



Predicting Teaching Efficacy Among Early Childhood Education Teachers: The Roles of Work Stress, Occupational Well-Being, and Organizational Support

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International Journal of Interdisciplinary Viewpoints, 2, (7), 46-55, 2026

<https://doi.org/10.64612/ijiv.v2i7.194>

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Abstract

This study examined the influence of work stress, occupational well-being, and organizational support on the teaching efficacy of Early Childhood Education teachers in the Diocese of Kabankalan District. Specifically, it described the respondents' demographic profile; determined the levels of work stress, occupational well-being, organizational support, and teaching efficacy; examined differences in these variables according to demographic characteristics; determined the relationships among work stress, occupational well-being, and organizational support; and identified the significant predictors of teaching efficacy. A quantitative descriptive-correlational research design was employed involving 57 Early Childhood Education teachers. Data were gathered using standardized research instruments and analyzed using frequency and percentage distributions, mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis test, Spearman rank-order correlation, and multiple regression analysis. The findings revealed that the respondents experienced a moderate level of work stress, a moderately high level of occupational well-being, a high level of organizational support, and a high level of teaching efficacy. Most demographic characteristics did not produce significant differences across the study variables, except in selected dimensions of work stress, occupational well-being, and organizational support. Enthusiasm demonstrated significant positive relationships with occupational well-being and organizational support, while all dimensions of occupational well-being were significantly associated with organizational support. Multiple regression analysis revealed that occupational well-being was the only significant predictor of teaching efficacy. The study concluded that strengthening teachers' occupational well-being is essential for enhancing teaching efficacy. It is recommended that schools sustain supportive leadership, teacher wellness initiatives, and continuous professional development to promote teachers' well-being and instructional effectiveness.

Keywords

work stress, occupational well-being, organizational support, teaching efficacy, early childhood education

How to Cite

Barrera, R. (2026). Predicting Teaching Efficacy Among Early Childhood Education Teachers: The Roles of Work Stress, Occupational Well-Being, and Organizational Support. *International Journal of Interdisciplinary Viewpoints*, 2(7), 46–55.
<https://doi.org/10.64612/ijiv.v2i7.194>

Received: 2 June 2026

Accepted: 23 July 2026

Published: 30 July 2026

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Peer Review Statement

This article underwent a double-anonymous peer review process in accordance with the editorial policies of the *International Journal of Interdisciplinary Viewpoints*. Both author and reviewers remained anonymous throughout the review process.

Open Access Statement

The *International Journal of Interdisciplinary Viewpoints* is a fully open-access, peer-reviewed journal. All articles are freely available online immediately upon publication without subscription or access fees.

Funding Statement

The author received no financial support for the research, authorship, and/or publication of this article.

Conflict of Interest

The author declared no conflicts of interest.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Author Contributions

The author contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The author approved the final manuscript.

Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Early Childhood Education (ECE) plays a fundamental role in promoting children's cognitive, social, emotional, and physical development, making teachers' professional competence and well-being critical determinants of educational

quality. As the demands placed on teachers continue to increase because of curriculum reforms, administrative responsibilities, technological integration, and diverse learner needs, maintaining high-quality instruction has become increasingly challenging. The Global Education Monitoring Report 2023 emphasized that educational quality depends not only on access to learning resources and technology but also on teachers' capacity to adapt to changing educational environments while receiving adequate institutional support (Antoninis et al., 2023). Within this context, teachers frequently encounter work-related demands that may influence their occupational well-being, organizational experiences, and instructional effectiveness. Although moderate levels of work-related pressure are often considered inherent in the teaching profession, prolonged exposure to occupational demands without adequate support may adversely affect teachers' motivation, professional engagement, and classroom performance. Consequently, understanding the factors that contribute to teachers' well-being and instructional effectiveness has become an important concern in educational research.

Work stress has consistently been recognized as one of the most influential occupational challenges affecting teachers across educational settings. Early childhood educators perform multiple roles that extend beyond classroom instruction, including curriculum planning, learner assessment, classroom management, parent communication, and administrative responsibilities. These professional demands often require sustained emotional regulation and continuous interpersonal interactions, making early childhood teachers particularly susceptible to occupational stress. Cumming (2017) reported that early childhood educators frequently encounter emotional, physical, and organizational demands that influence their professional well-being and long-term commitment to teaching. Similarly, Jeon et al. (2018) identified work stress, emotional exhaustion, and psychological distress as important factors affecting early childhood teachers' professional functioning. During periods of educational disruption, teachers also experienced increased uncertainty and emotional burden associated with rapidly changing instructional environments (Kim & Asbury, 2020). More recent evidence further indicated that stressful working conditions continue to influence teachers' psychological well-being, although positive psychological resources and social support may lessen these adverse effects (Deitcher & Alon, 2025; Gao & Wang, 2025).

