

Teacher Job Satisfaction Within Inclusive Classroom: As Predicted by the Collective Efficacy and Leadership Support

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ABSTRACT

Low teacher job satisfaction in inclusive classrooms is alarming. Forecasting teacher job satisfaction in inclusive classrooms using collective efficacy and leadership support as predictors was determined. A predictive research design, universal sampling, survey, and multiple linear regression were used as methods. Data obtained from 220 secondary public-school teachers revealed that the predictive model was strong and significant, fully affirmed the Motivation–Hygiene Theory. Other researchers may explore additional variables and employ qualitative approaches to better explain the 36.1% remaining variance in the predictive model, while educational leaders may initiate targeted leadership development and inclusive education training to optimize teacher job satisfaction in inclusive classroom settings.

Keywords: *teacher job satisfaction, inclusive classrooms, collective efficacy, leadership support*

INTRODUCTION

Low teacher job satisfaction in inclusive classrooms has become a growing concern in the global educational landscape. Inclusive education requires teachers to address diverse learner needs while maintaining quality instruction and classroom engagement (Afriani, 2025). Recent studies emphasized that teachers across different educational systems continue to report varying levels of dissatisfaction and emotional strain associated with their professional roles in inclusive settings (Schulze-Hagenest et al., 2023). The increasing demands of inclusive education have intensified discussions regarding teachers' satisfaction and well-being in schools worldwide (Wartenberg et al., 2023). Furthermore, global reviews on teacher job satisfaction highlighted that dissatisfaction among teachers remains a persistent issue affecting educational systems internationally (Hoque et al., 2023).

In several countries, teacher job satisfaction in inclusive classrooms has also emerged as a problematic educational concern. In Turkey, studies revealed that teachers in inclusive educational settings encounter difficulties in maintaining positive job satisfaction while addressing the needs of learners with disabilities (Demir-Yıldız, 2023). Similarly, in Sri Lanka, teacher job satisfaction has been identified as a continuing concern in the education sector, particularly in relation to the demands placed on teachers in schools (Rajeswaran et al., 2023).

In the Philippine context, teacher job satisfaction in inclusive classrooms continues to receive attention due to the expanding implementation of inclusive education in schools (De Leon et al., 2024). Teachers are expected to address diverse learning needs while sustaining instructional effectiveness and professional responsibilities (Uribe-Zarain et al., 2024). Recent Philippine studies noted that teachers' job satisfaction remains an important educational issue, particularly in relation to their professional experiences and school responsibilities (Tacbalan et al., 2023). Moreover, studies on inclusive education in the Philippines emphasized the growing need to examine teachers' experiences and perspectives within inclusive classroom settings as schools continue to implement inclusive education policies (Factor & Saenz, 2025).

When teacher job satisfaction in inclusive classrooms remains unresolved, several negative consequences may arise in educational institutions. Research indicated that low teacher job satisfaction may affect teachers' commitment, professional engagement, instructional performance, and retention in the profession (Poloni et al., 2025). In addition, dissatisfaction among teachers may influence the overall quality of teaching and learning experiences provided to students in inclusive classrooms (Harrison et al., 2024). These consequences highlight the importance of addressing teacher job satisfaction as a significant concern in inclusive education settings. Thus, this study was undertaken.

Significance of the Study

This study could contribute to the growing body of knowledge on inclusive education by examining how collective efficacy and leadership support forecast teacher job satisfaction in inclusive classrooms. The findings could highlight the importance of administrative support in promoting teacher well-being, professional commitment, and instructional effectiveness. The study could also support the goals of Sustainable Development Goal 4 by identifying strategies that promote inclusive and quality education. Furthermore, the results aligned with the vision and mission of Holy Cross of Davao College by encouraging inclusive, supportive, and empathetic educational practices. The findings may also guide school administrators, policymakers, and special education coordinators in developing programs that strengthen teacher satisfaction and retention in inclusive education settings.

