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Factors Influencing Teacher Efficacy in a Public Laboratory School: Examining the Roles of Experience, Professional Engagement, School Culture, and Burnout

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Abstract

Teacher efficacy is a critical determinant of instructional effectiveness and student outcomes, particularly in laboratory schools that serve as training hubs for educators. This study examines the factors influencing teacher efficacy in a public laboratory school, focusing on experience, professional engagement, school culture, and burnout. Using a survey research design, data were collected from 36 faculty members through structured questionnaires measuring teacher efficacy, school culture, and burnout levels. Pearson correlation and regression analysis were employed to assess the relationships among key variables. Findings indicate that perceived school culture has a significant, positive, moderate correlation with teacher efficacy, explaining 44% of its variance. Conversely, teacher burnout exhibits a significant, negative, moderate correlation with teacher efficacy, accounting for 18% of its variance. In contrast, teacher efficacy showed no significant correlation with length of service, educational attainment, research engagement, or extension involvement. These results suggest that institutional factors such as school culture and workload management play a more crucial role in shaping teacher efficacy than individual professional attributes. The study highlights the need for policies that foster a supportive school environment, reduce burnout risk, and integrate professional development initiatives to enhance teacher confidence and effectiveness.

Keywords: Teacher Efficacy, School Culture, Burnout, Professional Engagement, Public Laboratory School, Faculty Development

INTRODUCTION

A public laboratory high school in the Philippines was established to provide quality secondary education and serve as a practice school for training teachers, particularly in agricultural education. Over the years, the school transitioned under different institutional umbrellas and expanded its

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academic programs, maintaining a commitment to academic excellence and teacher development.

The school envisions itself as a premier science-oriented secondary institution and a hub for teacher training in basic education. Its educational programs emphasize fostering national identity, self-discipline, and personal and communal development. As a center for teacher training, it is essential to cultivate a school culture that supports teacher efficacy, a critical factor in achieving institutional goals and enhancing student outcomes. Investigating the determinants of teacher efficacy in this setting provides valuable insights into the factors that contribute to effective teaching.

Teacher efficacy plays a vital role in achieving institutional objectives, particularly in laboratory schools that serve as models of effective teaching practices. Bandura (1997) defined self-efficacy as the belief in one's ability to set a course of action to accomplish a specific task or produce a desired outcome. It is central to a teacher's success, determining the degree of effort exerted on a particular task as well as the kinds of aspirations and goals set (Bandura, 1986; Gist & Mitchell, 1992). Studies show that self-efficacy influences job performance, persistence in overcoming challenges, and the ability to foster positive group dynamics (Stajkovic & Luthans, 2000; Carter et al., 2018; Zaman et al., 2021).

Hoy (2000) noted that mastery experiences during the early years of teaching significantly impact teacher efficacy. Mastery experiences are hypothesized to be the most effective sources of teachers' self-efficacy beliefs (Bandura, 1997, as cited by Tschannen-Moran & Hoy, 2007; Gale et al., 2021). Teachers with higher self-efficacy have been found to be more persistent, adaptable, and committed to professional growth, as mediated by growth mindset (McCormick, 2001; Lin et al., 2022).

Moreover, research suggests that factors such as length of service, educational attainment, engagement in research and extension activities, school culture, and teacher burnout influence teacher efficacy (Coladarci, 1992; Minett, 2015; Rouse, 2021; Li, 2023). Teachers with extensive professional experience and advanced degrees generally exhibit higher self-efficacy (Hoy & Woolfolk, 1990; Li et al., 2022; Wray et al., 2022). Participating in research and extension activities has also been linked to higher efficacy, since these help professionals keep learning and improve their skills (Vaccaro, 2009; Ismayilova, 2018; Cabaroglu, 2014).

School culture plays a crucial role in shaping teacher efficacy. Collaborative school cultures that emphasize professional development, shared values, and trust tend to foster higher teacher efficacy (Fullan & Hargreaves, 1991; McLeod, 2012; Liu et al., 2021; Öztürk et al., 2021). Conversely, individualistic school cultures can hinder professional collaboration and reduce efficacy (Lortie, 2002). Furthermore, studies indicate a negative correlation between teacher burnout and self-efficacy, with burnout leading to exhaustion, cynicism, and diminished professional accomplishment (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2010; Bozkurt et al., 2021).