Despite the presence of occupational demands, teachers' occupational well-being has emerged as an important protective factor that promotes resilience, work engagement, and instructional effectiveness. Occupational well-being refers to teachers' positive psychological experiences characterized by vigor, dedication, and absorption in their professional responsibilities. Hascher and Waber (2021) synthesized two decades of research and concluded that teacher well-being contributes substantially to motivation, instructional quality, and professional sustainability. Likewise, Demirci-Ünal and Olgan (2026) reported that occupational well-being among early childhood educators is strengthened through supportive organizational environments, positive professional relationships, and opportunities for continuous professional development. Teachers who experience higher levels of occupational well-being are more likely to remain committed to their profession, demonstrate greater resilience in managing occupational challenges, and provide meaningful learning experiences for young children. These findings underscore the importance of fostering teachers' psychological well-being as a foundation for effective educational practice.

Addressing this contextual gap, the present study examined the influence of work stress, occupational well-being, and organizational support on the teaching efficacy of Early Childhood Education teachers in the Diocese of Kabankalan District. Specifically, it determined the respondents' demographic profile; assessed their levels of work stress, occupational well-being, organizational support, and teaching efficacy; examined differences in these variables according to demographic characteristics; determined the relationships among work stress, occupational well-being, and organizational support; and identified the significant predictors of teaching efficacy. The findings of the study are expected to contribute to the growing body of knowledge on teacher well-being and instructional effectiveness while providing evidence that may guide school administrators in developing teacher wellness programs, strengthening organizational support, and designing professional development initiatives that promote teachers' well-being and enhance teaching efficacy in Early Childhood Education.

METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design to examine the predictors of teaching efficacy among Early Childhood Education (ECE) teachers in diocesan schools within the Diocese of Kabankalan District. The design was appropriate because it enabled the systematic collection of numerical data and the examination of relationships among work stress, occupational well-being, organizational support, demographic characteristics, and teaching efficacy. A quantitative approach also facilitated the objective measurement of the variables and the identification of significant associations and predictive relationships through statistical analyses (Creswell & Creswell, 2017). Specifically, the descriptive component was used to determine the respondents' demographic characteristics and the levels of work stress, occupational well-being, organizational support, and teaching efficacy. The correlational component examined the relationships among these variables, while multiple regression analysis determined the extent to which the independent variables significantly predicted teaching efficacy. The selected research design was consistent with the study's objectives and provided an appropriate methodological framework for answering the research questions.

Locale

The study was conducted in diocesan schools within the Diocese of Kabankalan District, Negros Occidental, Philippines. The Diocese supervised several Early Childhood Education institutions located in urban, rural, and coastal communities, providing a diverse educational context for examining teachers' teaching efficacy. These institutions included St. Michael Hinoba-an (Our Lady of Lourdes Kinder School), St. Joseph Learning Center, St. Isidore Borja Kinder School, Nano Nagle Child Care and Learning Center Negros, Inc., Kabankalan Catholic College, Inc., San Lorenzo Ruiz Preschool, Star of the Morning Catholic Kindergarten School, Christ the King Preschool, Immaculate Conception Academy of Tabu, St. Francis Borja Kinder

School, Nuestra Señora de Salvacion Preschool, and Cabarrus Catholic College, Inc. Conducting the study across these institutions provided a comprehensive representation of Early Childhood Education teachers working in faith-based educational settings within the Diocese.

Sampling

The study employed total population (census) sampling. This sampling technique was considered appropriate because the target population consisted of a relatively small and identifiable group of Early Childhood Education teachers within the Diocese of Kabankalan District. Consequently, all qualified teachers who met the inclusion criteria were invited to participate in the study. This approach was considered appropriate because the target population consisted of a relatively small and identifiable group of Early Childhood Education teachers within the Diocese of Kabankalan District. Consequently, all qualified teachers who satisfied the inclusion criteria were invited to participate in the study. Participants were included if they (a) were currently employed as Early Childhood Education teachers in a diocesan school within the Diocese of Kabankalan District, (b) had at least one year of teaching experience in early childhood education, (c) were actively engaged in classroom instruction during the conduct of the study, and (d) voluntarily agreed to participate by providing informed consent. The final sample consisted of fifty-seven (57) Early Childhood Education teachers representing the participating diocesan schools. The use of total population sampling ensured that all eligible respondents were included in the study, thereby minimizing sampling bias and maximizing representation within the target population. Because the population of Early Childhood Education teachers in the participating diocesan schools was relatively small, census sampling was considered more appropriate than probability sampling techniques.

Collection

Data were collected using a structured questionnaire consisting of five sections: (1) demographic profile, (2) work stress, (3) occupational well-being, (4) organizational support, and (5) teaching efficacy. Standardized instruments were adopted to measure each construct. The work stress, occupational well-being, organizational support, and teaching efficacy instruments were adopted from previously validated scales reported in the literature. Minor contextual modifications were made only to improve clarity and suitability for the Early Childhood Education setting while preserving the original constructs and measurement dimensions. Prior to data collection, the questionnaire underwent expert validation to determine the clarity, relevance, and appropriateness of the items for the study context. Recommendations provided by the validators were incorporated before the administration of the instrument. A pilot test was subsequently conducted to evaluate the internal consistency of the instrument. Reliability was assessed using Cronbach's alpha coefficient, and the results demonstrated acceptable reliability for all scales. Following the approval of school administrators, permission to conduct the study was obtained, after which questionnaires were personally distributed to the respondents. Participation was voluntary, and completed questionnaires were retrieved immediately after completion or on the agreed retrieval schedule.

