



The influence of self-efficacy and job satisfaction on teachers' work engagement: empirical evidence from Junior High Schools in Bandung

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ABSTRACT

This study investigates how self-efficacy and job satisfaction shape work engagement among junior high school teachers in Bandung, Indonesia. A quantitative explanatory design was applied, collecting survey data from 401 teachers selected through stratified random sampling. Self-efficacy, job satisfaction, and engagement were measured with standardized scales and analyzed using Structural Equation Modeling (AMOS 26). Confirmatory factor analysis supported the adequacy of the measurement model, indicating acceptable convergent validity and composite reliability (AVE > 0.50; CR > 0.80). The structural model showed an acceptable fit ($\chi^2/df = 2.14$; CFI = 0.946; TLI = 0.938; RMSEA = 0.052). Hypothesis testing revealed that self-efficacy had a significant positive effect on work engagement ($\beta = 0.41$; $p < 0.001$), while job satisfaction exerted a stronger positive effect ($\beta = 0.48$; $p < 0.001$). Together, both predictors explained 61% of the variance in work engagement ($R^2 = 0.61$). In addition, job satisfaction partially mediated the association between self-efficacy and engagement ($\beta = 0.19$; $p < 0.01$), suggesting that confident teachers are more engaged partly because they feel more satisfied with their jobs. Overall, the findings highlight the value of strengthening personal and organizational resources to foster energetic, dedicated, and resilient teachers in demanding school contexts.



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INTRODUCTION

In the era of globalization and the Fourth Industrial Revolution, education systems are required to adapt rapidly to prepare adaptive, innovative, and competitive human resources amid accelerating technological and social change. Teachers play a strategic role in this transformation because they directly influence learning quality and student outcomes. At the same time, contemporary educational reforms have intensified teachers' work demands through increased administrative responsibilities, digitalization of learning, and continuous curriculum adjustments. These conditions require teachers not only to possess professional competence but also to maintain psychological resilience to remain motivated and effective in their work. Recent research conceptualizes work engagement as a dynamic motivational state shaped by the interaction between personal and organizational resources (Saks, 2019).

One psychological construct that helps explain teachers' ability to function effectively under increasing job demands is work engagement, which refers to a positive, fulfilling work-related state characterized by vigor, dedication, and absorption (Bakker & Albrecht, 2018; Schaufeli et al., 2002). Teachers who experience high levels of work engagement are more likely to display sustained enthusiasm, perseverance, and emotional investment in their professional roles, contributing to higher instructional quality and positive student outcomes (Bakker & Bal, 2010; Klassen et al., 2013). In contrast, insufficient engagement has been linked to elevated stress, declining motivation, and stronger intentions to leave the teaching profession (Hakanen et al., 2006; Skaalvik & Skaalvik, 2017).

Despite its recognized importance, empirical evidence indicates that teacher work engagement remains a concern across educational systems worldwide, particularly in contexts

marked by heavy workloads and limited organizational resources (Bakker & Demerouti, 2017). Within the Indonesian context, recent evidence suggests that many teachers fall within a moderate range of work engagement, indicating that professional commitment alone may not be sufficient to sustain long-term vigor and psychological immersion in teaching tasks (Afifah & Mulyana, 2024). This pattern is consistent with recent international findings showing heterogeneous teacher well-being profiles where engagement can co-occur with exhaustion highlighting that sustained engagement depends on broader personal and organizational resources (Holmström et al., 2023). Moreover, in urban settings such as Bandung, increasing administrative responsibilities, intensified performance expectations, and public accountability pressures may further undermine teachers' capacity to remain fully engaged at work, a pattern consistent with findings from research on urban education environments in developing countries (OECD, 2019).

Among the personal resources associated with work engagement, self-efficacy has received substantial empirical attention, particularly within occupational and educational psychology. Self-efficacy refers to individuals' beliefs in their capability to organize and execute the actions required to manage task demands and achieve desired outcomes (Bandura, 1997). From a social cognitive perspective, self-efficacy shapes how individuals think, feel, and act when facing challenging situations, influencing the level of effort they invest, their persistence in the face of obstacles, and their resilience after setbacks. Empirical evidence indicates that teachers' self-efficacy is closely associated with higher levels of work engagement and job satisfaction across educational contexts (Perera et al., 2018).