Statement of the Problem

This study investigated the strength of forecasting teacher job satisfaction in inclusive classrooms as predicted by collective efficacy and school head support. It specifically pursued the following objectives:

1. To determine the levels of collective efficacy in terms of student engagement, instructional strategies, and classroom management; leadership support in terms of emotional, professional, instrumental, and appraisal support; and teacher job satisfaction in terms of compensation, job content, promotion, supervisor, and colleagues.
2. To determine the significance of the correlation between collective efficacy, leadership support, and the teacher job satisfaction in inclusive classroom.
3. To determine the significance of the model for teacher job satisfaction using collective efficacy and leadership support as predictors.

Hypotheses

The hypotheses of this study were tested at $\alpha=0.05$ level of significance.

Ho1: Collective efficacy and leadership support do not significantly correlate with teacher job satisfaction.

Ho2: The model to forecast teacher job satisfaction, using collective efficacy and school head support as predictors, is not significant.

Theoretical and Conceptual Framework

This study was anchored on Herzberg's Two-Factor Theory of Job Satisfaction (1996), which explains that job satisfaction and dissatisfaction arise from two distinct but related sets of factors: motivation factors and hygiene factors. Motivation factors are associated with the need for growth and self-actualization and include achievement, recognition, the work itself, responsibility, advancement, and opportunities for growth. In contrast, hygiene factors are related to the need to avoid dissatisfaction and encompass company policies and administration, supervision, interpersonal relations, working conditions, and salary. According to the theory, motivation factors enhance job satisfaction when present, while hygiene factors prevent dissatisfaction but do not necessarily motivate when adequately addressed.

In the context of this study, the variable collective efficacy, indicated by student engagement, instructional strategies, and classroom management (Pizana 2022), aligns with motivation factors as stated in the theory. Meanwhile, the other variable, leadership support, indicated by emotional, professional, instrumental, and appraisal support (Iwal & Arenga, 2024), aligns with Herzberg’s hygiene factors. Finally, teacher job satisfaction variable as indicated by compensation, job content, promotion, supervisor, and colleagues (Abina et al. 2022), aligns to job satisfaction as stated in the theory. Hence, this study is fully anchored on the Two-Factor Theory of Job Satisfaction.

