

Work Environment and Teachers' Efficacy in Private Schools

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ABSTRACT: A work environment has a substantial effect on teachers' efficacy. This research aimed to determine the private schools' level of work environment and teachers' efficacy, to find the significant relationship between the two and identify which of the independent variables influence singly or in combination the teachers' efficacy. This study employed a correlational research design and utilized an adapted questionnaire which passed the validity and reliability test. The survey was conducted to 103 teachers, purposively selected from the private schools in Manolo Fortich District, Division of Bukidnon. The researcher used the Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient to analyze and interpret the data set. Results revealed that work environment in private schools is very highly observed especially role clarity, teamwork and socio-emotional support. Teachers are very confident. Work environment in terms of role clarity, teamwork and socio-emotional support have moderate positive correlation while salaries and benefits have weak positive correlation. Thus, teachers' satisfaction with their work environment in private schools improves their self-efficacy. School Administrators in private schools may continue to foster positive work environment like emphasizing role clarity, creating teamwork and developing socio-emotional support and find ways which could prioritize and improve salaries and benefits to empower and motivate teachers to perform at their bests.

KEYWORDS: role clarity, salaries and benefits, teachers' efficacy, work environment

I. INTRODUCTION

Work environment and teachers' efficacy in private schools play a significant role in the new system of education today. Many acquisitions, studies and research contribute, collaborate and point out solutions to these arising problems specifically, the work environment and teachers' efficacy in private schools. Each school desires an effective solution to answer the needs and demands of teachers to work effectively in the private schools and the objective to use their beliefs and skills as to build a stronger nation based on DepED Order No. 21, s. 2020. Largely, this dependence lies on the efficacy of teachers and their role clarity, teamwork and socio-emotional support specifically in the private schools.

The work environment means the setting, social aspects, and physical conditions in which teachers perform their job. It has the potential to significantly impact teachers' morale, workplace relationships, performance, job satisfaction, and employees' health (Kirsten & Van der Westhuizen, 2020). Likely, the work environment naturally balances the clear description of the role of the teachers in the classroom and in the place where one works which include the group of people, the teachers whom they are working with, the socio-emotional support, salaries and benefits. These are the factors of work environment which probably affect the teachers' effectiveness.

However, teachers with a strong sense of efficacy give a greater enthusiasm for teaching and commitment to their profession. Moreover, they positively impact students' academic achievement. (Yoon & Kim, 2021). The factors that positively impact teachers' efficacy are those who attribute to students' success, to factors within control such as exploring alternative approaches, implementing effective strategies, collaborating with colleagues, and fostering students' self-perception as capable learners tend to exhibit significantly higher levels of self-efficacy than those who attribute success to external factors such as family background, class size, or student outcome. (Duraku & Hoxha, 2021). The necessity to identify the private schools' level of work environment based on role clarity, teamwork, socio-economic support, salaries and benefits of teachers in the private schools will determine the level of teachers' efficacy.

Role clarity means a measure of how well educators understand their responsibilities and expectations of one's roles and colleagues. Another, role clarity forms the foundation of an efficient, productive, and successful administration in private schools.

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It is critical when this thing fails. Poor role clarity produces stress and anxiety (Kirsten & Van der Westhuizen, 2020). This is when individuals are unsure of their responsibilities and expectations may be led to stress and anxiety.

Another, confusion and frustration whom individuals may not be able to understand what is expected of and are receiving conflicting instructions may decrease teachers' efficacy and lead to burn-out. Burnout means when one is uncertain about their responsibilities and may find the working longer hours and taking on more than a teacher can handle (Klusmann, et al., 2022). Low self-esteem is the last effect of poor role clarity person are not meeting the expectations of the role, and this feeling of inadequacy may affect teachers' efficacy.

Another factor of work environment is teamwork. It is the collaborative effort of a group to achieve a common goal. It is also to complete a task in an effective and efficient way. Teamwork is allowing those people to use their different abilities and beliefs to accomplish something they may not be able to do alone (Kirsten & Van der Westhuizen, 2020).

Next, socio-emotional support is another factor of work environment which defined as the process by which an individual feels, receives, or provides aid to another. Often, being integrated society whether family, schools, working relationships can provide pro-social responses. Giving emotional support is a way of helping people feel connected and less alone (Bakker & Demerouti, 2021).