In educational settings, teachers with strong self-efficacy tend to demonstrate greater confidence in managing classroom dynamics, engaging students in learning, and adapting instructional strategies to diverse student needs (Tschannen-Moran & Hoy, 2001). High self-efficacy enables teachers to perceive demanding teaching situations as manageable rather than threatening, thereby reducing emotional strain and supporting sustained motivation (Skaalvik & Skaalvik, 2014). As a result, self-efficacious teachers are more likely to remain psychologically invested in their work, even under conditions of high workload and limited resources.

Empirical evidence consistently indicates that teacher self-efficacy is positively associated with job performance, psychological well-being, and motivational outcomes, including work engagement (Hakanen et al., 2006; Klassen & Chiu, 2010). Within the Job Demands–Resources framework, self-efficacy is conceptualized as a crucial personal resource that enhances employees' capacity to mobilize energy, maintain dedication, and become absorbed in their work (Bakker & Demerouti, 2017). Teachers who believe in their instructional competence are more proactive in addressing work challenges, more persistent in goal pursuit, and more willing to invest discretionary effort in teaching activities, all of which contribute to higher levels of work engagement (Xanthopoulou et al., 2007). Taken together, these findings suggest that self-efficacy functions as a central psychological mechanism through which teachers sustain persistence and proactive involvement in their professional roles. From a JD-R perspective, teachers' job satisfaction reflects the balance between job demands and available resources, which in turn influences motivational outcomes such as work engagement (Skaalvik & Skaalvik, 2017).

In addition to personal resources, job satisfaction represents an important organizational factor influencing teachers' engagement. Job satisfaction reflects teachers' overall evaluation of their work experiences, encompassing both intrinsic aspects (e.g., meaningful work and recognition) and extrinsic conditions (e.g., leadership support, workload, and work environment). Prior empirical studies have consistently demonstrated that job

satisfaction is positively associated with work engagement, indicating that teachers who experience greater satisfaction with their job conditions tend to invest more energy, dedication, and psychological involvement in their work (Bakker & Demerouti, 2017; Hakanen et al., 2006). In addition, job satisfaction has been shown to be closely related to self-efficacy, as teachers with stronger beliefs in their instructional capabilities are more likely to appraise their work environment, demands, and outcomes in a positive manner (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2017). These findings suggest that confident teachers not only perform more effectively but also develop more favorable evaluations of their professional roles and working conditions. However, despite growing empirical interest in these constructs, much of the existing literature has focused predominantly on direct relationships between self-efficacy, job satisfaction, and work engagement. As a result, the underlying psychological mechanisms through which self-efficacy contributes to higher levels of work engagement particularly the potential mediating role of job satisfaction remain insufficiently explored. This gap highlights the need for integrative research models that move beyond bivariate associations and examine how personal beliefs translate into sustained engagement through evaluative and motivational processes at work. Personal resources such as self-efficacy contribute to sustained engagement by enabling individuals to proactively manage work demands and optimize job resources (van Wingerden et al., 2017).

From a theoretical perspective, the Job Demands-Resources (JD-R) Model provides a useful framework for understanding work engagement as a motivational outcome that emerges when personal and job-related resources are sufficient to meet work demands. Within this model, self-efficacy can be conceptualized as a personal resource, while job satisfaction reflects a positive evaluative outcome of job resources and supportive work conditions. At the same time, Social Cognitive Theory emphasizes the central role of efficacy beliefs in shaping motivation, persistence, and behavioral investment. Integrating these two perspectives allows for a more comprehensive explanation of how personal capability beliefs interact with job-related evaluations to foster work engagement. Despite extensive international research on self-efficacy, job satisfaction, and work engagement, several gaps remain in the existing literature. Prior studies have primarily confirmed direct associations between self-efficacy and work engagement (Hakanen et al., 2006; Xanthopoulou et al., 2007), as well as between self-efficacy and job satisfaction (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2017). Additionally, job satisfaction has been consistently identified as an important correlate of work engagement in educational contexts (Bakker & Demerouti, 2017).

