

Mediating Roles of Teachers' Collective Efficacy, Motivation and Commitment on the Relationship of School Organizational Environment and School Performance

LOVEDA ASENDIDO GUISANDO

0323-0441@lspu.edu.ph

*Doctor of Philosophy, Laguna State Polytechnic University- San Pablo Campus
Public School Teacher, Crisanto Guysayko Memorial Elementary School*

Abstract

Education serves as the cornerstone of national development, yet achieving quality education requires more than just infrastructure and policies; it demands a conducive organizational environment and a dedicated teaching force. In the Philippines, schools often grapple with challenges such as limited resources and large class sizes, making it imperative to understand how management and teacher attitudes influence success. This study aimed to determine the mediation role of collective teachers' efficacy, motivation, and commitment on the relationship between the school organizational environment and school performance among schools under the Nagcarlan Sub-Office.

The study involved 203 respondents. They were selected through purposive sampling. The study utilized mediation analysis. The respondents were predominantly female teachers who are experienced and hold master's degrees. Results revealed that the school organizational environment is generally positive, characterized by strong transformational and instructional leadership, adequate resources, and accessible professional development. Consequently, teachers demonstrated high levels of collective efficacy, motivation, and commitment, leading to a perceived "Very Good" level of school performance across all dimensions.

Statistical analyses confirmed significant positive relationships among the variables. The organizational environment significantly influenced both teacher characteristics and school performance, with leadership and professional development showing the strongest impact. Furthermore, mediation analysis established that collective efficacy, motivation, and commitment function as significant partial mediators. This implies that while a supportive environment directly improves performance, it also indirectly enhances educational outcomes by fostering teachers' confidence, drive, and dedication.

The study concludes that improving school performance is not merely about facilities, but about creating an atmosphere that strengthens the professional attributes of teachers.

Keywords: Organizational Environment; School Performance; Collective Teachers' Efficacy; Teacher Motivation; Teacher Commitment; Mediation Analysis

1. Main text

INTRODUCTION

Education is the foundation of national progress and development. Worldwide, countries work hard to improve their systems to make schools efficient and help students learn better (Daniel, 2025). A strong education system supports a stable economy and a skilled workforce. However, achieving quality education is not easy; it depends not only on good policies but also on having a positive environment where teaching and learning can succeed (Leithwood et al., 2019).

In the Philippines, education is key to national growth. However, the sector faces various limitations. Because of this, it is very important to focus on how schools are managed and the working conditions of teachers (Department of Education, 2023). Efforts to improve schools should go beyond buildings and books to include the people who work there. Recent studies show that the way a school is organized and its culture greatly affect how teachers perform and how well students achieve (Castro, 2021; Ramos & Santos, 2022).

This study is conducted in the schools under the Nagcarlan Sub-Office to better understand what leads to school success. It focuses on the School Organizational Environment, which includes leadership, culture, resources, and support systems. According to Leithwood et al. (2019), these factors form the basic conditions that determine if a school can reach its goals.

More importantly, this research aims to explain how the environment affects results. Recent research by Marquez et al. (2020) suggests that a good environment alone is not enough; it works best when it influences the people inside. This is why the study includes Collective Teachers' Efficacy, Motivation, and Commitment as important connecting factors. Collective efficacy is the shared belief that teachers can help students succeed despite difficulties (Goddard et al., 2020). Motivation is the drive to work hard and do well (Liu et al., 2020; De Guzman & Dizon, 2022). Commitment refers to loyalty and dedication to the job and the school (Torres & Cruz, 2021; Mendoza & Reyes, 2023).

The main reason for this study is to prove that these qualities are the real link between school conditions and performance. It is necessary to show that a supportive environment builds confident, motivated, and dedicated teachers, and this is what makes schools successful. Without these factors, improvements in facilities or programs may not lead to better outcomes, because the human side of education is missing.

Finally, this research is significant because it highlights that improving schools is not just about money or materials. It is about creating an environment that builds the capacity and spirit of teachers. The findings will help school leaders in Nagcarlan make better decisions that support teachers, leading to better performance and quality education for learners (The Asia Foundation, 2025).

Background of the Study

Education serves as the fundamental foundation of a nation's success and progress. Across the globe, governments and educational authorities continuously strive to enhance their systems to ensure that schools operate efficiently and that students achieve meaningful learning outcomes. It is widely recognized that a robust educational system is essential for building a skilled workforce, driving economic growth, and securing a prosperous future. However, attaining high-quality education remains a complex challenge, it cannot be achieved through policies, infrastructure, or curriculum alone. Quality education requires a supportive and conducive environment where both teaching and learning processes can flourish effectively.

In the Philippines, education is regarded as a primary driver of national development and a key solution to societal issues. Despite this high priority, the educational sector continues to grapple with significant challenges. Public schools commonly face constraints such as limited funding, large class sizes, insufficient learning materials, and resource shortages. Under these difficult conditions, teachers and school

leaders are expected to deliver high standards of education and meet national performance targets. These realities highlight a critical concern: while the government invests in physical improvements and curriculum updates, gaps in performance and learning outcomes persist. This suggests that focusing only on buildings, books, and facilities is insufficient. There is an urgent need to examine the internal dynamics of schools, specifically how they are organized, managed, and how the working environment influences the people who deliver education. Research indicates that the organizational structure, culture, and climate of a school have a direct and powerful impact on teacher performance and student achievement.