Analysis

Descriptive and inferential statistical techniques were employed to analyze the collected data. Frequency counts and percentages described the respondents' demographic characteristics. Means and standard deviations determined the levels of work stress, occupational well-being, organizational support, and teaching efficacy. The Mann-Whitney U test and the Kruskal-Wallis test determined significant differences in the study variables when respondents were grouped according to their demographic characteristics. Spearman rank-order correlation determined the relationships among work stress, occupational well-being, and organizational support. Multiple linear regression analysis identified the variables that significantly predicted teaching efficacy. Prior to conducting the multiple linear regression analysis, the assumptions underlying regression were examined to ensure the validity of the model. The normality of residuals was assessed through histogram and normal probability plots, while homoscedasticity was examined using scatterplots of standardized residuals against predicted values. Multicollinearity among the predictor variables was evaluated using the Variance Inflation Factor (VIF) and tolerance values. The results indicated that the assumptions of normality, homoscedasticity, independence of errors, and absence of multicollinearity were satisfactorily met. Consequently, the data were considered appropriate for multiple linear regression analysis. All statistical analyses were performed using an appropriate statistical software package, and hypotheses were tested at the 0.05 level of significance.

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Approval to conduct the research was obtained from the appropriate school authorities before data collection. Participation was entirely voluntary, and informed consent was secured from all respondents before questionnaire administration. Participants were informed of the objectives of the study, their right to decline participation or withdraw at any stage without penalty, and the confidential treatment of all information provided. To protect respondents' privacy, no identifying information was included in the research database. All responses were treated confidentially and were used exclusively for academic and research purposes. Data were securely stored and were accessible only to the researcher.

Limitations and Rigor

The findings of the study were limited to Early Childhood Education teachers employed in diocesan schools within the Diocese of Kabankalan District and therefore should be interpreted within this specific educational context. Because the study employed self-report questionnaires, responses may have been influenced by social desirability or individual perceptions. Despite these limitations, methodological rigor was maintained through the use of standardized research instruments, expert validation, pilot testing, appropriate statistical procedures, and consistent data collection protocols. These measures enhanced the credibility, reliability, and overall quality of the study findings.

RESULTS AND DISCUSSION

Table 1 presents the demographic profile of the Early Childhood Education teachers in the Diocese of Kabankalan District in terms of age, sex, highest educational attainment, teaching position, relevant seminars attended, and employment status. The findings revealed that most respondents were between 26 and 30 years of age (57.9%), followed by those aged 22–25 years (29.8%), while only 12.3% were 31 years old and above. This age distribution indicated that the participating teachers were predominantly in the early stages of their professional careers. Early-career teachers often demonstrate high levels of enthusiasm and motivation but may simultaneously encounter challenges associated with adapting to increasing instructional responsibilities and classroom demands. Reviews of early childhood education literature have emphasized that teachers' professional well-being is shaped not only by experience but also by the quality of organizational support, opportunities for professional growth, and workplace conditions (Cumming, 2017; Demirci-Ünal & Olgan, 2026).

The respondents were predominantly female (80.7%), reflecting the traditionally female-dominated composition of the early childhood education workforce. This demographic pattern is consistent with international trends in early childhood education, where teaching young children continues to be largely undertaken by women. Although the profession has historically attracted more female educators, current literature emphasizes that teachers' effectiveness, occupational well-being, and professional engagement are influenced more by organizational resources and supportive working environments than by gender alone (Hascher & Waber, 2021; Zhao & Jeon, 2024). With respect to educational attainment, the majority of the respondents possessed a bachelor's degree (84.2%), while relatively few had pursued graduate education. This finding suggested that although the respondents met the minimum academic qualifications required for teaching, opportunities for advanced professional preparation remained limited. Continuing professional education has been recognized as an important contributor to teachers' instructional competence, occupational well-being, and work engagement because it strengthens professional knowledge, confidence, and instructional decision-making (Lipscomb et al., 2022; Ortan et al., 2021). Regarding teaching position, the respondents were relatively evenly distributed among Kindergarten Teachers (36.8%), Teacher Assistants (35.1%), and Preschool Teachers (28.1%). This balanced distribution suggested that the study captured perspectives from teachers performing different instructional responsibilities within early childhood education settings. Despite differences in specific roles, effective early childhood instruction depends on collaborative professional practice, shared instructional responsibilities, and supportive organizational environments that enable teachers to address the developmental needs of young learners effectively (Fleer, 2015).