Lastly, salaries and benefits are considered as the integral part for the overall work environment for teachers in private schools in the Philippines. Teachers' efficacy is influenced also by financial compensations and benefits receive. Gap in salaries and disparity in benefits may be necessary addressed to motivate teachers to stay and ensure success in the private schools' work environment.

Teachers' efficacy refers to the belief and confidence hold in capacity to facilitate students' success and promote positive learning outcomes (Cooray, 2022). This encompasses supporting students' learning, designing and implementing effective educational programs, and making meaningful impacts on students' outcomes. They are more likely to view novel situations as opportunities for growth rather than obstacles, maintaining resilience and determination in their practice despite diverse of adversities (Duraku & Hoxha, 2021).

This research aimed to seek the significant relationship between work environment and teachers' efficacy particularly in the context of role clarity, teamwork and socio-emotional support in school setting among the private school teachers of Manolo Fortich District in the Division of Bukidnon.

This study was anchored on Frederick Taylor's Scientific Management Theory, which optimizes processes to increase efficiency. Managers can eliminate wasteful practices and improve overall productivity by observing workers' tasks, identifying bottlenecks, and creating standardized policies. Additionally, it emphasizes utilizing human assets through training and development programs to enhance employees' skills and performance.

Self-efficacy theory posits that individuals develop positive performance expectations while working on simple tasks and negative performance expectations while working on complex tasks, and that the presence of others activates corresponding positive or negative expectations regarding performance evaluation. Moreover, self-efficacy according to Bandura as cited by Hsieh & Huang, (2020), is an individual's perception of his competencies, which plays significant role in his ambition and outcome expectations.

Bandura's self-efficacy theory suggests that a person's confidence in his abilities can determine his drives and decisions. The belief of this theory focuses on how to be more effective in school activities such as teaching, decision making, involving parents and creating positive school climate (Fagan & Warren, 2020). The interplay between these theories can offer a comprehensive perspective on optimizing educational settings to enhance both teaching quality and students' outcomes. Recent discussions have highlighted the relevance of Taylor's principles in modern organizational settings. In private schools, where resources may vary, applying Taylor's principles can help identify and eliminate inefficiencies, allowing educators to focus more on instructional activities.

A recent 2023 study by Poluektova et al., explored how self-efficacy influences individuals' appraisal of their coping potential, particularly in problem-focused coping situations. Their research underscored the importance of self-efficacy in determining how individuals approach and manage stressors, a crucial aspect in the demanding profession of teaching. Bandura identifies four primary sources: personal mastery experiences, observational learning through others' experiences (vicarious experiences), encouragement or feedback from others (verbal persuasion), and an individual's emotional and physical responses (physiological and affective states).

In the context of private schools, providing teachers with opportunities for mastery experiences through professional development, fostering a supportive community that offers vicarious learning, delivering constructive feedback, and promoting a positive emotional environment can enhance teachers' self-efficacy, leading to improved teaching practices and student outcomes.

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II. METHODOLOGY

The researcher used correlational research design. Correlational research design is a type of research in which researchers collect data on two or more variables and examine the relationship between them. The data is analyzed to determine whether there is a statistical relationship or association between the variables (Tynjala and Häkkinen, 2021). In this study, the significant relationship of teachers' level of work environment and efficacy in private schools was determined

The quantitative data were collected, computed, analyzed, and interpreted with the use descriptive statistics as Mean and Standard Deviation (SD) were employed for problems 1 and 2. Such that, Pearson-Product Moment Correlation Coefficient was used for problem 3 to ascertain significant relationship between the teachers' level of work environment and efficacy in private schools.

III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' level of work environment in private schools based on:

- 1.1 role clarity;
- 1.2 teamwork;
- 1.3 socio-emotional support; and
- 1.4 salaries and benefits?