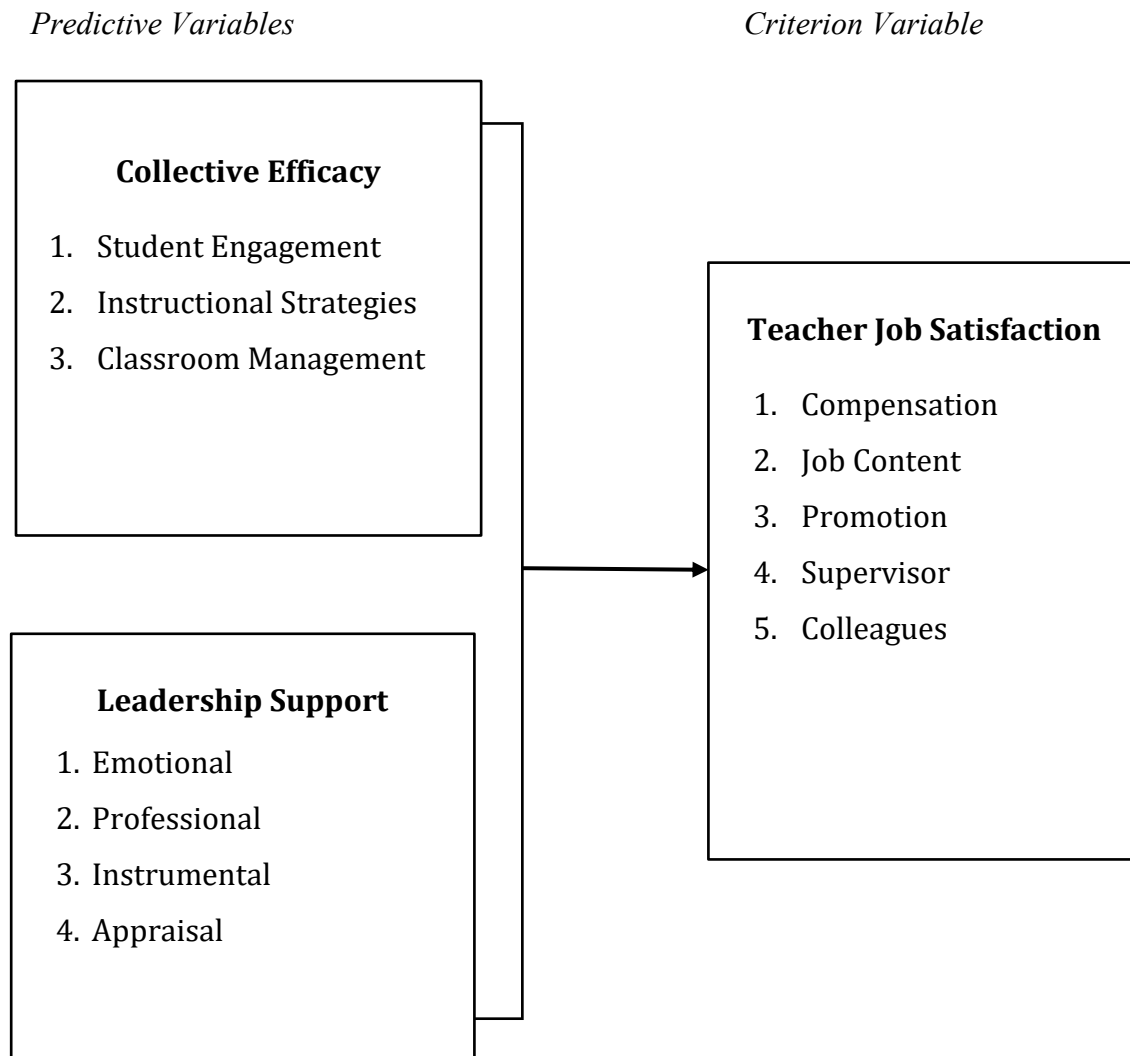


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This chapter presents the methodology being used in the study. It presents the research design, research locale, sample and sampling technique, research instruments and materials, data gathering technique, data analysis, and ethical considerations.

Research Design

This study employed predictive research design, a non-experimental quantitative approach that focuses on forecasting teacher job satisfaction by identifying statistical patterns and relationships among variables using existing data. Predictive research design is applied when the primary objective is to determine how well one or more predictor variables can anticipate or explain variations in a criterion variable through statistical modeling rather than causal manipulation (Benhanifia et al., 2025). In educational research, this design is commonly utilized to support data-driven decision-making, early interventions, and policy development by providing

forward-looking insights grounded in empirical evidence (Tinoca et al., 2022). One key advantage of the predictive research design is its capacity to examine naturally occurring variables within authentic school settings while employing regression-based models to enhance the accuracy of prediction (Dagdagui, 2022).

Locale of the Study

The study was conducted in the municipality of Baganga, under the Schools Division of Davao Oriental in Region XI of the Department of Education, Philippines. Baganga was recognized for its commitment to improving access to quality education for learners with diverse needs, despite facing challenges such as limited resources and infrastructure. The schools represented the ongoing efforts of the locale to foster inclusive learning environments and strengthen collaborative teaching practices among teachers.

Sample and Sampling Technique

In this study, a total of 220 secondary teachers were selected from public schools in 1 municipality. Their unique professional reality acts as a high-stakes environment where these variables are most visible. This method ensured that every secondary teacher actively teaching during the school year 2025–2026 was included in the study. Also, gender representation was not considered a requirement of this study.

Universal sampling was employed to select respondents from all secondary schools. It is particularly appropriate when the population was manageable in size and when the goal was to achieve full representation without bias. According to Tin and Bui (2024), universal sampling improves the reliability and trustworthiness of findings by eliminating selection bias and ensuring that all relevant perceptions are captured. The inclusion criteria for this study included secondary teachers who were actively teaching in the public schools during the school year 2025–2026 and were involved in classrooms where inclusive education practices were implemented.

Data Gathering Technique

The survey technique was employed in gathering data for this study. This structured scientific approach used to collect and interpret data to answer specific research questions or test hypotheses (Khan et al., 2023). It is a highly versatile method that can be applied across various fields, including education and health, to assess attitudes, behaviors, and demographic trends (Zarei et al., 2024).