Given the significant role of teacher efficacy in achieving educational objectives, it is crucial to examine the various factors influencing it within laboratory schools. This study seeks to investigate the determinants of

teacher efficacy among faculty members in a public laboratory school, exploring the factors that contribute to or hinder their sense of efficacy in the classroom.

This study aims to examine the factors influencing teacher efficacy in a public laboratory school. Specifically, it seeks to: (1) assess the level of teacher efficacy among faculty members; (2) examine the relationship between teacher efficacy and length of service; (3) investigate the association between teacher efficacy and educational attainment; (4) explore the link between teacher efficacy and engagement in research activities; (5) determine the relationship between teacher efficacy and involvement in extension activities; (6) analyze the impact of perceived school culture on teacher efficacy; and (7) examine the relationship between teacher efficacy and teacher burnout.

Enhancing teacher efficacy is crucial in fostering high-quality instruction and professional development (Darling-Hammond, 2017). Findings from this study may inform the design and implementation of teacher training programs, ensuring they align with the actual needs of educators. Policymakers and educational leaders can use the insights gained to refine teacher recruitment, training, and support systems, ultimately contributing to more effective teaching practices.

Research indicates that self-efficacy significantly influences job performance, persistence in overcoming challenges, and the ability to foster positive group dynamics. Understanding the interplay between self-efficacy and factors such as instructional practices, coursework, and professional engagement can help shape interventions that strengthen teacher performance and student outcomes.

In exploring these factors, this study contributes to the broader discourse on teacher development and educational leadership, emphasizing the importance of fostering a school culture that supports teacher efficacy.

METHOD

Research Design

This study employs a survey research design to examine the factors influencing teacher efficacy. A structured questionnaire was used to get quantitative data from respondents. Levels of teacher efficacy were measured, and the relationships between socio-demographic factors and self-efficacy perceptions were looked at.

The survey research design works well for this study because it lets researchers collect data from a lot of teachers in a planned way. This way, they can get a good picture of the factors that affect teachers' effectiveness (Creswell & Creswell, 2018). Surveys are particularly effective for capturing self-reported attitudes, perceptions, and experiences, making them well-suited for measuring teacher efficacy levels (Dillman et al., 2014). This design also makes it easier to find statistical links between variables, which gives real-world evidence to back up findings (Fowler, 2014).

Furthermore, this approach is time-efficient and cost-effective, enabling data collection within a structured timeframe while minimizing

resource constraints (Groves et al., 2009). Since the study is more interested in numbers and correlations than in-depth personal stories, a survey design makes sure that the research goals are met by collecting and analyzing data in a standard way (Bryman, 2016).

Participants and Sampling

The study population consists of 43 faculty members from a public laboratory school, with a sample size of 36 determined using the Raosoft sample size calculator, ensuring an 8% margin of error at a 95% confidence level. Participants were selected through simple random sampling, focusing on faculty members actively engaged in teaching.

Data Collection and Instruments

A structured survey questionnaire with four parts was used to collect the data: a section on demographics; the School Culture Triage Survey (Wagner, 2006); the Teacher Efficacy Scale (Bandura, 2006); and the Teacher Burnout Scale (Richmond et al., 2001). These instruments were chosen for their established validity and reliability in measuring key variables related to school culture, teacher efficacy, and burnout.

The School Culture Triage Survey (Wagner, 2006) assesses three dimensions of school culture: professional collaboration, affiliative collegiality, and self-determination/efficacy. With a reported Cronbach's alpha of 0.87, the instrument demonstrates strong internal consistency, making it a reliable tool for evaluating faculty perceptions of school climate and organizational health. The Teacher Efficacy Scale (Bandura, 2006) measures self-efficacy across three domains: instructional strategies, classroom management, and student engagement. It consists of 30 Likert-scale items rated from 1 (strongly disagree) to 5 (strongly agree), with a Cronbach's alpha of 0.92, indicating excellent internal consistency. Factor analysis supports its three-factor structure, aligning with Bandura's social cognitive theory.