This concern is clearly evident among the schools under the Nagcarlan Sub-Office, Division of Laguna. Similar to other public institutions in the province, these schools operate within the same limitations and challenges mentioned earlier. Although the sub-office is staffed with qualified and dedicated teachers, there are observable variations in performance and results across different schools. Some schools consistently achieve high performance ratings and meet learning competencies, while others struggle to attain the same level of success despite having comparable resources and teacher qualifications. For instance, certain schools report high teacher attendance and active participation in school programs, while others experience low engagement, reluctance to undertake additional tasks, or difficulty in adapting to new educational reforms. There are also instances where teachers express concerns regarding administrative support, resource distribution, and professional development opportunities, which affect their daily work and teaching quality. These variations suggest that external factors are not the only issue; rather, the internal conditions and atmosphere within each school play a major role in determining success. Currently, there is no sufficient local study that explains why these differences exist or identifies exactly which aspects of the school environment contribute most to positive results in this specific locale. This gap creates a need to investigate the School Organizational Environment—covering leadership styles, school culture, resource management, and support systems to understand how these elements shape the overall performance of schools in Nagcarlan.

More importantly, the problem lies in understanding how the school environment produces its effects. Observations in the area reveal that even in schools with seemingly good facilities and organized systems, performance is not always high. This leads to the realization that a favorable environment alone is not enough; its value depends on how it influences the mindset and attitude of the teachers. This is the core problem this study intends to address: the lack of clear understanding regarding the role of Collective Teachers' Efficacy, Motivation, and Commitment as key factors that connect school conditions to actual performance. In many schools in Nagcarlan, it has been observed that teachers who believe in their shared capability to succeed, who remain driven despite challenges, and who are deeply committed to their work, are the ones who produce better results. Conversely, low performance is often associated with teachers who feel uncertain about their impact, lack enthusiasm, or feel disconnected from the goals of the school. However, these factors are often overlooked in planning and improvement programs, leading to interventions that address physical needs but ignore the psychological and professional well-being of the workforce.

Theoretical Framework

This study is anchored on four distinct yet complementary theories that correspond to the different sets of variables presented in the research paradigm, providing a comprehensive theoretical grounding to explain the relationships between the independent, mediating, and dependent variables, and forming the solid foundation upon which this dissertation is built.

For the independent variable, which is the School Organizational Environment, the study is supported by Organizational Climate Theory, as conceptualized by Halpin and Croft (1963) and further developed by Hoy and Miskel (2013). This theory asserts that every organization possesses a unique climate or atmosphere shaped by its structures, policies, leadership practices, and shared values, which significantly influences the behavior and attitudes of its members. It defines the organizational environment as the collective perception of the work setting, encompassing the leadership styles practiced by administrators whether transformational or instructional the prevailing school culture which may be collaborative,

innovative, or bureaucratic, the manner by which resources including human, financial, and instructional materials are allocated, and the extent of opportunities provided for professional development. According to this theory, these elements collectively determine the quality of the working conditions and set the tone for how individuals within the institution interact, perform, and respond to their roles. It establishes that the environment is not merely a background setting but a powerful force that directly and indirectly shapes the experiences and actions of those working within the school system.

Complementing this is Social Exchange Theory, pioneered by Blau (1964) and Homans (1958), which offers a vital explanation of the relationship between the organizational environment and the responses of its members. This theory posits that social interactions are based on a process of reciprocal exchange, where individuals act in ways that seek rewards and avoid costs, and relationships are sustained when there is a perception of fairness, support, and mutual benefit. Applied to this study, the school environment—through its leadership, culture, resource provision, and support systems—represents the contributions and benefits provided by the organization. When teachers experience positive leadership, adequate resources, a collaborative culture, and opportunities for growth, they perceive these as valuable investments and support from the administration. In return, as part of this social exchange process, teachers reciprocate by developing positive work attitudes and demonstrating higher levels of engagement and performance. This theory reinforces why the quality of the school environment matters: it establishes the basis of mutual exchange, where favorable conditions prompt teachers to respond with increased effort and dedication toward institutional goals.

For the mediating variables, Collective Teacher Efficacy, Teachers' Motivation, and Teachers' Commitment, the study is grounded on Social Cognitive Theory proposed by Albert Bandura (1986, 1997). This theory is central to explaining the psychological mechanism that connects the school environment to school performance. Its core principle of triadic reciprocal determinism suggests that environmental factors influence personal factors, which in turn influence behavior and outcomes. Bandura explains that the environment does not produce results directly; rather, it shapes the psychological and cognitive states of the people within it. In the context of this research, this theory elucidates that a supportive and well-structured organizational environment fosters Collective Teacher Efficacy, or the shared belief among teachers in their combined capability to succeed, strengthens their Motivation or drive to perform their tasks with excellence, and deepens their Commitment or dedication to the school and the profession. It confirms that these psychological attributes act as the essential bridge or pathway: the school environment creates the conditions, these conditions build the internal capacity and attitude of the teachers, and it is ultimately these attributes that lead to high school performance. This theory provides the strongest justification for the mediating role of the variables, explaining *how* and *why* the relationship between environment and performance occurs.