In this study, three adapted survey questionnaires were utilized as research instruments. The first instrument measured Collective Efficacy and was adapted from Pizana (2022). It comprised 24 items representing the domains of student engagement, instructional strategies, and classroom management, which reflected teacher shared belief in their collective capacity to address diverse learning needs and implement effective inclusive practices. The reliability analysis indicated a Cronbach's alpha of 0.955, signifying excellent internal consistency.

The second instrument assessed Leadership Support and was adapted from the scale developed by Iwal and Arenga (2024). This questionnaire consisted of 20 items focusing on the dimensions of emotional support, professional support, instrumental support, and appraisal support provided by school heads. These dimensions assessed the extent to which school leaders offered guidance, encouragement, resources, and evaluative feedback to teachers in inclusive classroom settings. Reliability testing yielded a Cronbach's alpha of 0.960, which was interpreted as excellent internal consistency.

The third instrument measured Teacher Job Satisfaction and was adapted from Abina et al. (2022). This scale included 28 items covering the aspects of compensation, job content, promotion, supervision, and colleagues, which reflected teachers' overall satisfaction with their professional roles and working conditions. The instrument demonstrated a Cronbach's alpha of 0.961, also interpreted as excellent internal consistency. All survey instruments were structured using a four-point Likert scale, where four (4) represented the highest level of agreement and one (1) represented the lowest. Overall, the entire survey questionnaire, consisting of 72 items, yielded an overall Cronbach's alpha of 0.977, interpreted as excellent, confirming the high reliability and internal consistency of the research instruments used in the study.

Data Analysis Technique

The study employed descriptive, correlation, and multiple linear regression analyses. Descriptive analysis organizes and summarizes data and provided a clear overview of sample characteristics without testing causality (Morcillo, 2023). The mean and standard deviation statistical tools were used as statistical treatment in this analysis. Moreover, correlation analysis was employed to examine the strength and direction of the relationships among the variables. Correlation analysis explains how variables are associated with one another in naturally occurring settings without manipulating conditions or environments (Mishra et al., 2023). The Pearson Product–Moment Correlation Coefficient (PPMC) was used. Finally, multiple linear regression analysis was applied to identify the significant predictors of teacher job satisfaction. This statistical method treated job satisfaction as a linear combination of collective efficacy and school head support, with regression coefficients estimated using the least squares method to minimize differences between observed and predicted values (Aljandali & Tatoglu, 2023). The unstandardized Beta Coefficient was applied as a statistical treatment under this analysis.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable was also provided and used to describe collective efficacy, school head support, and teacher job satisfaction in inclusive classrooms.

<i>Scale</i>	<i>Level</i>	<i>Collective Efficacy</i>	<i>Leadership Support</i>	<i>Teacher Job Satisfaction</i>
1.00 – 1.74	Very Low	Poor	Poor	Not satisfied
1.75 – 2.49	Low	Satisfactory	Satisfactory	Less Satisfied
2.50 – 3.25	High	Good	Good	More Satisfied
3.26 – 4.00	Very High	Very Good	Very Good	Much Satisfied

Standard Deviation Value Ranges and Interpretation

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation was tested at a 0.05 confidence level. The following was the standard measure for the interpretation scale of the *r*-value. The following scheme was used:

<i>Computed r</i>	<i>Descriptive Interpretation</i>
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme, as proposed by Cohen (1988) was used:

β Value Range	Strength of Prediction
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Considerations

To ensure the integrity of the research, the researcher strictly followed ethical protocols governing the involvement of public high school teachers. Every participant was fully briefed on the research objectives, methods, and implications, with informed consent formally documented and explained. Utmost confidentiality was maintained by safeguarding respondent identities and handling data with rigorous care to prevent any unauthorized disclosure.