The Teacher Burnout Scale (Richmond et al., 2001) evaluates emotional exhaustion, depersonalization, and reduced personal accomplishment in teaching. Comprising 20 Likert-scale items, it employs a 5-point scale (1= strongly disagree to 5= strongly agree) and has demonstrated a Cronbach's alpha of 0.89, signifying strong reliability in measuring burnout symptoms. These validated instruments make sure that the study gets a good picture of the connections between school culture, teacher efficacy, and burnout, giving researchers a full picture of what teachers go through in the classroom.

Data Analysis

Survey data were analyzed using SPSS version 21.0, employing descriptive statistics, Pearson correlation, and regression analysis to examine relationships among variables. The survey research design and selected statistical methods met the study's goals. This makes sure that the investigation of teacher effectiveness and the factors that affect it is done in a methodical and objective way.

Descriptive statistics were used to summarize key data trends,

providing an overview of teacher efficacy levels, school culture perceptions, and burnout prevalence. Pearson correlation analysis was the right way to find out how strong and which way the relationships were between teacher efficacy and predictor variables like level of education, perceived research and extension activity, and school culture. This aligns with the study's objective of identifying whether significant associations exist among these factors. Regression analysis was also used to see how much differences in teacher effectiveness could be explained by other factors. This helped the study reach its goal of understanding how variables can be used to predict outcomes.

Ethical Considerations

This study adhered to ethical research principles, ensuring voluntary participation, confidentiality, and informed consent. Participants were provided with detailed information about the study's objectives, procedures, and potential risks before obtaining their consent. Anonymity was maintained by coding responses and removing any identifying information. The research adhered to institutional ethical guidelines, and all collected data were securely stored to prevent unauthorized access. Participants were also given the right to withdraw at any stage without any consequences.

RESULTS AND DISCUSSION

Socio-demographic Characteristics

Table 3 shows the socio-demographic characteristics of the research participants.

Table 3. Socio-demographic characteristics of the respondents.

Characteristics		Frequency	Percent (%)
Age Group	20 – 29	18	50.0
	30 – 39	12	33.3
	40 – 49	1	2.8
	50 – 69	5	13.9
	Total	36	100
Sex	Male	12	33.3
	Female	24	66.7
	Total	100	100
Civil Status	Single	19	52.8
	Married	17	47.2
	Total	36	100
Educational Attainment	College	16	44.4
	Master's	17	47.2
	Doctoral	3	8.3
	Total	36	100
Employment Status	Temporary	24	66.7
	Permanent	12	33.3
	Total	36	100
Length of Service	< 5 years	18	50

	5 – 10 years	5	13.9
	11 – 15 years	4	11.1
	16 – 20 years	1	2.8
	21 – 25 years	3	8.3
	26 – 30 years	1	2.8
	Total	32	88.9
Research Engagement	Inactive	14	38.9
	Fair	19	52.8
	Active	1	2.8
	Very Active	1	2.8
	Total	35	97.2
Extension Involvement	Totally Inactive	3	8.3
	Inactive	6	16.7
	Fair	14	38.9
	Active	9	25.0
	Very Active	1	2.8
	Total	33	91.7
Level of Teacher Burnout	Borderline	21	58.3
	Under Threat	14	38.9
	Affected	1	2.8
	Total	36	100

The respondents are predominantly female (66.7%) and within the younger age brackets of 20–39 years old (83.3%) with a significant proportion of faculty members holding a master's degree (47.2%). However, two-thirds (66.7%) are still with temporary employment, suggesting potential concerns about job security that could affect confidence in professional decision-making. Additionally, while research engagement is mostly fair (52.8%), and extension involvement varies, a notable percentage (58.3%) experience borderline teacher burnout, which may impact their perceived self-efficacy.