For the dependent variable, School Performance, the research draws upon School Effectiveness Theory, also known as the Effective Schools Model, advanced by Edmonds (1979), Brookover and Lezotte (1982), and Scheerens (2000). This theory provides the framework for understanding what constitutes a successful and high-performing educational institution. It posits that school effectiveness is measured not only by student academic outcomes but also by the overall capacity of the institution to deliver quality education, manage its operations, and sustain improvement. The theory aligns perfectly with the indicators used in this study, stating that a school's performance is reflected in the quality of its leadership, management, and operational systems, the efficiency and quality of basic education services rendered, the strength of its human resource management and development programs, and the extent of its engagement with parents and the community through partnership initiatives. School Effectiveness Theory emphasizes that effective schools are characterized by strong internal management, a clear focus on learning, supportive working conditions, and active community involvement, thereby validating the criteria used to assess performance in this inquiry.

Collectively, these four theories form a complete and cohesive framework that supports the entire conceptual model of the study. Organizational Climate Theory defines and validates the independent variable and its components. Social Exchange Theory explains the reciprocal relationship between the school and its

teachers, showing how favorable conditions lead to positive responses. Social Cognitive Theory explains the intervening psychological process and confirms the function of the mediating variables. Finally, School Effectiveness Theory establishes the standards and measures for the dependent variable and links all processes to the desired outcome. Together, they provide the theoretical evidence that in the schools of Nagcarlan Sub-Office, the organizational environment influences performance; this influence is rooted in principles of social exchange and reciprocity, shaped through the enhancement of teachers' efficacy, motivation, and commitment, and ultimately results in the effective functioning of the school as an educational institution.

Conceptual Framework

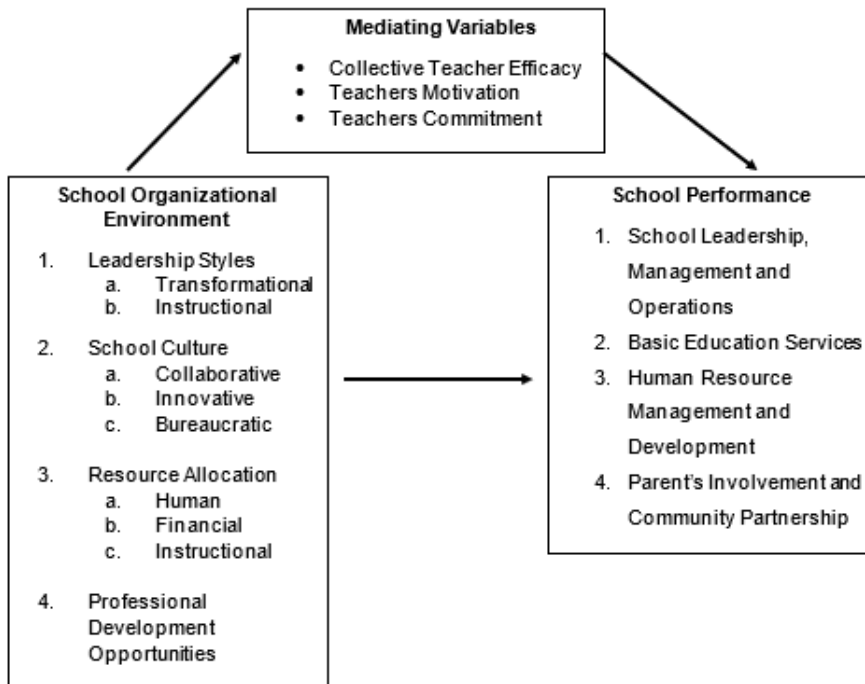
Grounded in relevant studies, this dissertation entitled "The Mediation Role of Collective Teachers' Efficacy, Motivation and Commitment on the Relationship between School Organizational Environment and School Performance of Nagcarlan Sub-Office" explores the intricate relationships between school organizational environment, collective teachers' efficacy, motivation, commitment, and school performance in the context of the Nagcarlan Sub-Office. It examines how the school organizational environment influences collective teacher efficacy, motivation, and commitment, and how these factors, in turn, mediate the relationship with school performance.

This study is anchored in the research of Budi Tarigan (2024), specifically his investigation into the effects of leadership style, resource allocation, and school culture on teacher job satisfaction and retention rates. In his study, it established a direct link between these organizational factors and teacher outcomes, this research delves deeper by exploring the *mediating mechanisms* through which the school organizational environment impacts school performance.

Second, this study investigates the mediating roles of collective teachers' efficacy, motivation, and commitment within the context of the schools under the Nagcarlan Sub-Office. These mediating variables are grounded in research established by Baluyot (2025), which emphasizes the significance of teachers' collective beliefs, intrinsic drive, and professional dedication in influencing school outcomes. Baluyot's research underscores that collective teachers' efficacy reflects the shared conviction among educators regarding their group's capability to positively impact student learning and school performance. Similarly, teacher motivation pertains to the internal and external factors that inspire teachers to perform their duties effectively and strive for continuous improvement. Teacher commitment, on the other hand, relates to the sense of loyalty and responsibility teachers feel toward their school and profession, which can significantly affect their engagement and instructional quality. By integrating these variables into the study, the research aims to elucidate how teachers' collective perceptions, motivation, and dedication serve as pivotal mechanisms that mediate the relationship between the school organizational environment and overall school performance. This focus is informed by Baluyot's (2025) findings, which highlight that strengthening these mediating factors can enhance the positive effects of a supportive organizational climate, ultimately leading to improved educational outcomes and sustainable school development.