Furthermore, the researcher prioritized participants' autonomy and dignity, upholding their right to withdraw at any stage without penalty. Formal ethical clearance was granted by the Society for Moral Integrity and Legal Ethics (SMILE) Ethics Board, and official permission to proceed was secured from the Schools Division of Davao Oriental. Every measure was taken to balance the research's academic contributions with participant welfare, ensuring that the study maximized its potential benefits while strictly avoiding any risk of harm, discomfort, or professional disadvantage.

RESULTS AND DISCUSSION

This chapter presents the descriptive, correlation, and regression analyses through tabular presentations, along with the corresponding analysis and interpretation of the statistical results. It concludes with a summary of the key findings of the study.

Descriptive Results

Table 1 is the descriptive table, which described the variables involved in the study, namely: collective efficacy, leadership support, and job satisfaction of teachers, including the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables.

Table 1: Descriptive Statistics ($n = 220$)

Variables	SD	Mean	Descriptive Level
Collective Efficacy	0.370	3.68	Very High
Efficacy in Student Engagement	0.381	3.70	Very High
Efficacy in Instructional Strategies	0.377	3.66	Very High
Efficacy in Classroom Management	0.383	3.55	Very High
Leadership Support	0.430	3.58	Very High
Emotional	0.435	3.55	Very High
Professional	0.435	3.54	Very High
Instrumental	0.416	3.57	Very High

Appraisal		0.351	3.57	Very High
Teacher Job Satisfaction		0.439	3.49	Very High
Compensation		0.411	3.51	Very High
Job Content		0.399	3.59	Very High
Promotion		0.403	3.59	Very High
Supervisor		0.367	3.66	Very High
Colleagues		0.370	3.68	Very High
<i>Very High - (3.26 – 4.00); High - (2.50 – 3.25); Low – (1.75 – 2.49); Very Low – (1.00 – 1.74)</i>				

Specifically, the collective efficacy variable obtained a mean of 3.68, described as very high. This indicated that the collective efficacy of teachers was very good. All of its indicators were all described as very high. The standard deviation 0.370 indicated a strong and uniform perception. Similarly, leadership support variable obtained a mean of 3.58, described as very high. This showed that teachers experienced very strong leadership support. All of its indicators were described as very high. The standard deviation 0.430 also indicated strong and uniform perception. Finally, teacher job satisfaction variable obtained a mean of 3.49, denoted a very high level. This indicated that teachers were much satisfied with their jobs. Most of its indicators, described a very high level. The standard deviation 0.439 indicates strong and uniform perception among the respondents.

Collective efficacy, leadership support, and teacher job satisfaction were all interpreted as very strong and consistently manifested in the school setting. In comparison, collective efficacy appeared slightly more evident than leadership support, while teacher job satisfaction, although still very high, was perceived as marginally lower relative to the two predictor variables. The current findings of the study aligns with the claim of Sharma et al. (2023), who reported high levels of collective efficacy across international contexts, emphasizing that shared professional beliefs significantly strengthen teachers’ inclusive practices and collaborative problem-solving capacities. In contrast, Knickenberg et al. (2025) revealed notable variability in collective efficacy levels, showing that teachers working in environments with limited collaboration structures and high workloads tended to report only moderate collective efficacy.

Correlation Results

Table 2 is a correlational table. It presented the determinant and criterion variables. It showed the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n = 220)

	Teacher Job Satisfaction			
	r	p-value	Decision on Ho	Interpretation
Collective Efficacy	0.591	0.000	Reject Ho	Significantly moderate High Positive Correlation
Leadership Support	0.790	0.000	Reject Ho	Significantly moderate High Positive Correlation

Level of Significance: 0.05

Decision Rule: Reject Ho if $p < 0.05$

The table shows that the correlation between collective efficacy and teacher job satisfaction variables obtained a p-value of 0.000, which was lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating that the correlation was statistically significant. The corresponding r-value of 0.591 reflected

a moderately high positive correlation. This finding implies that as collective efficacy increases, teacher job satisfaction also increases. Similarly, the correlation between leadership support and teacher job satisfaction variables yielded a p-value of 0.000, which was also less than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation was statistically significant. The r-value of 0.790 showed a high positive correlation between leadership support and teacher job satisfaction. This finding implies that as leadership support increases, teacher job satisfaction also increases.