Table 1: Overall, Teachers' Work Environment in Private schools

Variables	Mean	SD	Description	Interpretation
1. Role Clarity	4.57	0.61	Always	Highly Satisfied
2. Teamwork	4.70	0.50	Always	Highly Satisfied
3. Socio-emotional Support	4.48	0.63	Most of the Time	Satisfied
4. Salaries and Benefits.	3.97	1.09	Most of the Time	Satisfied
Overall	4.43	2.01	Most of the Time	Satisfied

Note: 4.50-5.00 = Highly Satisfied; 3.50- 4.49 = Satisfied; 2.50-3.49 = Moderately Satisfied
1.50- 2.49 = Less Satisfied; 1.00-1.49 = Least Satisfied

Table 1 shows the overall teachers' level of work environment in private schools. It reveals that it has an overall Mean of 4.43 with SD = 2.01, described as Most of the Time and interpreted as Satisfied. This means that role clarity, teamwork, socio-emotional support, salaries and benefits are often distinguished and enhanced with the commitment to retain teachers stay stable and experience teachers' level of work environment in private schools (Guskey & Yoon (2022). This suggests that private schools typically foster a collaborative environment, where teachers work together on curriculum development and collaborate practices as stated by Darling-Hammond and Hammerness (2021). Such that, the four variables are distinguish observed and practiced satisfactorily. This suggests further that the School Administrators will lead teachers how to pursue and understand the crucial dynamic education system in maintaining the effectiveness in private schools.

Moreover, the variable, Teamwork, has the highest Mean of 4.70 with SD = 0.50, described as Always and interpreted as Highly Satisfied. This means that teamwork is evident and highly observable variable in the teachers' level of work environment in private schools. According to the study published by Vescio et al. (2021) private schools motivate teaching as a team, integrate diverse teaching styles and share responsibilities and support one another collaboratively to collectively identify challenges to innovative solutions on school operations.

In addition, this suggests that teachers should also collaborate with the parents, guardians, stakeholders and others who may create opportunities to collaborate with through committees, events, and volunteer activities, stated research from Epstein and Sheldon (2022) who emphasized the importance of family engagement in supporting students' success.

Conversely, the variable *Salaries and Benefits* obtained the lowest Mean of 3.97 with SD=1.09, described as Most of the Time and interpreted as Satisfied. This suggests that salaries and benefits are relatively less consistently experienced by the respondents compared to other factors and be improved in teachers' level of work environment ensuring them to remain motivated and committed in their profession in the private schools. The research by Tan and Dizon (2021) revealed that teachers in private schools, especially those located in rural areas, frequently receive compensation below the minimum wage. These disparities in remuneration contribute to elevated turnover rates, as many private school teachers pursue positions in public schools that offer higher salaries and more extensive benefits.

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Furthermore, compensation and benefits play a crucial role in shaping the overall work environment for educators. private schools in the Philippines. Despite the advantages of smaller class sizes, greater autonomy, and a stronger sense of community in private schools. This suggests that the private schools should address this need and challenge. Competitive pay and comprehensive benefits are essential for maintaining a motivated, skilled and effective teaching workforce in the private sector as highlighted by Tan and Dizon (2021).

In addition, health insurance and medical benefits are one of the major benefits provided by private schools. However, the extent of the coverage offered varies. According to Hungo et al. (2024), some private schools offer basic health insurance plans or reimbursement programs for medical expenses, but the coverage is often not as comprehensive as PhilHealth. Teachers in some prestigious private schools enjoy more robust coverage, but these benefits are not universal. Hence, the school administrators should also address these challenges.

Furthermore, teachers in private schools typically enjoy holiday breaks, including Christmas and summer vacations. However, the number of paid leave days can differ from school to school. Alarcon and Monterola (2024) reported that while some private schools provide generous leave policies, others have more limited paid leave. Salaries and benefits need to be addressed for the improvement of teachers' level of work environment in private schools.

Problem 2. What is the teachers' level of efficacy in private schools?

Table 2: Teachers' Efficacy in Private schools.