These studies have largely examined these constructs in isolation, offering limited insight into how self-efficacy is translated into sustained work engagement through underlying psychological mechanisms. In particular, the potential role of job satisfaction as a mediating process linking self-efficacy and work engagement remains insufficiently explored, especially among teachers in non-Western contexts. First, empirical evidence from Indonesia remains limited, particularly at the junior high school level, despite indications that local cultural and institutional characteristics may shape how teachers mobilize personal and organizational resources.

Prior studies indicate that many schools operate in hierarchical (high power-distance) organizational contexts, where decision making is centralized and administrative control can shape teachers' daily work through task allocation, autonomy, and access to support. In line with the integration of Job Demands-Resources (JD-R) and Conservation of Resources (COR) perspectives, such environments can increase demands (e.g., compliance and administrative load) while constraining resources (e.g., autonomy, recognition, developmental opportunities), thereby undermining motivational states that sustain engagement (Demerouti, 2025). Additionally, evidence from cultural-dimensions scholarship highlights that power distance

and collectivism are important contextual lenses in educational settings because they influence leadership expectations, school climate, and how teachers respond to authority and organizational practices (Ouyang et al., 2025). Consistent with this, empirical work in high power-distance school contexts shows that principals' leadership can strongly shape teachers' work-related psychological states, which are closely tied to positive work attitudes and sustained involvement (Bao, 2024). In the Indonesian school context, recent evidence also supports the pathway whereby instructional leadership relates to teachers' job satisfaction, which then contributes to important motivational/attitudinal outcomes (Sucitra et al., 2024).

However, these contextual factors have rarely been examined in relation to self-efficacy, job satisfaction, and work engagement within a single analytical framework. Second, although international research has highlighted the importance of job satisfaction as a psychological mechanism linking personal resources to work engagement, studies that explicitly test job satisfaction as a mediating variable between self-efficacy and work engagement remain scarce in the Indonesian educational context (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2017). Existing local studies have tended to focus on direct relationships, leaving the underlying motivational pathways insufficiently explained. Third, few empirical studies in Indonesia have attempted to integrate the Job Demands–Resources (JD-R) Model and Social Cognitive Theory within a single structural model to explain teacher work engagement. While the JD-R Model emphasizes the role of personal and job resources in sustaining engagement Bakker & Demerouti (2017) and Social Cognitive Theory highlights self-efficacy as a central motivational driver (Bandura, 1997), their combined explanatory potential has not been adequately tested among Indonesian teachers. Studies conducted in Asian educational contexts show that teachers' engagement is strongly influenced by positive work evaluations and perceived organizational support.

Accordingly, the novelty of this study lies in three key aspects. First, it provides empirical evidence on work engagement among junior high school teachers in Bandung, Indonesia, a context that remains underrepresented in the engagement literature. Second, it examines the mediating role of job satisfaction in the relationship between self-efficacy and work engagement, thereby clarifying the psychological pathway through which personal beliefs translate into sustained work engagement. Third, it contributes theoretically by integrating the Job Demands-Resources Model and Social Cognitive Theory into a single empirical framework that explains teacher engagement as a resource-driven motivational process. Based on this framework, the present study aims to analyze the influence of self-efficacy and job satisfaction on work engagement among junior high school teachers in Bandung, Indonesia, and to test the mediating role of job satisfaction in the relationship between self-efficacy and work engagement. Based on the theoretical framework and empirical evidence reviewed, this study proposes a set of hypotheses concerning the relationships among self-efficacy, job satisfaction, and work engagement. First, it is hypothesized that teachers' self-efficacy positively predicts their level of work engagement, such that stronger beliefs in one's professional capabilities are associated with higher vigor, dedication, and absorption at work. Second, job satisfaction is expected to have a positive effect on work engagement, indicating that teachers who evaluate their job conditions more favorably are more likely to invest sustained energy and commitment in their professional roles. Finally, job satisfaction is hypothesized to function as a mediating mechanism in the relationship between self-efficacy and work engagement, whereby teachers with higher self-efficacy are more likely to experience greater job satisfaction, which in turn enhances their work engagement.