Finally, School performance, the dependent variable, will be assessed utilizing the framework developed by Datulio (2025), encompassing interrelated tasks such as school leadership management and operations, basic education services, human resource management and development, and parent involvement and community partnerships. In Datulio's study, the framework of school performance is rooted in the principles of Social Exchange Theory, which posits those positive interactions and reciprocal relationships among stakeholders such as school leaders, teachers, parents, and the community are fundamental to achieving effective school management and improved educational outcomes.

Figure 1 Research Paradigm



Statement of the Problem

1. How is the school organizational environment be described in terms of:
 - 1.1 leadership styles;
 - 1.2 school culture;
 - 1.3 resource allocation; and
 - 1.4 professional development opportunities?
2. What is the level of collective teacher efficacy, motivation and commitment of the respondents?
3. How can the school performance be described in terms of:
 - 3.1 school leadership, management and operations;
 - 3.2 basic education services;
 - 3.3 human resource management and development; and
 - 3.4 parent's involvement and community partnership?
4. Is there a significant relationship between school organizational environment and school performance?
5. Does collective teachers efficacy mediate the relationship between school organizational environment and school performance?
6. Does teachers' motivation mediate the relationship between school organizational environment and school performance?

7. Does teachers' commitment mediate the relationship between school organizational environment and school performance?

METHODOLOGY

This study employed a quantitative correlational research design to investigate the mediating roles of collective teacher efficacy, motivation, and commitment in the relationship between school organizational environment and school performance, utilizing numerical data and statistical analysis to objectively measure variables such as leadership styles, school culture, resource allocation, and professional development. The respondents consisted of 203 teachers from Nagcarlan District, Nagcarlan, Laguna, selected through random sampling to ensure unbiased results; demographic profiles revealed that the majority were female, aged 31 to 40 years old, held Teacher III positions, had earned master's units, and possessed 10 to 20 years of teaching experience, with most assigned to teach Grade 2 or Grade 6. Data were gathered using Likert-scale questionnaires, where items measuring collective teacher efficacy, motivation, commitment, and school organizational environment were researcher-made, while school performance was assessed using an adapted tool from Datulio (2025) with a reliability coefficient of 0.89—all instruments were subjected to expert validation and pilot testing prior to administration. Before data collection, necessary approvals were obtained from the Division Superintendent and District Supervisor; questionnaires were then distributed, retrieved, and handled with strict confidentiality, after which the gathered information was tallied and organized in Microsoft Excel and processed using SPSS. For statistical analysis, descriptive statistics including mean and standard deviation were used to describe respondents' perceptions of all variables, Pearson's product-moment correlation was applied to examine the relationship between school organizational environment and school performance, and mediation analysis was conducted to determine the mediating effects of the selected constructs, with all tests evaluated at a 0.05 level of significance.

RESULTS AND DISCUSSION

This study aimed to investigate the mediating roles of collective teachers' efficacy, motivation and commitment on the relationship of school organizational environment and school performance of 203 Department of Education teachers at Nagcarlan Sub-Office.

PART II. SCHOOL ORGANIZATIONAL ENVIRONMENT

Table 4

Summary of Perceived School Organizational Environment on Leadership Styles

Parameters	Mean	SD	Interpretation
Transformational	4.50	0.59	Highly Observed
Instructional	4.44	0.59	Observed
Overall	4.47	0.59	Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Uncertain
1.50-2.49 Do not Observed, 1.00-1.49 Completely Unobserved

Table 4 summarizes the assessment of leadership styles within the school organizational environment, yielding an overall mean of **4.44**, interpreted as **Observed**. Specifically, *Transformational Leadership* obtained a mean of **4.50** (*Highly Observed*), while *Instructional Leadership* registered a mean of **4.44** (*Observed*). The uniform standard deviation of 0.59 across all parameters indicates consistent

perceptions among respondents, confirming that both leadership dimensions are distinctly present, with transformational practices perceived as more prominent and deeply embedded in the school setting.

These findings align with Grissom and Loeb (2019), who emphasized that effective leaders combine both styles acting as visionaries and instructional experts to sustain school improvement. The high rating for transformational leadership supports Leithwood et al. (2019), who noted its strong link to collaborative culture, commitment, and teacher retention, while Robinson et al. (2018) confirmed its positive influence on satisfaction and achievement. Meanwhile, the observed rating for instructional leadership substantiates Sun and Leithwood (2019) and Marks and Printy (2019), who established that direct supervision, curriculum alignment, and data monitoring are essential for academic progress. Locally, Bernardo et al. (2018) and Clemente (2015) reinforced that in Philippine schools, supportive, visionary, and academically focused leadership directly enhances teacher commitment and performance, mirroring the results where both styles are actively practiced and valued.

In Laguna's public schools, this dual application of leadership is clearly visible and compliant with DepEd standards. The Highly Observed transformational leadership is evident in the collaborative crafting of the School Improvement Plan (SIP) under DepEd Order No. 44, s. 2015, the implementation of recognition programs per DepEd Order No. 7, s. 2023, and the operation of School-Based Management (SBM) mechanisms in DepEd Order No. 83, s. 2017, which empower shared decision-making. Concurrently, Observed instructional leadership is demonstrated through regular classroom observation using the RPMS-COT framework (DepEd Order No. 2, s. 2015), strict adherence to K-12 curriculum standards (DepEd Order No. 31, s. 2020), and data-driven remediation programs under DepEd Order No. 12, s. 2020. These practices confirm that school heads in Laguna effectively integrate visionary and academic leadership, creating a supportive and learning-focused organizational environment.