Indicators	Mean	SD	Description	Interpretation
<i>I believe....</i>				
1. I have time to socialize with my colleagues	4.47	0.59	Agree	Very Confident
2. I give time to listen to each student's needs.	4.65	0.59	Strongly Agree	Very Much Confident
3. I have well planned lessons for my diverse class.	4.41	0.71	Agree	Very Confident
4. I can motivate students to come to class regularly.	4.59	0.51	Strongly Agree	Very Much Confident
5. I can manage varied number of students in a class.	4.46	0.63	Agree	Very Confident
6. I arrive in school on time, which means that I am punctual.	4.32	0.94	Agree	Very Confident
7. I go home from school 15-30 minutes after the official time.	3.93	1.05	Agree	Very Confident
8. I can answer complicated questions of my students during classes.	4.44	0.53	Agree	Very Confident
9. I remain calm whenever there are challenges in the classroom or in the school.	4.38	0.61	Agree	Very Confident
10. I can help solve issues and concerns of my class, colleagues and even the school.	4.37	0.59	Agree	Very Confident
11. I consider the multiple intelligences of my learners while preparing my assessment.	4.58	0.57	Strongly Agree	Very Much Confident
12. I have time to talk or entertain my students' parents whenever they visit the school	4.61	0.68	Strongly Agree	Very Much Confident
Overall Mean	4.38	0.67	Agree	Very Confident

Note: 4.50-5.00 = Very Much Confident; 3.50- 4.49 = Very Confident 2.50-3.49 = Moderately Confident

1.50- 2.49 = Less Confident; 1.00-1.49 = Least Confident

Table 2 shows the teachers' level of efficacy in private schools. It reveals that it has an overall Mean of 4.38 with SD = 0.67, described as Agree and interpreted as Very Confident. This signifies that teachers' efficacy or the belief in one's ability to positively impacts students' learning and outcomes, plays a crucial role in educational settings, particularly in private schools according to Seneviratne (2019). This concept is essential for fostering a productive and motivating classroom environment. This suggests that to be more effective in teaching, the teachers need to socialize, plan lessons for diverse classes and manage varied number of students in a classroom. Teachers also need to arrive in school on time, which means to be punctual. In addition, teachers should be able to answer complicated questions of the students during classes and remain calm whenever there are challenges during class or in the school. Lastly, teachers need to be more helpful in solving issues and concerns and concerns of

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the class, colleagues and even the school. Thus, teachers' efficacy is a vital component of the educational landscape and essential for achieving success in private schools.

Moreover, indicator 2, *I give time to listen to each student's needs*, has the highest Mean of 4.65 with SD = 0.59, described as Strongly Agree and interpreted as Very much Confident. This suggests that attending to each student's individual needs is a practice that teachers feel highly confident and committed to. The crucial practice for effective teaching as it allows teachers to tailor instruction to individual learning styles, address specific challenges, build stronger relationships with students, foster a positive classroom environment, and ultimately promote greater students' achievement.

Essentially, it shows students that their thoughts and experiences matter, contributing to a sense of respect and equity within a more conducive learning atmosphere according to (Emmer and Sabornie, 2022). This signifies that teachers' level of efficacy in private schools in giving time to listen to students' needs are visible, effective and very much confidently observed. This suggests that teachers may continue to strive further in enhancing their efficacy to the highest level not only in listening but also to other areas as well. In private schools, where community and relationships are emphasized, this positive environment and overall school culture.

On the other hand, the indicator 7, *I go home from school 15-30 minutes after the official time*, got the lowest Mean of 3.93 with SD = 1.05, described as Agree and interpreted as Very Confident. This implies that the person leaves school 15 to 30 minutes later than the designated dismissal time set by the school's schedule. Essentially, they stay at school for a short period after classes are supposed to end. There are possible reasons for teachers staying after school. Teachers need extra time to complete work that was not finish yet during class.

Also, they have a scheduled meeting with a teacher for extra help or to discuss grades, club activities or spending additional time socializing with peers after school. Another, teachers facilitate learning to improve students' engagement and academic achievement according to the study of Tschannen-Moran and Hoy, (2022). For instance, teachers will handle remedial or enrichment classes to improve the academic performance of the students. In private schools, where educators often have a greater autonomy. Teachers' efficacy can significantly influence teaching practices, leading to innovative and effective instructional strategies. These suggests that teachers should continue to believe in their capabilities to create stimulating and supportive learning environments, this leads to higher motivation and engagement for academic success as reported from the study of Hallinger and Wang (2022). In addition, there should be continuous professional development, school leadership and a positive culture as these enhance private schools' educational effectiveness. As the educational demands continue to evolve, prioritizing teachers' efficacy will remain vital for more empowered teachers that is better equipped for the combat in private schools.

Problem 3. Is there a significant relationship between the teachers' level of work environment and efficacy in private schools?