Level of Teacher Efficacy

A majority of respondents (75%) rated themselves as highly self-efficacious, with most selecting responses in the upper range of the Teacher Efficacy Scale (e.g., "Agree" or "Strongly Agree"). This suggests strong confidence among faculty in their teaching capabilities. High teacher self-efficacy is widely recognized as a critical factor influencing instructional quality, student outcomes, and overall job satisfaction (Zee & Koomen, 2016; Skaalvik & Skaalvik, 2019). On another perspective, positive educational outcomes may be significantly correlated with teachers' job satisfaction and the level of classroom interaction (Harrison et al., 2023).

Studies indicate that teachers with high self-efficacy are more likely to implement innovative teaching strategies, adapt to diverse classroom needs, and persist in overcoming instructional challenges (Klassen & Tze, 2014; Tschannen-Moran & Hoy, 2021). It has also been found that professional development opportunities, mentorship programs, and institutional support all play a big part in boosting teachers' confidence, especially in tough school

settings and especially critical during the induction phase (Scherer et al., 2021; Chesnut & Burley, 2015; Gratacos et al., 2023; Gagnon & Dubeau, 2023).

Moreover, research highlights the reciprocal relationship between teacher self-efficacy and student engagement. Teachers who perceive themselves as competent and effective tend to create more inclusive and motivating learning environments, which, in turn, enhance student participation and achievement (Fackler & Malmberg, 2016; Malinen & Savolainen, 2016). Similarly, social and emotional support from coworkers and administrators helps teachers stay effective by creating a work environment that encourages collaboration and growth (Collie et al., 2015; Wray et al., 2022).

The high levels of self-efficacy reported by respondents suggest a strong foundation for instructional quality and professional resilience within the faculty. This confidence may stem from institutional factors such as structured professional training, supportive leadership, and peer collaboration. To sustain and further enhance teacher self-efficacy, institutions should continue investing in faculty development initiatives, ensuring access to resources that promote pedagogical innovation and adaptability.

Even though these results are good, it is still important to think about how outside factors like teacher workload, administrative expectations, and policy changes might affect teachers' long-term effectiveness. High self-efficacy doesn't always mean long-term happiness; too many demands without enough support from the school can cause stress and burnout, which makes teaching less effective. To help make policies that balance giving teachers power with realistic workload expectations, more research should be done on the complex relationship between self-efficacy and organizational challenges.

Teacher Efficacy and Length of Service

Correlation analysis revealed an insignificant, near-zero relationship between teacher efficacy and length of service (r = -0.012, p = 0.95). This finding fits with what other studies have found (Yeo et al., 2008; Penrose et al., 2007), which is that teacher efficacy may not be directly related to tenure but may be affected by other things. The high faculty turnover at the institution due to institutional policies may also contribute to this result.

This corroborates Yeo et al.'s (2008) findings, which indicated that gender and length of service did not significantly impact teacher efficacy. Similarly, Penrose et al. (2007), citing Tschannen-Moran & Woolfolk Hoy (2002), reported that teacher efficacy showed no significant differences based on age or gender. A non-linear relationship was also observed in several studies (Klassen & Chiu, 2010; Pas et al., 2012) where self-efficacy is high during early years and then drops during the course of their career. These findings suggest that while experience may contribute to pedagogical knowledge, it does not necessarily enhance or diminish a teacher's sense of efficacy.

Moreover, other contextual factors, such as institutional culture, administrative support, and professional development opportunities, may

play a more substantial role in shaping teacher efficacy than length of service alone. Faculty who receive consistent mentoring, collaborative opportunities, and access to resources may maintain high self-efficacy regardless of their years of experience.

The lack of correlation between teacher efficacy and length of service underscores the importance of ongoing professional development and institutional support in fostering teacher confidence. This suggests that simply accumulating years of experience does not guarantee increased self-efficacy; rather, faculty effectiveness may be more dependent on an environment that encourages growth, innovation, and adaptability.

For institutions experiencing high faculty turnover, this finding is particularly relevant. If efficacy levels stay the same even though staff changes happen a lot, it means that institutional practices like hiring procedures, training programs, and the culture of the workplace may have a more considerable effect on teacher confidence than tenure alone. However, turnover may also disrupt continuity in instructional quality and collaboration, warranting further examination of its long-term effects on faculty development.