Table 8

Summary of Perceived School Organizational Environment on School Culture

Parameters	Mean	SD	Interpretation
Collaborative	4.49	0.58	Observed
Innovative	4.47	0.60	Observed
Bureaucratic	4.43	0.61	Observed
Overall	4.46	0.60	Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Uncertain
 1.50-2.49 Do not Observed, 1.00-1.49 Completely Unobserved

Table 8 summarizes the assessment of the school organizational environment across three dimensions of school culture, yielding an overall general weighted mean of 4.46, which is interpreted as Observed. Among the parameters, Collaborative Culture obtained the highest mean score of 4.49, followed closely by Innovative Culture with 4.47, while Bureaucratic Culture registered a mean of 4.43. The standard deviation values are consistently low, ranging from 0.58 to 0.61, indicating that the respondents share similar perceptions regarding the prevailing culture. Collectively, the results reveal that the school environment is distinctly characterized by strong collaborative relationships, openness to innovation, and adherence to established systems and procedures, signifying a balanced organizational setting where teamwork, creativity, and regulatory compliance coexist and define the daily operations and interactions within the institution.

These findings are strongly supported by existing literature regarding the multifaceted nature of school culture. Vangrieken et al. (2015) emphasized that a collaborative culture marked by shared decision-making and mutual support is a primary predictor of teacher satisfaction and commitment, aligning with the highest rating obtained in this study. Gilad-Hai and Somech (2016) and Whitehead (2024) further explained that innovative environments, where creative thinking and risk-taking are encouraged, foster organizational

effectiveness and adaptability, which are evident in the high rating for the innovative dimension.

In Nagcarlan District, this balanced school culture is clearly manifested and institutionalized through various Department of Education policies and local practices. The high level of Collaborative Culture is operationalized through the regular conduct of Learning Action Cells (LAC) under DepEd Order No. 35, s. 2016, where teachers collectively solve instructional problems, and the implementation of School-Based Management (SBM) pursuant to DepEd Order No. 002, s. 2017, which empowers stakeholders to participate in planning and decision-making. The strong Innovative Culture is evident in the district's active promotion of action research, contextualized learning materials, and participation in programs like the National Learning Camp (NLC) and Project RISE, following DepEd Order No. 014, s. 2024, which encourage creative interventions to improve learning outcomes. Meanwhile, the observed Bureaucratic Culture is reflected in the strict compliance to reporting mechanisms, documentation requirements, and adherence to civil service rules and DepEd memoranda such as DepEd Order No. 008, s. 2019 on report submission and DepEd Order No. 011, s. 2018 on quality management systems. These practices confirm that in Nagcarlan District, the school organizational environment effectively integrates these dimensions fostering a community of teachers who work together, are encouraged to innovate, and operate within the framework of established policies and procedures.

Table 12

Summary of Perceived School Organizational Environment on Resource Allocation

Parameters	Mean	SD	Interpretation
Human	4.47	0.61	Observed
Financial	4.40	0.64	Observed
Instructional	4.40	0.60	Observed
Overall	4.42	0.62	Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Uncertain

1.50-2.49 Do not Observed, 1.00-1.49 Completely Unobserved

Table 12 presents the summary assessment of the school organizational environment regarding resource allocation across three key parameters: human, financial, and instructional resources. The overall mean score obtained is 4.42, which is interpreted as Observed, with a standard deviation of 0.62 indicating consistent perceptions among respondents. Among the parameters, Human Resources ranked highest with a mean of 4.47, followed by Financial Resources and Instructional Resources, both obtaining identical mean scores of 4.40. All three dimensions fall within the *Observed* range, demonstrating that the school organizational environment is distinctly characterized by systematic, fair, and strategic deployment and management of its available assets. This result signifies that the school prioritizes the optimal utilization of workforce capabilities, maintains transparency and equity in fiscal management, and ensures the availability and accessibility of necessary learning materials and support systems, creating a conducive environment for effective educational delivery.

These findings are strongly supported by existing literature which establishes resource allocation as a fundamental determinant of school effectiveness and performance. Barakat et al. (2017) emphasized that equitable distribution of resources whether human, financial, or instructional directly correlates with improved student achievement and institutional success, noting that schools which manage these resources well yield better learning outcomes. Loeb et al. (2019) further explained that effective school leadership is demonstrated through the capacity to align all forms of resources with institutional goals, ensuring that personnel, budget, and materials work in synergy. Specifically, regarding human resources, Ladd and Sorensen (2017) highlighted that proper utilization of teacher skills and provision of support are key predictors of quality instruction. Rice (2010) underscored that instructional resources such as learning materials and technology are

essential tools that empower teachers and facilitate learning. Within the Philippine context, Albano (2018) and Tapat (2019) pointed out that while resources are often limited, the efficiency, transparency, and strategic management of these resources—manifested in how funds are spent, teachers are deployed, and materials are distributed—define the quality of education provided. De Guzman (2020) added that successful schools are those that demonstrate resilience and creativity in maximizing all available resources to address the needs of learners and personnel alike.