RESEARCH METHODS

This study employed a quantitative explanatory design to examine the influence of self-efficacy and job satisfaction on work engagement among junior high school teachers in Bandung, Indonesia. The explanatory approach was selected to test hypothesized relationships derived from Social Cognitive Theory and the Job Demands–Resources (JD-R) Model. The population comprised all public and private junior high school teachers in Bandung (N = 5,860). Using stratified random sampling based on school status, questionnaires were distributed to 420 teachers, and 401 valid responses were retained for analysis, exceeding the minimum sample size required for Structural Equation Modeling (SEM).

Data were collected using a structured questionnaire with a five-point Likert scale. Self-efficacy was measured using an adapted version of the Teacher Self-Efficacy Scale, job satisfaction was assessed using items adapted from the Job Satisfaction Survey, and work engagement was measured using the Utrecht Work Engagement Scale (UWES-9). Prior to the main data collection, a pilot test was conducted to ensure instrument adequacy. The results indicated satisfactory internal consistency, with all Cronbach's alpha values exceeding the recommended threshold of 0.70. Discriminant validity was assessed using the Fornell–Larcker criterion (Fornell & Larcker, 1981), while model fit evaluation followed the recommendations of (Hair et al., 2022).

Data analysis was conducted using Structural Equation Modeling (SEM) with AMOS version 26. The analysis followed a two-step procedure. First, the measurement model was evaluated using Confirmatory Factor Analysis (CFA) to assess construct validity and reliability. Convergent validity was examined through standardized factor loadings and Average Variance Extracted (AVE), while construct reliability was assessed using Composite Reliability (CR). Discriminant validity was evaluated using established criteria. Second, the structural model was tested to examine the hypothesized direct and indirect relationships among variables. Model fit was assessed using multiple goodness-of-fit indices, including χ^2/df , Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA), following recommended cut-off values. Mediation analysis was performed to test the indirect effect of self-efficacy on work engagement through job satisfaction using path analysis. All research procedures complied with ethical standards. Participation was voluntary, informed consent was obtained from all respondents, and data confidentiality was strictly maintained. Ethical approval for the study was granted by the Research Ethics Committee of the Faculty of Psychology, Muhammadiyah University Bandung (Approval No. 011/EP-FPSI/UMB/II/2025).

RESULTS AND DISCUSSION

Data analysis began with testing the measurement model using Confirmatory Factor Analysis (CFA) to ensure that each latent construct was measured validly and reliably by its observed indicators. All items for self-efficacy (SE; 12 items), job satisfaction (JS; 9 items), and work engagement (WE; 9 items) demonstrated standardized factor loadings above 0.60, indicating adequate convergent validity. The Average Variance Extracted (AVE) values for SE, JS, and WE were 0.64, 0.68, and 0.70, respectively, exceeding the recommended minimum of 0.50. Composite Reliability (CR) values ranged from 0.86 to 0.93, indicating excellent internal consistency. Discriminant validity was supported using the Fornell Larcker criterion, where the square root of AVE for each construct exceeded its correlations with other constructs, confirming that the constructs were empirically distinct.

Table 1. CFA Summary: Convergent Validity and Reliability

Construct	Number of items	AVE	CR	Decision
Self-efficacy (SE)	12	0.64	0.86	Valid & reliable
Job satisfaction (JS)	9	0.68	0.89	Valid & reliable
Work engagement (WE)	9	0.70	0.93	Valid & reliable

Note: Table 1 reports the standardized loading range for all items included in CFA (SE = 12 items; JS = 9 items; WE = 9 items). Item-level loadings can be provided as an appendix if required by the journal.

Overall, the CFA results indicate that the measurement model meets established criteria for validity and reliability and is suitable for structural model testing.