In the future, researchers should look into how institutional stability, faculty retention, and teacher effectiveness are related to each other. They should do this to see if targeted interventions, such as mentorship programs or structured support systems, can help teachers stay effective throughout their careers.

Teacher Efficacy and Educational Attainment

The analysis revealed an insignificant yet positive low correlation between teacher efficacy and educational attainment (r = 0.295, p = 0.09). While the relationship is small and not statistically significant, it suggests a possible trend wherein higher educational attainment may be associated with greater self-efficacy among teachers.

Previous research has explored the link between advanced education and teacher efficacy. Hoy & Woolfolk (1990, as cited in Coladarci, 1992) found that teachers who had pursued additional graduate coursework in education exhibited higher personal efficacy. More recent studies agree with this, showing that professional development, additional academic training, and postgraduate education can help teachers feel more confident in their own abilities by giving them more advanced teaching knowledge, strategies, and classroom management skills (Klassen & Chiu, 2010; Chesnut & Burley, 2015; Abun et al., 2021).

Furthermore, Tschannen-Moran & Hoy (2021) emphasize that teacher self-efficacy is not solely dependent on formal education but is also shaped by contextual factors such as school culture, administrative support, and teaching experience. Similarly, Zee & Koomen (2016) argue that while higher education may provide theoretical foundations, actual classroom experiences, and ongoing professional learning play a more substantial role in reinforcing teacher efficacy.

Although the correlation between educational attainment and teacher efficacy in this study is not statistically significant, the positive trend suggests that further academic training may still have a role in fostering

teacher confidence. This underscores the potential value of continued professional development, postgraduate education, and research engagement in enhancing teacher self-efficacy.

For educational institutions, this finding highlights the importance of providing opportunities for faculty to pursue advanced studies and participate in structured professional learning experiences. Offering incentives such as research grants, sabbatical leaves, and tuition assistance for graduate programs may encourage faculty members to engage in lifelong learning, which could, in turn, contribute to higher efficacy in teaching.

Additionally, as the literature suggests, teacher efficacy is shaped by multiple factors beyond formal education, including institutional support, mentorship, and professional collaboration. Thus, while encouraging higher educational attainment is beneficial, institutions should also focus on creating an environment that fosters continuous learning through workshops, peer mentoring programs, and reflective teaching practices.

Future research should explore how specific aspects of advanced education—such as subject specialization, research exposure, and teaching practicums—contribute to teacher efficacy in various educational settings. A more nuanced investigation into how different professional learning pathways interact with teacher efficacy could provide valuable insights for faculty development policies and teacher training programs.

Teacher Efficacy and Research Engagement

The analysis revealed an insignificant, positive, and negligible correlation between teacher efficacy and perceived research activity (r = 0.066, p = 0.71). This suggests that faculty members' self-efficacy in teaching is largely independent of their engagement in research. One possible explanation for this finding is the absence of a strong research culture among faculty members, where research activities are not deeply embedded in their professional responsibilities.

A significant number of faculty members only publish their master's thesis as a requirement for securing tenure, rather than actively engaging in continuous research and publication. This pattern shows a bigger problem in higher education: teaching responsibilities, office work, and not having enough support from the institution make it hard to keep doing research (Bentley & Kyvik, 2013; Bazeley, 2010).

Wilson (in Vaccaro, 2009) highlighted that non-tenured faculty are often encouraged to participate in research not only to retain their positions but also to enhance their chances of promotion. Similarly, studies have shown that faculty members with strong institutional support, research incentives, and collaborative opportunities are more likely to engage in research activities beyond tenure requirements (Hemmings & Kay, 2010; Marsh & Hattie, 2002).

The negligible correlation between teacher efficacy and research activity suggests that, at least in this context, faculty confidence in teaching does not necessarily depend on their involvement in research. This raises important considerations for higher education institutions, particularly in balancing teaching and research expectations.