Table 3: Test of Correlation between the Teachers' Work Environment and Efficacy in Private schools

Independent Variables	Dependent Variable	r-value	p-value	Description	Interpretation
Work Environment					
Role Clarity	Teachers' Efficacy	0.42	0.00	MPC	Significant
Teamwork		0.41	0.00	MPC	Significant
Socio-emotional Support		0.48	0.03	MPC	Significant
Salaries and Benefits		0.01	0.00	WPC	Significant

Note: Significant when computed p-value <0.05

MPC = Moderate Positive Correlation WPC = Weak Positive Correlation

The table 3 shows the test of correlation between the teachers' level of work environment and efficacy in private schools. Three of the independent variables in teachers' level of work environment shows moderate positive correlation towards teachers' efficacy. These are the role clarity, teamwork, and socio-emotional support. While salaries and benefits show weak positive correlation towards teachers' efficacy in private schools. If the correlated independent variables change its direction the teachers' efficacy in private schools will also change in the same direction. This means that when the quality of the working environment increases, so too does their degree of the efficacy of teachers. Teachers may become less effective with their work if the quality of their work environment degrades, on the other hand.

In addition, table 7 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, all four independent variables are significant at 0.05. In summary, taking it at the coefficient level, these teachers' level of work environment is correlated to the teachers' efficacy in

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private schools, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) is rejected. With the following findings, moderate and weak positive correlation.

This means that defining clear roles in the organization, cultivates effective teamwork with colleagues and socio-emotional supportive work environment have a significantly correlated on teachers' efficacy. Teachers will be happy to work and surely stay despite of the salaries and benefits showing weak positive correlation towards teachers' efficacy in private schools surely stay in the workplace if motivated and satisfied.

In general, role clarity is valued. There have been clear role definitions, extends accountability in students' outcomes and promotes effective communication. Also, role clarity is crucial and significant which influences work environment among educators. The teachers should have a clear understanding of their roles and responsibilities and the expectations more likely to feel empowered and motivated. This leads to better teaching practices and positively improve students' engagement.

According to the study of Rico et al. (2020) that role clarity, teamwork, and socio-emotional support have a moderate positive correlation with job performance and employees' well-being. This means that when teachers clearly understand their roles, collaborate effectively with their colleagues, and receive emotional support, their performance and job satisfaction improve. In turn, these contribute to the overall development and positive atmosphere of their workplace. The moderate correlation suggests that while these factors are important, other elements also play a significant factor affecting work-related outcomes, especially in the context of private school work outcome where additional challenges and expectations may influence job satisfaction.

Salaries and benefits, while important, have a weaker positive correlation with job performance and satisfaction. Fair pay and good benefits can boost morale, but their impact tends to diminish over time since they are external motivators. Once employees feel they are being compensated fairly, factors like workplace autonomy, a supportive environment, and opportunities for growth become more crucial in keeping them motivated and engaged according to Tan and Dizon (2021). So, while competitive salaries are beneficial, it is a meaningful work, strong team relationships, and a positive work culture that truly drive long-term motivation and job fulfillment.

IV. CONCLUSIONS

Drawing from the study's findings, the following conclusions were derived.

1. Defined clear roles in the organization, cultivates effective teamwork and socio-emotional supportive work environment.
2. As teachers, they are committed and confident in their responsibilities.
3. When teachers are satisfied with the quality of the working environment, so too does their degree of efficacy.

V. RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are offered for considerations.

1. School administrators in private schools may continue to foster positive work environment like giving role clarity, creating teamwork and developing socio-emotional support and find ways which could prioritize and improving salaries and benefits to empower and motivate teachers to perform at its best.
2. Teachers may take into consideration that believing oneself is the start of self-efficacy wherever they are in. It is not about the salary and benefits they receive as their compensation. It is how they teach, work with their colleagues, and teach students.
3. Private schools may ensure that teachers are compensated with benefits but not limited to salaries but to what is due as to how much an institution can afford. Private schools may raise the salary to retain competent and competitive teachers for the service. However, school heads are encouraged to conduct financial literacy to capacitate the teachers for financial literacy as to manage financial resources.
4. Private schools may consider to increase the tuition fees from students to immediately answer the problem of private school teachers. Looking for sponsors may also be considered to subsidize the private school teachers' compensation.

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