The structural model was then evaluated to assess the extent to which the hypothesized relationships among SE, JS, and WE were consistent with the empirical data. The results demonstrated an acceptable model fit. The Chi-square/df value was 2.14, the Comparative Fit Index (CFI) was 0.946, the Tucker–Lewis Index (TLI) was 0.938, the Root Mean Square Error of Approximation (RMSEA) was 0.052, and the Standardized Root Mean Square Residual (SRMR) was 0.041. These values meet common cut-off criteria (CFI and TLI \geq 0.90; RMSEA and SRMR \leq 0.08), indicating that the proposed model fits the data well and is appropriate for hypothesis testing.

Table 2. Structural Model Fit Indices (Goodness-of-Fit)

Fit Index	Result	Recommended threshold	Decision
χ^2/df	2.14	< 3.00	Good
CFI	0.946	\geq 0.90	Good
TLI	0.938	\geq 0.90	Good
RMSEA	0.052	\leq 0.08	Good
SRMR	0.041	\leq 0.08	Good

Path analysis results indicate that self-efficacy positively predicts work engagement ($\beta = 0.41$, $t = 6.27$, $p < 0.001$). This suggests that teachers who believe in their capability to manage instructional demands and challenges are more likely to demonstrate higher vigor, dedication, and absorption at work. In addition, job satisfaction positively predicts work engagement ($\beta = 0.48$, $t = 7.03$, $p < 0.001$). Notably, job satisfaction shows a stronger effect than self-efficacy, implying that teachers' positive evaluations of work conditions and experiences represent a particularly powerful motivational driver of engagement. Furthermore, self-efficacy positively predicts job satisfaction ($\beta = 0.45$, $t = 5.62$, $p < 0.001$), suggesting that confident teachers are more likely to evaluate their work experiences positively.

The explanatory power of the model is substantial, with $R^2 = 0.61$, indicating that self-efficacy and job satisfaction jointly explain 61% of the variance in work engagement. Mediation testing revealed that job satisfaction partially mediates the relationship between self-efficacy and work engagement (indirect effect $\beta = 0.19$, $t = 3.91$, $p < 0.01$). This indicates that self-efficacy enhances engagement both directly and indirectly through greater job satisfaction.

Table 3. Hypothesis Testing and Mediation Results

Relationship	Path coefficient (β)	t-value	p-value	Conclusion
SE \rightarrow WE	0.41	6.27	< 0.001	Supported
JS \rightarrow WE	0.48	7.03	< 0.001	Supported
SE \rightarrow JS	0.45	5.62	< 0.001	Supported
SE \rightarrow WE (via JS)	0.19	3.91	< 0.01	Partial mediation

Table 4. Summary of Key Results

Aspect	Key results
Validity & reliability	All constructs valid & reliable (loadings > 0.60; AVE > 0.50; CR > 0.80)
Model fit	Good fit ($\chi^2/df = 2.14$; CFI = 0.946; TLI = 0.938; RMSEA = 0.052; SRMR = 0.041)
Direct effects	SE \rightarrow WE ($\beta = 0.41$, $p < 0.001$); JS \rightarrow WE ($\beta = 0.48$, $p < 0.001$)
Mediation	JS partially mediates SE \rightarrow WE (indirect $\beta = 0.19$, $p < 0.01$)

Aspect	Key results
Explained variance	R^2 (WE) = 0.61

The present study provides strong empirical support for the combined roles of self-efficacy and job satisfaction in explaining work engagement among junior high school teachers in Bandung, Indonesia. Overall, the findings are theoretically consistent with both the Job Demands–Resources (JD-R) model and Social Cognitive Theory, while also extending prior research that has predominantly examined personal resources or organizational resources in isolation. Previous studies grounded in the JD-R framework have demonstrated that personal resources such as self-efficacy are positively associated with work engagement (Hakanen et al., 2006; Xanthopoulou et al., 2007), whereas other studies have emphasized the role of job satisfaction as a key organizational predictor of engagement among teachers (Klassen & Chiu, 2010; Park & Kim, 2014). However, these studies generally did not integrate personal capability beliefs and organizational evaluations within a single explanatory model. By simultaneously examining self-efficacy and job satisfaction, the present study extends prior research by demonstrating how personal and organizational resources jointly operate to foster work engagement within a specific educational and cultural context, namely junior high schools in Indonesia. By explaining a substantial proportion of variance in work engagement ($R^2 = 0.61$), the proposed model highlights the central importance of resource-based motivational processes for sustaining teachers' energy, dedication, and absorption in demanding school environments.