The study revealed that collective efficacy and leadership support have a significant positive correlation with teacher job satisfaction in inclusive classrooms. This finding supports the study of Jiao et al. (2022), explaining that strong organizational and leadership support, when combined with teacher efficacy beliefs, enhances professional engagement and satisfaction through consistent guidance, resources, and emotional support. Likewise, this study corroborates the findings of Özkan and Akgenç (2022), reporting that principal and school-level support factors are strongly associated with job satisfaction across diverse school contexts, underscoring the meaningful role of leadership practices in shaping teachers' positive work experiences.

On the contrary, this finding contrasts with Dutson (2025), who reported that while collective efficacy generally relates positively to teacher outcomes, its strength may be reduced in contexts characterized by high workloads, limited collaborative structures, and challenging classroom conditions

Regression Results

Table 3 describes the multiple regression analysis. The table also showed the beta coefficient, standard error, t value, p value, decision on the null hypothesis, and interpretation.

Table 3. Regression Analysis (n=220)

<i>Teacher Job Satisfaction</i>							
	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta	T	p value	Decision	Interpretation
Constant	0.734	0.159	_____	4.628	0.000	_____	_____
Collective Efficacy	0.160	0.052	0.161	3.080	0.002	Reject Ho	Significant
Leadership Support	0.632	0.048	0.689	13.20	0.000	Reject Ho	Significant
<i>R = 0.800; R² = 0.639; Adjusted R² = 0.636; F-value = 192.3; p-value = 0.000</i>							

TJS = 0.160CE + 0.632SHS + 0.734

Specifically, the table showed that the predictive model for teacher job satisfaction, with collective efficacy and leadership support variables as predictors, was TJS = 0.160CE + 0.632SHS + 0.734. With the corresponding p-value of 0.000, which was less than the 0.05 level of significance, it was indicated that such model was significant. The predictive model was found to be significant, indicating that collective efficacy and leadership support were important predictors of teacher job satisfaction and that the model strongly explained the job satisfaction. Furthermore, the table specifically identified R² value of 0.639 indicating that the strength of the model to predict teacher job satisfaction was strong. This implies that for every unit change in variables in the model, there was a corresponding 0.639 unit change in the strength of the model to predict the criterion.

The finding of this study revealed that teacher job satisfaction was significantly predicted by collective efficacy and leadership support, with leadership support exerting a stronger influence. This finding supports the study of Zhang et al. (2025), demonstrating that leadership practices consistently emerged as robust predictors of teacher job satisfaction across diverse educational contexts. Similarly, this study corroborates to the findings of Shi et al. (2024), explaining that leadership styles grounded in support, fairness, and ethical practice yield stronger effects on teacher job satisfaction than collective or individual cognitive beliefs alone.

On the contrary, this finding contrasts Alonzo et al. (2025), who reported that collective efficacy did not emerge as a significant predictor of job satisfaction, suggesting that collective efficacy alone may have limited influence on job satisfaction.

Summary of Findings

Based on the statistical results of the study, it was specifically found that:

1. Collective efficacy and leadership support had moderately high and significant correlation with teacher job satisfaction.
2. The model to forecast teacher job satisfaction, using collective efficacy and leadership support as predictors, was strongly significant.

CONCLUSION

Based on the findings, it is concluded that forecasting teacher job satisfaction in inclusive classrooms as predicted by collective efficacy and leadership support is significant. This result fully affirms Two-Factor Theory of Job Satisfaction. The theory explains that job satisfaction and dissatisfaction arise from two distinct but related sets of factors: motivation factors and hygiene factors.

Recommendations

The study proposes that school administrators and educational leaders strengthen teacher collective efficacy while also enhancing leadership support, as these efforts may help improve teacher job satisfaction in inclusive classrooms. By fostering a supportive and collaborative environment, teachers are more likely to feel empowered and satisfied in their professional roles. Furthermore, future researchers may explore additional variables not covered in the present study to identify other factors that could explain the remaining 36.1% variance in teacher job satisfaction, thereby contributing to a more comprehensive understanding of the determinants of teacher satisfaction.

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