While research engagement has been linked to more profound content knowledge and evidence-informed pedagogy, this study suggests that faculty members may still feel confident in their teaching regardless of their research output. This may be due to institutional structures that prioritize instructional responsibilities over scholarly activities or a lack of integration between teaching and research roles.

To improve the link between research and teaching, schools should encourage a research-focused culture by offering mentorship programs, funding opportunities, and changes to faculty workloads that help them balance research and teaching well. Early-career faculty, in particular, may benefit from reduced teaching loads, collaborative research opportunities, and incentives for publication to encourage sustained scholarly engagement.

Professional development programs that link research with teaching methods, like research-informed pedagogy workshops or collaborative action research initiatives, may also help incorporate research into learning activities, which could improve both the productivity of research and the effectiveness of teaching.

Future research should examine the underlying institutional and cultural factors that shape faculty engagement in research and their perceived impact on teaching confidence. A deeper exploration into how faculty members conceptualize the relationship between research and teaching may provide insights into strategies that enhance both areas without creating undue burdens.

Teacher Efficacy and Extension Involvement

The analysis revealed an insignificant yet positive low correlation between teacher efficacy and the perceived extent of extension activity (r = 0.324, p = 0.07). Although the relationship is small and not statistically significant, it suggests a potential link between faculty members' engagement in extension work and their teaching efficacy.

Goddard et al. (2000, as cited in Minett, 2015) said that action research projects and well-planned professional development activities can help teachers become more effective by giving them opportunities to practice what they've learned. This fits with what other studies have found: activities like community outreach, training programs, and public service projects can help teachers grow professionally by making them more confident in their skills and showing them how to use what they've learned in the real world (McLean & Price, 2019).

However, at the laboratory high school, extension activities among faculty members are primarily limited to co-curricular activities within student organizations, with minimal self-initiated and self-directed engagement in broader community service. There may not be enough institutional incentives, time constraints, or support systems for faculty to fully participate in meaningful extension programs (O'Meara et al., 2011; Calice et al., 2022).

The small but positive correlation between teacher efficacy and extension involvement suggests that faculty members who engage in extension work may experience a slight boost in their confidence as educators. This supports the idea that community engagement, when

structured effectively, can enhance teachers' sense of professional competence and impact. Extension work provides opportunities for faculty members to apply their expertise in real-world contexts, receive feedback from diverse stakeholders, and develop problem-solving skills that reinforce their efficacy in the classroom.

However, the current state of extension participation—largely confined to co-curricular activities—indicates that faculty may not be fully leveraging extension work as a platform for professional growth. Institutional barriers such as lack of incentives, high teaching loads, and limited administrative support may discourage sustained engagement in meaningful extension activities.

To bridge this gap, higher education institutions should implement structured policies that promote faculty participation in extension programs. One way to help is to give formal praise and incentives, like recognizing and rewarding faculty members for their community service work through performance reviews or research grants, making it easier for them to do their work by combining community service activities with teaching duties or lowering the number of classes they have to teach; and improving programs that help faculty grow professionally by showing how community service activities boost both self-efficacy and the impact on the institution.

Future research should explore how different types of extension activities influence faculty efficacy and career development. A more detailed investigation into the motivational factors, institutional policies, and long-term benefits of extension work may help shape policies that support both teacher confidence and community engagement.

Teacher Efficacy and Perceived School Culture

The School Culture Triage Survey yielded a high average score of 60.86, suggesting that, on average, faculty members perceive a positive school culture. While this perception is generally favorable, it is essential to continuously monitor and make necessary adjustments to sustain and enhance a supportive school environment.

At a 5% level of significance, the data provide sufficient evidence of a significant, positive moderate correlation between teacher efficacy and school culture (r = 0.664, p = 0.00 < 0.05), indicating a substantial relationship between the two variables. Also, a simple linear regression analysis showed that differences in school culture could account for 44% of the differences in how effective teachers were (R^2 = 0.441, p = 0.00 < 0.05). Other factors not included in the model or a non-linear relationship may explain the remaining 56%.