The findings further revealed that most respondents (75.4%) had not attended relevant seminars or professional training, while only a small proportion reported participation in one or more professional development activities. This finding highlighted a potential need for expanded professional learning opportunities among Early Childhood Education teachers. Continuous professional development has consistently been identified as a critical mechanism for strengthening teachers' instructional competence, professional confidence, work engagement, and adaptability to changing educational demands (Antoninis et al., 2023; Lipscomb et al., 2022). Finally, most respondents were employed on a regular basis (71.9%), whereas fewer were employed part-time (28.1%). Regular employment may provide greater job security, stability, and access to institutional resources, which can contribute positively to teachers' professional commitment and workplace well-being. Research has consistently shown that supportive organizational conditions, stable employment, and positive workplace climates enhance teachers' occupational well-being, engagement, and long-term commitment to the profession (Benevene et al., 2020; Schaufeli, 2021).

Table 1
Demographic Profile of the Respondents (N = 57)

Characteristic	Category	n	%
Age	22–25 years	17	29.8
	26–30 years	33	57.9
	31 years and above	7	12.3
	Total	57	100.0
Sex	Male	11	19.3
	Female	46	80.7
	Total	57	100.0
Highest Educational Attainment	Bachelor's degree	48	84.2
	Master's degree (units)	7	12.3
	Master's degree	2	3.5
	Total	57	100.0
Teaching Position	Preschool Teacher	16	28.1
	Kindergarten Teacher	21	36.8
	Teacher Assistant	20	35.1
	Total	57	100.0
Relevant Seminars Attended	None	43	75.4
	1–2 seminars	12	21.1
	3–5 seminars	2	3.5
	Total	57	100.0
Employment Status	Part-time	16	28.1

Characteristic	Category	n	%
	Regular	41	71.9
	Total	57	100.0

Note. n = frequency; % = percentage. Values are based on the responses of the 57 Early Childhood Education teachers included in the study.

Table 2 presents the descriptive statistics of the study variables, namely work stress, occupational well-being, organizational support, and teaching efficacy among Early Childhood Education teachers in the Diocese of Kabankalan District. The findings indicated that the respondents experienced a moderate level of work stress ($M = 3.067$, $SD = 0.376$). Among its dimensions, enthusiasm obtained the highest mean ($M = 3.523$), followed by psychological exhaustion ($M = 3.128$), guilt ($M = 2.996$), and indolence ($M = 2.600$). Although enthusiasm received the highest rating, the overall findings suggested that teachers generally managed the demands of their profession while continuing to experience occasional work-related pressures. Early childhood education requires sustained emotional engagement, instructional preparation, and classroom management, all of which contribute to teachers' daily work demands. Previous studies have consistently shown that moderate levels of work stress are common among early childhood educators because of the emotional and instructional demands inherent in their profession (Jeon et al., 2018; Cumming, 2017). Likewise, Collie (2021) emphasized that supportive leadership and workplace buoyancy help teachers manage occupational stress and reduce emotional exhaustion. The respondents also demonstrated a moderately high level of occupational well-being ($M = 4.177$, $SD = 0.733$). Dedication recorded the highest mean ($M = 4.407$), followed by absorption ($M = 4.107$) and vigor ($M = 4.012$). These findings suggested that teachers generally remained committed, energetic, and actively engaged in their professional responsibilities despite experiencing moderate work stress. The predominance of dedication reflected teachers' strong sense of purpose and commitment to supporting young children's learning and development. This finding supports the systematic review of Hascher and Waber (2021), which concluded that teacher well-being is characterized by positive work engagement, professional commitment, and resilience despite workplace challenges. Similarly, Demirci-Ünal and Olgan (2026) reported that occupational well-being among early childhood teachers is strengthened by supportive work environments, positive professional relationships, and opportunities for continuous professional growth. The findings further revealed that the respondents perceived a high level of organizational support ($M = 3.977$, $SD = 0.652$). Both person-job fit ($M = 3.954$) and perceived organizational support ($M = 3.986$) received high ratings, indicating that teachers generally believed their competencies matched the requirements of their teaching responsibilities and that their schools valued their contributions. These findings implied that the participating schools provided a generally supportive organizational environment that promoted teachers' professional functioning. Benevene et al. (2020) emphasized that supportive work environments, positive organizational climates, and effective leadership contribute substantially to teachers' occupational well-being and professional satisfaction. Likewise, Zhao and Jeon (2024) found that positive workplace climates and well-being resources were positively associated with teachers' job satisfaction and overall professional well-being.

Finally, the respondents demonstrated a high extent of teaching efficacy ($M = 4.100$, $SD = 0.318$). Student engagement obtained the highest mean ($M = 4.609$), followed by teacher instructional strategies ($M = 4.228$), while teacher achievement goals ($M = 3.465$) also received a high rating. These findings indicated that the respondents possessed strong confidence in their ability to engage learners, implement effective instructional strategies, and achieve instructional objectives. The particularly high rating for student engagement suggested that teachers were confident in creating meaningful and developmentally appropriate learning experiences for young children. This finding is consistent with Lipscomb et al. (2022), who reported that professional support and teacher self-efficacy significantly enhanced teachers' work engagement and instructional confidence. Similarly, Ortan et al. (2021) found that higher levels of teacher well-being were associated with stronger self-efficacy and greater professional satisfaction. This pattern implied that positive workplace resources and supportive professional environments enabled teachers to sustain their engagement and instructional confidence despite the demands of their profession. Consistent with the Job Demands-Resources framework, work engagement and organizational resources may buffer the effects of occupational demands while promoting teachers' professional well-being and effectiveness (Schaufeli, 2021; Schaack et al., 2020).