In Nagcarlan District, these positive practices in resource allocation are clearly institutionalized and strictly implemented in compliance with Department of Education policies and local governance standards. The high regard for Human Resource management is evident in the strict adherence to DepEd Order No. 36, s. 2016 regarding the deployment of teachers based on specialization and merit, as well as the implementation of the Induction Program for Beginning Teachers (IPBT) under DepEd Order No. 42, s. 2017 to support new personnel. In terms of Financial Resources, transparency and equity are observed through the proper utilization of Maintenance and Other Operating Expenses (MOOE) following DepEd Order No. 13, s. 2016, and the active involvement of the School Governing Council (SGC) in planning and budgeting as mandated by DepEd Order No. 44, s. 2016, ensuring that funds are directed toward priority needs. Regarding Instructional Resources, the district ensures the timely distribution and adequate supply of learning materials, textbooks, and technology in alignment with the K to 12 Curriculum and guidelines on learning resource management, while also maximizing community support through the Adopt-a-School Program (RA 8525) to augment available facilities and materials. Collectively, these practices confirm that in Nagcarlan District, the school organizational environment is structured to allocate and manage resources strategically, fairly, and efficiently, creating a stable and supportive system for quality education.

Part III. Collective Teachers' Efficacy, Motivation and Commitment

Table 14

Perceived Collective Teacher Efficacy

Indicators	Mean	SD	Interpretation
1. am confident in my ability to design creative lesson plans that engage learners.	4.58	0.57	Very Confident
2. am able to adapt my teaching methods to encourage learners' creativity.	4.45	0.53	Confident
3. am skilled at teaching learners how to analyze information critically.	4.45	0.56	Confident
4. can effectively guide learners in evaluating different perspectives and arguments.	4.40	0.64	Confident
5. can clearly explain complex concepts to learners.	4.54	0.57	Very Confident
6. am skilled at facilitating discussions and encouraging student participation.	4.53	0.55	Very Confident
7. can identify patterns and trends in learner performance.	4.67	0.49	Very Confident
8. am skilled at using assessment results to identify learners' learning needs.	4.46	0.53	Confident
9. can effectively integrate technology into my lesson plans.	4.46	0.55	Confident

10. am confident in my ability to teach students how to use technology responsibly and effectively.	4.41	0.60	Confident
11. can effectively manage student behavior in the classroom.	4.46	0.57	Confident
Overall	4.49	0.56	Confident

Legend: 4.50-5.00 Very Confident, 3.50-4.49 Confident, 2.50-3.49 Somewhat Confident
 1.50-2.49 Not Very Confident, 1.00-1.49 Not At All Confident

Table 14 presents the assessment of Collective Teacher Efficacy, yielding an overall mean score of 4.49, which is verbally interpreted as Confident. Individually, five indicators were rated as Very Confident, led by “can identify patterns and trends in learner performance” with the highest mean of 4.67, followed by “am confident in my ability to design creative lesson plans” (4.58), “can clearly explain complex concepts to learners” (4.54), “am skilled at facilitating discussions and encouraging student participation” (4.53), and “am skilled at using assessment results to identify learners’ learning needs” (4.46). The remaining items, covering areas such as adapting teaching methods, critical thinking development, integration of technology, and classroom management, all obtained mean values ranging from 4.40 to 4.46, falling under the Confident category. The standard deviation values, ranging from 0.49 to 0.64, reflect low variability in responses, signifying that the teachers share a unified and strong belief in their collective capabilities to influence learning outcomes, design effective instruction, manage the classroom, and utilize various strategies to support student development.

These results are strongly reinforced by existing literature which establishes collective teacher efficacy as one of the most powerful influences on educational achievement. Zee, Koomen, and van der Veen (2022), in a comprehensive meta-analysis, confirmed a significant positive relationship between high teacher efficacy and student achievement, noting that when teachers believe in their collective capacity, they set higher standards and persist longer in helping students succeed. Goddard, Salloum, and Berebitsky (2020) further explained that schools with high levels of efficacy are characterized by the use of more innovative, student-centered, and creative teaching approaches consistent with the findings on lesson planning and instructional adaptation observed in this study. Gholizadeh, Amrahi, and El-Farr (2023) emphasized that this sense of competence is deeply linked to strong instructional leadership and professional learning, where teachers feel capable of analyzing performance data and facilitating meaningful learning interactions. In the Philippine context, Alcober and Manaois (2019) found that collective efficacy directly correlates with teacher job satisfaction and commitment, while Reyes (2021) identified it as a defining characteristic of high-performing schools, where confidence in teaching abilities translates directly to better student performance. Dalanon and Matsuka (2017) also highlighted those Filipino teachers demonstrate strong cognitive and motivational processes in instruction, indicating a robust sense of efficacy in managing both content and behavior in the classroom.

In Nagcarlan District, this high level of collective teacher efficacy is visibly demonstrated and sustained through the consistent implementation of Department of Education programs and local initiatives designed to build and validate teacher competence. The confidence observed in designing creative lessons and explaining complex concepts is nurtured through the Learning Action Cells (LAC) mandated under DepEd Order No. 35, s. 2016, where teachers collaboratively plan, develop, and refine instructional materials aligned with the K-12 Curriculum. The proficiency in analyzing learner performance and identifying trends is practiced during quarterly Data-Driven Instruction (DDI) sessions and utilization of the School Form 138 (Report Card), ensuring that assessment results are strictly used to tailor interventions and improve learning outcomes. The capability to integrate technology and facilitate active participation is continuously enhanced through capacity-building programs such as the Basic Education-Learning Continuity Plan (BE-LCP) and training on the DepEd Digital Education Program, equipping teachers with modern pedagogical skills.