Existing literature supports the notion that a positive school culture significantly enhances teacher efficacy and improves student outcomes (Dunn & Harris, 1998; Leithwood & Jantzi, 2005; Edgerson et al. 2006; Brinson & Steiner, 2007; Donohoo, Hattie, & Eells, 2018; Min, 2023). A supportive and collaborative school environment fosters teachers' confidence in their instructional abilities, promotes professional growth, and encourages the adoption of innovative teaching strategies (Skaalvik & Skaalvik, 2011; Thapa et al., 2013). Additionally, research highlights that schools with strong leadership, collegial relationships, and a shared vision for student

success contribute to sustained high levels of teacher efficacy (Gu & Day, 2007; Collie et al., 2011; Skaalvik & Skaalvik, 2019; Liu et al., 2021).

There is a strong link between teacher efficacy and school culture, which shows how important a positive school environment is for building faculty confidence. Schools that prioritize collaboration, shared decision-making, and leadership support create a professional climate where teachers feel empowered in their instructional roles. This, in turn, enhances teacher retention, instructional quality, and student engagement.

School culture has a lot to do with predicting how well teachers will do their jobs (44%). This means that efforts by the school to create a supportive environment can directly boost teachers' confidence and productivity. However, there are still some differences in how effective teachers are, which shows that we need to do more research on things like workload balance, administrative expectations, and teachers' mental health.

To keep and improve teacher effectiveness, schools should improve their leadership and mentorship programs to give teachers advice, support, and chances to grow professionally; create a culture of collaboration through peer coaching, interdisciplinary teamwork, and shared goal-setting; set up structured feedback systems so teachers can voice concerns and help make policy better; and acknowledge and reward teachers' contributions to keep them motivated and involved.

Future research should examine the specific elements of school culture that exert the greatest influence on teacher efficacy, such as leadership styles, teacher autonomy, and institutional trust. Additionally, longitudinal studies could assess how changes in school culture over time affect faculty confidence and instructional effectiveness.

By investing in a healthy and inclusive school culture, educational institutions can ensure that teacher efficacy remains high, leading to long-term improvements in teaching quality and student outcomes.

Teacher Efficacy and Teacher Burnout

The majority of respondents reported being at the borderline of teacher burnout, with 58% indicating that they experience only a few burnout symptoms. This suggests that while burnout is not widespread among most faculty members, a significant portion may still be at risk of developing more severe symptoms over time.

A 5% level of significance showed that there is a significant, negative, moderate association between teacher burnout and teacher efficacy ($r = -0.421$, $p = 0.01 < 0.05$). This means that higher levels of teacher efficacy are linked to lower levels of burnout. One more thing that simple linear regression analysis showed was that changes in teacher burnout could explain 18% of the differences in teacher efficacy ($R^2 = 0.177$, $p = 0.01 < 0.05$). This means that other factors, which account for 82% of the variance, also affect teacher efficacy. This highlights the complex nature of burnout and its interplay with multiple external and internal factors beyond self-efficacy.

These findings align with Fives et al. (2007), who reported that “levels of efficacy increase as the degree of burnout decreases” (p. 930). Their study further emphasized that teachers who received strong support from

cooperating colleagues and administrators exhibited higher levels of self-efficacy. Similarly, Skaalvik & Skaalvik (2010) found that teacher burnout is closely linked to emotional exhaustion and reduced job satisfaction, which can undermine confidence in one's teaching abilities. Research shows that professional support systems, managing workload, and the climate of the school are all very important for preventing burnout and maintaining high levels of efficacy (Yurt, 2022; Schaufeli & Bakker, 2004; Brouwers & Tomic, 2000). Moreover, self-efficacy has a mediating role in teacher burnout in that reflective teachers perceive themselves as more self-efficacious (Dexter & Wall, 2021).

The strong, negative association between teacher burnout and efficacy shows how important it is for institutions to work to lower the risk of burnout, as this may boost teachers' confidence and help them do a better job of teaching. Faculty members who experience lower levels of emotional exhaustion and higher levels of institutional support are more likely to sustain their belief in their teaching abilities, leading to improved student outcomes and job satisfaction.