Table 2
Descriptive Statistics of the Study Variables (N = 57)

Variable	Dimension	Mean	SD	Interpretation
Work Stress	Enthusiasm	3.523	0.585	High
	Psychological Exhaustion	3.128	0.634	Moderate
	Indolence	2.600	0.623	Moderate
	Guilt	2.996	0.630	Moderate
	Overall	3.067	0.376	Moderate
Occupational Well-Being	Vigor	4.012	0.759	Moderately High
	Dedication	4.407	0.923	Moderately High
	Absorption	4.107	0.741	Moderately High
	Overall	4.177	0.733	Moderately High
Organizational Support	Person-Job Fit	3.954	0.790	High
	Perceived Organizational Support	3.986	0.696	High
	Overall	3.977	0.652	High
Teaching Efficacy	Teacher Achievement Goals	3.465	0.695	High

Variable	Dimension	Mean	SD	Interpretation
	Teacher Instructional Strategies	4.228	0.480	Very High
	Student Engagement	4.609	0.397	Very High
	Overall	4.100	0.318	High

Note. SD = standard deviation.

Table 3 presents the results of the Mann–Whitney U test and Kruskal–Wallis test examining the differences in work stress, occupational well-being, organizational support, and teaching efficacy according to the respondents' demographic characteristics. The findings revealed that most demographic characteristics did not produce statistically significant differences across the study variables. This indicated that the respondents generally experienced comparable levels of work stress, occupational well-being, organizational support, and teaching efficacy regardless of their age, teaching position, participation in seminars, and employment status. These findings suggested that teachers' professional experiences were shaped more by workplace conditions and organizational practices than by personal demographic characteristics. This observation supports the systematic review of Hascher and Waber (2021), which concluded that teacher well-being is primarily influenced by organizational and professional factors rather than demographic variables. Similarly, Benevene et al. (2020) emphasized that supportive work environments and positive organizational climates are stronger determinants of teachers' professional well-being than individual characteristics. Among the dimensions of work stress, significant differences were observed in enthusiasm according to sex ($p = .009$) and employment status ($p = .004$). These findings suggested that male and female teachers, as well as regular and part-time teachers, differed in maintaining enthusiasm toward their professional responsibilities. Differences in employment stability, workload, and role expectations may have contributed to variations in teachers' motivational experiences. Collie (2021) reported that workplace conditions and leadership practices significantly influence teachers' emotional experiences and professional engagement. Likewise, Deitcher and Alon (2025) found that social support and psychological resources helped teachers sustain positive professional functioning despite challenging work conditions. A significant difference was likewise observed in guilt according to highest educational attainment ($p = .028$). This finding suggested that teachers with different educational qualifications experienced varying levels of self-evaluation and professional responsibility. Teachers who pursued graduate education may have developed higher professional expectations, making them more reflective of their instructional performance. Similar findings were reported by Ortan et al. (2021), who found that professional competence and self-efficacy were associated with teachers' psychological well-being and professional attitudes. Furthermore, Demirci-Ünal and Olgan (2026) noted that professional growth and continuing education contribute to teachers' occupational well-being by strengthening their professional identity and instructional confidence. For occupational well-being, vigor ($p = .033$) and dedication ($p = .029$) significantly differed according to highest educational attainment, whereas absorption showed no significant variation. These findings indicated that teachers with higher educational qualifications demonstrated stronger energy, commitment, and enthusiasm toward their profession. Advanced education may enhance teachers' professional competence, confidence, and resilience, thereby promoting higher occupational well-being. This finding is consistent with Lipscomb et al. (2022), who reported that professional support and continuous learning strengthened teachers' work engagement and occupational well-being. Similarly, Hascher and Waber (2021) emphasized that opportunities for professional development contribute substantially to teachers' psychological well-being and sustained work engagement. Regarding organizational support, person–job fit significantly differed according to age ($p = .036$) and highest educational attainment ($p = .002$), while perceived organizational support differed only according to highest educational attainment ($p = .014$). These findings suggested that teachers' perceptions of organizational support varied according to their professional preparation and career stage. Teachers with greater educational preparation may perceive stronger alignment between their competencies and job responsibilities and may better recognize organizational resources available to support their work. Zhang et al. (2023) similarly reported that perceived organizational support strengthens occupational commitment by reinforcing teachers' confidence in their professional roles. Zhao and Jeon (2024) likewise found that supportive workplace climates positively influence teachers' job satisfaction and perceptions of organizational support.