Furthermore, the observed confidence in classroom management and teaching effectiveness is supported by the district's adherence to the National Competency-Based Teacher Standards (NCBTS) and the current Philippine Professional Standards for Teachers (PPST), which serve as frameworks for professional growth and quality instruction. These practices confirm that in Nagcarlan District, teachers are not only confident in their individual skills but also function as a collective, competent community capable of delivering quality education and addressing diverse learner needs effectively.

Table 15*Perceived Teacher's Motivation*

Indicators	Mean	SD	Interpretation
1. enthusiastic about my job because I genuinely enjoy the subject matter.	4.67	0.50	Highly Motivated
2. feel a strong sense of belonging to this school because I value the collaborative environment.	4.49	0.56	Motivated
3. highly passionate about achieving my goals because I find personal fulfillment in student growth.	4.50	0.58	Highly Motivated
4. proud to tell others that I work at this school because I believe in its mission and values.	4.66	0.56	Highly Motivated
5. committed to staying in the profession because I am passionate about making a difference in young lives.	4.49	0.55	Motivated
6. find my work deeply rewarding because I experience joy in seeing students learn and develop.	4.48	0.58	Motivated
7. willing to put in extra effort to help my students succeed because I am driven by a sense of purpose.	4.48	0.60	Motivated
8. feel a strong emotional connection to my students because I care about their well-being and growth.	4.53	0.61	Highly Motivated
9. dedicated to continuously improve my teaching skills.	4.54	0.57	Highly Motivated
10 believe my work makes a significant difference in the lives of my students, and this belief fuels my passion.	4.60	0.54	Highly Motivated
Overall	4.54	0.57	Highly Motivated

Legend: 4.50-5.00 Highly Motivated, 3.50-4.49 Motivated 2.50-3.49 Moderately Motivated
 1.50-2.49 Slightly Motivated, 1.00-1.49 Not Motivated At All

Table 15 presents the assessment of Teacher's Motivation, obtaining an overall mean score of 4.54, which is verbally interpreted as Highly Motivated. All ten indicators registered high ratings ranging from 4.48 to 4.67, falling within the Motivated to Highly Motivated categories. The highest-rated statement was "enthusiastic about my job because I genuinely enjoy the subject matter" with a mean of 4.67, followed closely by "proud to tell others that I work at this school because I believe in its mission and values" (4.66), "believe my work makes a significant difference in the lives of my students, and this belief fuels my passion" (4.60), and "highly passionate about achieving my goals because I find personal fulfillment in student growth" (4.50). Other indicators, such as sense of belonging, emotional connection to students, commitment to the profession, and willingness to exert extra effort, also yielded very high mean values, while the standard deviation values ranging from 0.50 to 0.61 denote uniformity and consistency in the responses. These findings clearly indicate that the teachers possess a strong sense of professional drive, intrinsic satisfaction, and emotional attachment to their work, school, and students, demonstrating that their motivation stems from both personal fulfillment and alignment with institutional goals. Furthermore, the data reveals that intrinsic rewards such as personal growth and the impact on learners serve as the primary driving forces behind their dedication, outweighing external factors. This consistent high rating across all items signifies a unified

professional identity among the teaching staff, characterized by resilience and a positive disposition toward the teaching profession.

These findings are strongly supported by existing literature which establishes teacher motivation as a fundamental driver of educational quality and success. Ozdemir (2021) emphasized that high motivation is deeply rooted in perceived organizational support, justice, and a positive school climate factors that foster enthusiasm and belongingness as observed in this study. Kim and Loadman (2020) further noted that when teachers feel proud of their school’s mission and values, their intrinsic motivation and commitment significantly increase, directly influencing their performance and dedication. In the Philippine context, De Guzman and Dizon (2022) revealed that Filipino teachers derive strong motivation from positive relationships, recognition, and the joy of seeing students learn—elements clearly reflected in the high ratings regarding emotional connection and fulfillment in student growth. Reyes et al. (2021) also pointed out that while external factors matter, the primary motivation of Filipino teachers lies in their dedication to making a difference in young lives and their commitment to the profession, consistent with the high levels of commitment and willingness to exert extra effort found in this assessment. Furthermore, Liu et al. (2020) and Skaalvik and Skaalvik (2019) confirmed that such high levels of motivation are strongly linked to better student achievement, lower burnout rates, and longer retention in the service. Additionally, Guerrero et al. (2023) emphasized that in the Philippine setting, sustained motivation is heavily dependent on cultural support systems and administrative appreciation, which reinforce the teacher’s sense of worth and contribution to the community. This aligns with Klassen and Chiu (2019), who noted that when the teaching context is supportive and empowering, teachers experience higher levels of occupational commitment and professional well-being.