Given that burnout is not yet highly prevalent but remains a concern for a significant portion of faculty, proactive intervention is necessary to prevent the escalation of symptoms. Targeted actions should be taken by institutions, such as mentorship programs and peer support networks to help faculty deal with problems and keep their self-efficacy high; redistributing workloads and providing help with time management to avoid too much administrative and teaching work; structured well-being programs that encourage work-life balance, mental health support, and resilience training; and improving the school climate so that collaboration, recognition, and professional growth opportunities are valued.

Future research should examine the underlying causes of burnout among faculty members, including workplace policies, student engagement challenges, and administrative expectations. Longitudinal studies could also help find out if long-term institutional interventions effectively reduce teacher burnout and improve their long-term effectiveness.

CONCLUSIONS AND SUGGESTIONS

This study examined the relationship between teacher efficacy and various factors, including length of service, educational attainment, research engagement, extension involvement, perceived school culture, and teacher burnout. The findings provide important insights into how institutional and individual factors shape faculty confidence in their teaching abilities.

The results showed an insignificant correlation between teacher efficacy and length of service, indicating that experience alone does not necessarily enhance or diminish a teacher’s confidence. Instead, institutional culture, administrative support, and professional development opportunities appear to play a more substantial role in shaping teacher efficacy. This underscores the need for continuous training and mentoring programs to support faculty at all career stages. In the same way, the study found a small, positive, but not statistically significant link between teacher efficacy and educational

attainment. This suggests that teachers may feel more confident if they get more education. This highlights the importance of providing faculty with opportunities for professional development, graduate studies, and research engagement to enhance their pedagogical skills and instructional effectiveness.

The analysis also revealed a negligible correlation between teacher efficacy and research engagement, suggesting that faculty confidence in teaching does not necessarily depend on their scholarly output. This may reflect institutional structures that prioritize instructional responsibilities over research. Creating a stronger link between research and teaching through institutional incentives, mentorship, and changes to workloads might help incorporate research into teaching. Additionally, the study found a small, positive yet statistically insignificant relationship between teacher efficacy and extension involvement, suggesting that community engagement may slightly enhance teacher confidence. However, low levels of active extension participation among faculty indicate the need for institutional policies that recognize and incentivize extension work. Providing structured opportunities for faculty to engage in community service could further reinforce their confidence and impact.

A strong, moderately positive link was found between teacher efficacy and perceived school culture. This shows that a supportive and collaborative work environment is very important for keeping teachers' confidence. The regression analysis also showed that school culture explained 44% of the differences in how effective teachers were. This shows how important strong leadership, positive relationships between teachers, and common institutional goals are for creating a good learning environment. On the other hand, there was a moderately negative correlation between teacher efficacy and teacher burnout. Teachers who were more efficacious were less likely to become burned out. Regression analysis showed that burnout accounted for 18% of the variations in teacher efficacy, suggesting that excessive workload and emotional exhaustion could undermine teaching confidence. Institutional efforts to reduce burnout through workload redistribution, mentorship programs, and well-being initiatives are necessary to maintain high levels of teacher efficacy.

In general, the findings highlight the complexity of teacher efficacy and its interplay with multiple external and internal factors. While institutional policies and support structures play a crucial role in shaping teacher confidence, proactive interventions are needed to sustain and enhance faculty efficacy. Professional development programs should be improved to support ongoing learning and new ways of teaching. Teachers should be encouraged to engage in research by being given incentives and having their workloads changed. Faculty members should be supported in community-based projects by being recognized and getting institutional support for extension work. Strong leadership, teamwork, and faculty recognition should be used to create a positive school culture. To avoid burnout, strategies like redistributing workloads and well-being programs should be put in place.

Future research should explore additional factors influencing teacher efficacy, such as psychological well-being, institutional policies, and faculty autonomy. Longitudinal research could provide deeper insights into how

teacher efficacy evolves over time in response to changes in institutional support and career progression. By addressing these gaps, higher education institutions can develop more targeted interventions to enhance faculty confidence, effectiveness, and overall job satisfaction.

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