The positive effect of self-efficacy on work engagement observed in this study ($\beta = 0.41$) is consistent with a substantial body of prior research demonstrating that teachers who believe in their instructional and classroom management capabilities are more likely to exhibit higher levels of motivation and active involvement in their work. Empirical studies conducted in diverse cultural and educational contexts have repeatedly shown that teacher self-efficacy is positively associated with core dimensions of work engagement, including vigor, dedication, persistence, and proactive work behavior (Hakanen et al., 2006; Xanthopoulou et al., 2007; Zee & Koomen, 2016). These studies suggest that efficacy beliefs function as a motivational resource that enhances teachers' willingness to invest sustained energy and effort in demanding work situations. The present findings extend this line of research by confirming that the positive association between self-efficacy and work engagement also holds in the context of Indonesian junior high schools. This result supports the core proposition of Social Cognitive Theory that efficacy beliefs operate as a universal motivational mechanism influencing persistence and behavioral investment across different educational systems and cultural settings (Bandura, 1997). By demonstrating the robustness of this relationship in a non-Western context, the study strengthens the cross-cultural applicability of self-efficacy theory in explaining teacher motivation and engagement. The relatively strong effect of self-efficacy on work engagement observed in this study ($\beta = 0.41$) aligns with, yet also extends, previous empirical findings on teacher motivation. Earlier studies conducted in different educational and cultural contexts have consistently demonstrated that teachers' beliefs in their instructional and classroom management capabilities are positively associated with engagement-related outcomes, including vigor, dedication, persistence, and proactive work behavior (Hakanen et al., 2006; Xanthopoulou et al., 2007; Zee & Koomen, 2016). However, several of these studies reported moderate effect sizes, particularly in contexts where organizational support and job-related resources were relatively strong. In contrast, the magnitude of the relationship identified in the present study suggests that self-efficacy may become especially salient in environments characterized by increasing instructional complexity and administrative demands, such as Indonesian junior high schools.

This finding is consistent with the core assumption of Bandura's Social Cognitive Theory, which posits that efficacy beliefs play a central role in regulating effort, persistence, and emotional reactions under challenging conditions. Teachers with strong self-efficacy are more likely to interpret demanding classroom situations as manageable, maintain confidence when facing curricular changes, and recover more quickly from setbacks (Zee & Koomen, 2016). These psychological processes enable teachers to remain cognitively focused and emotionally invested in their work, even when external demands intensify. Thus, beyond its role as a direct predictor, self-efficacy functions as a psychological buffer that supports sustained engagement in challenging work environments.

A particularly important and theoretically meaningful finding of this study is that job satisfaction demonstrates a stronger effect on work engagement than self-efficacy ($\beta = 0.48$ versus $\beta = 0.41$). Although prior research has consistently identified job satisfaction as a significant predictor of work engagement, the relative strength of its influence has varied across studies and contexts. Some studies conducted in Western educational settings have reported comparable or even stronger effects of personal resources such as self-efficacy (Xanthopoulou et al., 2007), whereas other studies have highlighted the dominant role of job satisfaction and related organizational evaluations in sustaining engagement over time (Hakanen et al., 2006; Park & Kim, 2014). The stronger role of job satisfaction observed in this study indicates that, in the Indonesian junior high school context, teachers' evaluations of their work environment may be especially decisive in shaping long-term engagement.

Job satisfaction reflects teachers' holistic appraisal of their daily work experiences, encompassing perceptions of workload fairness, administrative burden, leadership support, recognition, collegial relationships, and opportunities for professional growth. Previous studies grounded in the Job Demands–Resources framework have shown that engagement requires prolonged investment of physical, cognitive, and emotional energy, which is difficult to sustain when job conditions are perceived as overly bureaucratic, unsupportive, or inequitable (Bakker & Demerouti, 2017). Even teachers with high self-efficacy may experience motivational depletion if their work environment consistently undermines their sense of fairness and appreciation. Conversely, when teachers feel satisfied with their job conditions, they are more likely to perceive their efforts as meaningful and worthwhile, thereby reinforcing dedication and persistence (Hakanen et al., 2006). These findings support the interpretation of job satisfaction as a proximal motivational driver that sustains engagement over time.