In contrast, teaching efficacy did not significantly differ across any of the demographic characteristics examined. This finding indicated that teachers demonstrated relatively similar levels of confidence in achieving instructional goals, implementing instructional strategies, and engaging learners regardless of their demographic background. The consistency of teaching efficacy suggested that instructional confidence was more strongly associated with teachers' professional experiences and workplace support than with personal characteristics. This finding is consistent with Lipscomb et al. (2022), who found that professional support predicted teachers' work engagement and instructional confidence. Similarly, Ortan et al. (2021) concluded that teacher well-being and self-efficacy were more closely associated with professional experiences than with demographic characteristics. This implied that strengthening professional development opportunities, promoting supportive leadership, and fostering positive organizational environments may be more effective strategies for improving teachers' well-being, organizational support, and instructional effectiveness than interventions based solely on demographic characteristics. These findings reinforce the importance of creating supportive educational environments that promote teachers' professional growth and sustained engagement (Schaufeli, 2021; Zhao & Jeon, 2024).

Table 3
Differences in the Study Variables According to Demographic Characteristics

Variable	Age	Sex	HEA	Teaching Position	Seminars	Employment Status
Work Stress						

Variable	Age	Sex	HEA	Teaching Position	Seminars	Employment Status
Enthusiasm	.127	.009*	.334	.136	.086	.004*
Psychological Exhaustion	.180	.102	.077	.436	.096	.323
Indolence	.130	.713	.202	.832	.055	.342
Guilt	.680	.151	.028*	.756	.960	.447
Occupational Well-Being						
Vigor	.483	.612	.033*	.731	.970	.796
Dedication	.119	.808	.029*	.491	.118	.433
Absorption	.172	.150	.062	.617	.731	.783
Organizational Support						
Person–Job Fit	.036*	.421	.002*	.248	.263	.075
Perceived Organizational Support	.098	.465	.014*	.221	.638	.061
Teaching Efficacy						
Teacher Achievement Goals	.933	.992	.196	.726	.067	.470
Teacher Instructional Strategies	.705	.123	.959	.427	.169	.485
Student Engagement	.221	.701	.457	.724	.847	.743

Note. Values represent p-values obtained from the Mann–Whitney U test and Kruskal–Wallis test. HEA = Highest Educational Attainment. $p < .05$ indicates statistical significance.

Table 4 presents the results of the Spearman rank-order correlation analyses examining the significant relationships among work stress, occupational well-being, and organizational support. The findings revealed that enthusiasm was the only dimension of work stress that demonstrated statistically significant relationships with both occupational well-being and organizational support. Specifically, enthusiasm was significantly associated with vigor, dedication, and absorption, as well as with person–job fit and perceived organizational support. In contrast, psychological exhaustion, indolence, guilt, and the overall level of work stress did not exhibit statistically significant relationships with either occupational well-being or organizational support. These findings suggested that positive work-related experiences, rather than negative manifestations of work stress, were more closely associated with teachers' psychological functioning and perceptions of organizational support. The significant relationships between enthusiasm and the three dimensions of occupational well-being indicated that teachers who maintained greater enthusiasm toward their professional responsibilities also demonstrated higher levels of vigor, dedication, and absorption. This finding suggested that enthusiasm functioned as a positive psychological resource that sustained teachers' motivation, resilience, and professional engagement despite the demands of early childhood education. The finding is consistent with Schaufeli (2021), who emphasized that engaged employees are characterized by high levels of energy, dedication, and absorption resulting from supportive and motivating work environments. Likewise, Hascher and Waber (2021) concluded that teachers' well-being is strengthened by positive professional experiences that promote sustained engagement and resilience.

The absence of statistically significant relationships between psychological exhaustion, indolence, guilt, and occupational well-being suggested that these dimensions of work stress did not substantially influence teachers' positive psychological functioning in the present study. This finding may indicate that although respondents occasionally experienced emotional fatigue, reduced motivation, or feelings of guilt, these experiences were not sufficiently severe to diminish their overall occupational well-being. The relatively favorable levels of organizational support observed among the respondents may have buffered the adverse effects of these stressors. Similar observations were reported by Collie (2021), who found that supportive leadership and workplace buoyancy reduced the negative effects of stress and emotional exhaustion on teachers' professional functioning. Likewise, Deitcher and Alon (2025) reported that psychological capital, self-efficacy, and social support protected teachers' well-being even during highly demanding working conditions.

The findings further revealed that enthusiasm was significantly associated with both person–job fit and perceived organizational support. This suggested that teachers who remained enthusiastic about their profession were more likely to perceive stronger alignment between their competencies and job responsibilities while also believing that their institutions valued and supported their professional contributions. Such positive perceptions may strengthen teachers' commitment to their work and reinforce their confidence in performing instructional responsibilities. Zhang et al. (2023) similarly found that perceived organizational support enhanced teachers' occupational commitment by strengthening their professional confidence and organizational attachment. Likewise, Zhao and Jeon (2024) reported that positive workplace climates and well-being resources significantly improved teachers' job satisfaction and perceptions of organizational support.

