and external reinforcement while shifting from direct supervisory oversight to facilitating distributed leadership within PLCs, allowing collective inquiry and peer-led instructional coaching to drive teacher efficacy beliefs. In addition, Division HRD should supplement general wellness seminars by focusing on specific socio-emotional capacity-building issues such as reframing problems at work, using emotions to address instructional issues, and strengthening resistance.

For future research, studies should model Professional Learning Communities and Motivation as potential mediators linking pedagogical leadership to educators' self-efficacy to explain why direct leadership paths were absorbed into the final structural model. Researchers should investigate why specific sub-dimensions, such as pedagogical confidence and personal efficacy in decision-making, as well as specific dimensions of emotional intelligence, dropped out during model trimming, and test whether demographic factors moderate these constructs. Finally, researchers should replicate the generated best-fit model across different regional contexts (e.g., Luzon and Visayas) and institutional environments (e.g., private basic education, tertiary educational settings).

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