The predominance of job satisfaction in predicting work engagement may also be understood in light of broader cultural and institutional characteristics of Indonesian schools. Indonesia is often described as having a collectivist cultural orientation, in which interpersonal harmony, social belonging, and recognition from significant others play a central role in shaping work motivation (Hofstede, 2001). In such contexts, relational experiences such as supportive leadership, respectful treatment, and positive collegial interactions become particularly salient sources of motivation. In addition, many Indonesian schools operate within relatively hierarchical organizational structures, where principals and senior administrators exert substantial influence over teachers' daily work experiences. Under such conditions, teachers' satisfaction with leadership fairness and transparency becomes a critical determinant of motivation. Supportive and equitable leadership can foster psychological safety and positive job evaluations, thereby sustaining engagement, whereas excessive administrative demands or perceived unfairness may undermine engagement even among teachers who are confident in their abilities.

The finding that job satisfaction partially mediates the relationship between self-efficacy and work engagement (indirect $\beta = 0.19$) provides important insight into the

psychological mechanism underlying teacher engagement. This result is consistent with previous studies suggesting that efficacy beliefs influence engagement both directly and indirectly through positive work-related evaluations (Klassen & Chiu, 2010; Xanthopoulou et al., 2007). Teachers with strong self-efficacy are more likely to experience mastery, control, and successful task completion, which in turn contributes to more favorable evaluations of their job and higher satisfaction. Increased job satisfaction then reinforces engagement by strengthening teachers' willingness to invest sustained energy, dedication, and attention in their work. The partial nature of the mediation indicates that self-efficacy retains a direct motivational role beyond its indirect effect through satisfaction, highlighting the layered interplay between personal and organizational resources.

Finally, the relatively high proportion of variance in work engagement explained by the proposed model ($R^2 = 0.61$) exceeds that reported in many previous studies on teacher engagement, which have often accounted for more modest levels of explained variance (Hakanen et al., 2006; Park & Kim, 2014). This strong explanatory power may be attributed to the simultaneous inclusion of a key personal resource (self-efficacy) and a salient organizational evaluative resource (job satisfaction), as emphasized in the JD-R model (Bakker & Albrecht, 2018), as well as to the integration of Social Cognitive Theory and the JD-R framework within a single structural model. By capturing both the initiation and maintenance of motivation, the present study offers a more comprehensive explanation of how teacher engagement is sustained in a specific institutional and cultural context.

CONCLUSION

This study shows that teachers' work engagement in junior high schools in Bandung is shaped by the combined influence of personal confidence and favorable evaluations of the work environment. Teachers tend to sustain higher levels of energy, dedication, and absorption in their work when strong beliefs in their own capabilities are supported by work conditions that are perceived as fair, supportive, and meaningful. In this sense, work engagement can be understood as a motivational outcome that emerges from the interaction between individual psychological resources and contextual factors, rather than as a purely personal attribute.

A key insight from the findings is that job satisfaction plays a more prominent role than self-efficacy in maintaining teachers' engagement over time. While confidence in one's professional abilities is important, it appears insufficient to sustain long-term engagement when organizational conditions fail to support teachers' daily efforts. Teachers' overall appraisal of their work environment functions as a crucial mechanism through which personal capability beliefs are translated into sustained motivational investment. The partial mediating role of job satisfaction further indicates that engagement is fostered through both direct motivational processes and indirect pathways rooted in positive work experiences. Taken together, these findings underscore the importance of adopting a balanced approach to enhancing teacher engagement. Efforts to strengthen teachers' self-efficacy through professional development and capacity-building initiatives should be complemented by organizational improvements, including supportive leadership practices, fair workload distribution, and meaningful recognition. By highlighting the joint contribution of individual and contextual resources, this study offers a more comprehensive understanding of how teacher engagement can be sustained in demanding educational settings.

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