Conversely, psychological exhaustion, indolence, guilt, and the overall level of work stress did not demonstrate significant relationships with organizational support. This finding implied that teachers' perceptions of organizational support were influenced less by negative emotional experiences and more by the quality of institutional leadership, workplace relationships, and available professional resources. Benevene et al. (2020) emphasized that supportive organizational environments promote teachers' well-being by fostering positive interpersonal relationships and collaborative work cultures. Similarly, Gao and Wang (2025) found that social support reduced job burnout indirectly by strengthening teachers' psychological resilience and self-efficacy rather than merely decreasing perceived work stress. The findings also demonstrated statistically significant relationships between all dimensions of occupational well-being and both dimensions of organizational support. Teachers who reported greater vigor, dedication, and absorption likewise perceived stronger person–job fit and greater organizational support. This finding highlighted the close association between supportive workplace environments and teachers' psychological well-being. Schools that provide meaningful professional support,

adequate instructional resources, collaborative leadership, and opportunities for professional growth are more likely to cultivate teachers who are energetic, committed, and fully engaged in their work. Similar conclusions were drawn by Benevene et al. (2020), who identified organizational support as a critical contributor to teachers' psychological well-being. Likewise, Demirci-Ünal and Olgan (2026) concluded that supportive organizational environments consistently promote occupational well-being among early childhood educators. These results support the proposition that strengthening supportive leadership, promoting positive workplace relationships, and enhancing teachers' professional engagement may contribute more effectively to improving occupational well-being than interventions focused solely on reducing work-related stress (Schaufeli, 2021; Zhao & Jeon, 2024).

Table 4
Summary of Significant Relationships Among the Study Variables

Predictor	Outcome	Significant Relationships ($p < .05$)
Work Stress	Occupational Well-Being	Enthusiasm-Vigor ($p < .001$); Enthusiasm-Dedication ($p < .001$); Enthusiasm-Absorption ($p = .012$)
Work Stress	Organizational Support	Enthusiasm-Person-Job Fit ($p = .002$); Enthusiasm-Perceived Organizational Support ($p < .001$)
Occupational Well-Being	Organizational Support	Vigor-Person-Job Fit ($p < .001$); Vigor-Perceived Organizational Support ($p < .001$); Dedication-Person-Job Fit ($p < .001$); Dedication-Perceived Organizational Support ($p < .001$); Absorption-Person-Job Fit ($p = .003$); Absorption-Perceived Organizational Support ($p = .006$)

Note. Only significance (p) values were available in the statistical output. Spearman's rho (ρ) coefficients were not reported; therefore, a conventional correlation matrix could not be constructed.

Table 5 presents the results of the multiple regression analysis examining whether demographic characteristics, work stress, occupational well-being, and organizational support significantly predicted teaching efficacy among Early Childhood Education teachers. The findings revealed that occupational well-being was the only variable that significantly predicted teaching efficacy ($p = .039$). In contrast, age, sex, highest educational attainment, teaching position, seminars attended, employment status, work stress, and organizational support did not significantly predict teaching efficacy. These findings indicated that teachers' confidence in performing their instructional responsibilities was influenced primarily by their psychological well-being rather than by their demographic characteristics or workplace conditions alone. The significant predictive effect of occupational well-being suggested that teachers who experienced greater vigor, dedication, and absorption were more likely to demonstrate stronger teaching efficacy. This finding implied that teachers who were psychologically healthy, professionally engaged, and emotionally committed possessed greater confidence in achieving instructional goals, implementing effective teaching strategies, and facilitating meaningful learning experiences. Occupational well-being therefore appeared to function as an important psychological resource that strengthened teachers' instructional competence and professional effectiveness. This finding is consistent with Ortan et al. (2021), who reported that teacher well-being was positively associated with self-efficacy, job satisfaction, and professional performance. Likewise, Lipscomb et al. (2022) found that professional support enhanced teachers' work engagement, which subsequently strengthened their instructional confidence and effectiveness. The finding also supports the proposition that positive psychological functioning contributes more substantially to teaching effectiveness than the absence of occupational stress. Teachers who remained energetic, dedicated, and fully engaged in their work were more likely to demonstrate confidence in managing classrooms, implementing instructional strategies, and responding effectively to children's diverse learning needs. Schaufeli (2021) emphasized that engaged employees consistently exhibit higher levels of motivation, persistence, and performance because supportive work environments foster positive psychological states. Similarly, Hascher and Waber (2021) concluded that teachers' occupational well-being serves as a fundamental contributor to sustained professional effectiveness and resilience.

Conversely, work stress did not significantly predict teaching efficacy despite respondents reporting moderate levels of work stress. This finding suggested that the stress experienced by the respondents was not sufficiently severe to diminish their instructional confidence. It is possible that teachers' positive psychological resources and favorable occupational well-being buffered the potential negative effects of work-related stress. Similar findings were reported by Collie (2021), who demonstrated that supportive leadership and workplace buoyancy reduced the adverse effects of stress and emotional exhaustion on teachers' professional functioning. Likewise, Jeon et al. (2018) reported that although teachers frequently experienced occupational stress, positive psychological functioning and supportive workplace conditions helped maintain professional effectiveness. Organizational support likewise did not significantly predict teaching efficacy after occupational well-being was considered in the regression model. This finding suggested that although teachers generally perceived high levels of organizational support, such support may have contributed to teaching efficacy indirectly through its influence on occupational well-being rather than serving as an independent predictor. Previous studies have similarly reported that organizational support enhances teachers' engagement, job satisfaction, and psychological well-being, which subsequently contribute to improved professional performance. Benevene et al. (2020) emphasized that supportive organizational environments strengthen teachers' psychological functioning, while Zhao and Jeon (2024) found that positive workplace climates improve teachers' well-being resources and professional satisfaction.

The demographic characteristics included in the regression model likewise failed to significantly predict teaching efficacy. This finding indicated that teachers' age, sex, educational attainment, teaching position, seminar participation, and employment status contributed minimally to explaining differences in instructional confidence. Instead, teaching efficacy appeared to depend more on teachers' internal psychological resources than on their demographic backgrounds. This finding supports the review of Demirci-Ünal and Olgan (2026), which concluded that occupational well-being among early

childhood teachers is shaped primarily by workplace experiences, professional engagement, and organizational conditions rather than by demographic characteristics alone. This finding underscored the importance of fostering teachers' psychological well-being, professional engagement, and positive work experiences to strengthen instructional confidence and effectiveness. Consequently, educational institutions should prioritize teacher wellness initiatives, supportive leadership, meaningful professional development, and positive organizational climates that promote teachers' vigor, dedication, and absorption. Such initiatives are likely to strengthen teaching efficacy and contribute to the delivery of high-quality early childhood education (Schaufeli, 2021; Hascher & Waber, 2021; Demirci-Ünal & Olgan, 2026).

Table 5
Regression Analysis Predicting Teaching Efficacy

Predictor	B	β	t	p	Decision
Age	0.075	0.148	0.937	.354	Not Significant
Sex	-0.115	-0.144	-0.758	.452	Not Significant
Highest Educational Attainment	0.066	0.100	0.665	.509	Not Significant
Teaching Position	-0.081	-0.202	-1.139	.261	Not Significant
Seminars Attended	-0.139	-0.230	-1.433	.158	Not Significant
Employment Status	0.022	0.031	0.136	.893	Not Significant
Work Stress	0.016	0.019	0.126	.900	Not Significant
Occupational Well-Being	0.164	0.377	2.129	.039*	Significant
Organizational Support	-0.051	-0.104	-0.560	.572	Not Significant

Note. β = standardized regression coefficient. $p < .05$ indicates statistical significance. Occupational well-being was the only significant predictor of teaching efficacy.

Conclusion and Recommendations

The study concluded that Early Childhood Education teachers in the Diocese of Kabankalan District generally experienced a moderate level of work stress while maintaining moderately high occupational well-being, high organizational support, and high teaching efficacy. Although the respondents encountered occupational demands associated with teaching young children, they remained professionally engaged and demonstrated confidence in performing their instructional responsibilities. Demographic characteristics exerted minimal influence on the study variables, with statistically significant differences observed only in selected dimensions of work stress, occupational well-being, and organizational support. Furthermore, enthusiasm was significantly associated with occupational well-being and organizational support, indicating that positive professional experiences were more strongly related to teachers' psychological functioning than the negative dimensions of work stress. The findings further established that occupational well-being was the only significant predictor of teaching efficacy. This indicated that teachers who demonstrated greater vigor, dedication, and absorption were more likely to exhibit higher levels of instructional confidence and professional effectiveness. In contrast, demographic characteristics, work stress, and organizational support did not directly predict teaching efficacy after controlling for the other variables. These findings underscore the importance of promoting teachers' occupational well-being as a strategic approach to strengthening teaching efficacy and sustaining quality early childhood education. Overall, the study highlights that fostering positive psychological resources and supportive professional environments is essential for enhancing teachers' effectiveness and long-term professional engagement. The findings support the Job Demands-Resources framework by demonstrating that teachers' positive psychological resources contribute more substantially to teaching efficacy than occupational demands alone. This emphasizes the importance of investing in teacher well-being as a strategic mechanism for improving instructional quality.

School administrators should strengthen initiatives that promote teachers' occupational well-being by implementing comprehensive wellness programs, providing accessible mental health and psychosocial support, recognizing teachers' professional contributions, and fostering supportive leadership practices. Opportunities for continuous professional development, mentoring, and graduate education should also be expanded to enhance teachers' professional competence, work engagement, and instructional confidence. Creating collaborative school cultures and ensuring adequate instructional resources may further reinforce teachers' perceptions of organizational support and contribute to sustained teaching effectiveness. Teachers are encouraged to actively participate in professional development activities, engage in reflective teaching practices, and adopt strategies that promote resilience, work-life balance, and continuous professional growth. Future researchers may replicate this study in other educational settings using larger and more diverse samples to improve the generalizability of the findings. They may also examine additional variables, such as leadership style, school climate, psychological capital, resilience, job satisfaction, and organizational culture, or employ longitudinal and mixed-methods designs to provide a more comprehensive understanding of the factors that influence teaching efficacy among Early Childhood Education teachers.

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