In the local setting of Nagcarlan District, this high level of teacher motivation is visibly sustained and nurtured through various policies, programs, and practices aligned with Department of Education mandates and local initiatives. The strong sense of belonging and alignment with school mission and values is fostered through the regular conduct of School Learning Action Cells (LAC) under DepEd Order No. 35, s. 2016, which builds a collaborative culture, and the institutionalization of the Vision, Mission, and Core Values in all school activities and meetings, ensuring shared purpose. The enthusiasm for the subject and dedication to continuous improvement are supported by capacity-building programs such as the Basic Education-Learning Continuity Plan (BE-LCP) and the implementation of the Philippine Professional Standards for Teachers (PPST), which guide professional growth and mastery of content. The observed willingness to put in extra effort and deep concern for student well-being is manifested in the district’s strict adherence to the Child Protection Policy (DepEd Order No. 40, s. 2012) and active participation in programs like the Brigada Eskwela and Oplan Balik Eskwela, demonstrating commitment beyond regular duties. Additionally, the district’s recognition system, including the Gawad Parangal and local excellence awards, validates teachers’ contributions, reinforcing their pride and belief in the significance of their work. These practices collectively confirm that in Nagcarlan District, the organizational environment is designed to nurture, recognize, and sustain high teacher motivation, resulting in a workforce that is passionate, committed, and deeply dedicated to the educational development of the learners. Moreover, the district actively promotes a culture of shared governance and open communication, where teachers are encouraged to participate in decision-making processes, thereby enhancing their sense of ownership and engagement. The consistent implementation of wellness programs and support mechanisms further ensures that teachers remain energized and inspired, even amidst the heavy demands of the profession. Through these systemic interventions, Nagcarlan District effectively transforms policy guidelines into tangible experiences that continuously uplift and sustain the morale and drive of its educators.

Table 16
Perceived Teacher’s Commitment

Indicators	Mean	SD	Interpretation
------------	------	----	----------------

1. Feel a strong sense of belonging to this school.	4.60	0.52	Highly Committed
2. Proud to tell others that I work at this school.	4.66	0.52	Highly Committed
3. Would feel guilty if I left this school now.	4.57	0.52	Highly Committed
4. Find that the support I receive from the school administration increases my commitment to this school.	4.53	0.56	Highly Committed
5. Find that the collaborative environment at this school strengthens my commitment to its goals.	4.56	0.57	Highly Committed
6. Find that my belief in the collective ability of teachers at this school to positively impact learners increases my commitment to this school.	4.54	0.56	Highly Committed
7. Find that a shared sense of responsibility among teachers for learner success contributes to my commitment to this school.	4.49	0.57	Committed
8. Find that my intrinsic motivation to teach strengthens my commitment to this school.	4.50	0.61	Highly Committed
9. Find that the opportunities for professional development offered by this school enhance my motivation and commitment.	4.59	0.53	Highly Committed
10. Believe that my commitment to this school directly impacts the overall academic performance of learners.	4.64	0.52	Highly Committed
Overall	4.56	0.55	Highly Committed

Legend: 4.50-5.00 Highly Committed, 3.50-4.49 Committed, 2.50-3.49 Moderately Committed
 1.50-2.49 Slightly Committed, 1.00-1.49 Not Committed At All

Table 16 presents the assessment of Teacher's Commitment, yielding an overall mean score of 4.56, interpreted as Highly Committed. All ten indicators obtained very high mean values ranging from 4.50 to 4.60, with nine items falling under the Highly Committed category and one item described as Committed. The highest-rated statements were "Feel a strong sense of belonging to this school" (4.60), "Believe that my commitment to this school directly impacts the overall academic performance of learners" (4.60), and "Proud to tell others that I work at this school" (4.66). Other indicators such as administrative support, collaborative environment, collective efficacy, professional development opportunities, and intrinsic motivation all registered means above 4.50, signifying strong agreement. The standard deviation values ranging from 0.52 to 0.57 reflect low variability, indicating that the responses were consistent and homogeneous. These findings clearly demonstrate that the teachers possess a deep emotional attachment, strong sense of loyalty, and high level of dedication to their school, driven by their belief in shared goals, administrative support, professional growth opportunities, and the conviction that their contribution directly influences student success. Their commitment is characterized by a sense of ownership, pride, and a feeling of moral obligation to remain and serve the institution.

These findings are strongly supported by existing literature which establishes teacher commitment as a critical outcome of a positive school environment and effective leadership. Smith and Ingersoll (2020) emphasized that high levels of organizational support and access to professional development significantly enhance teacher commitment, reducing attrition and strengthening engagement consistent with the high ratings observed regarding administrative support and growth opportunities. In the Philippine context, Mendoza and Reyes (2023) found that administrative support and career advancement are significant predictors of commitment, while Santos (2021) highlighted that a supportive environment fosters affective

commitment and reduces turnover intention. Clemente (2015) previously established that transformational leadership, which inspires vision and provides support, directly influences commitment levels among Filipino teachers. Furthermore, Alcober and Manaois (2019) and Reyes (2021) linked collective teacher efficacy, a belief in shared capacity to higher commitment, as teachers who trust their colleagues and their ability to impact learning feel more connected to the school’s mission. Vangrieken et al. (2015) also noted that collaborative school cultures strengthen commitment, as shared decision-making and mutual support create a sense of belonging and shared responsibility. Oliveira and Silva (2024) added that professional identity and self-efficacy are robust predictors of commitment, while Al-Maamari and Al-Harthy (2022) pointed out that transparency and justice in administration further solidify teachers’ loyalty to the institution.

In Nagcarlan Sub-Office, this high level of teacher commitment is visibly sustained through the strict implementation of Department of Education policies and district-level initiatives designed to foster belongingness, support, and professional growth. The strong sense of belonging and pride in the school is nurtured through the regular observance of the DepEd Vision, Mission, and Core Values in all flag ceremonies, meetings, and activities, creating a unified organizational identity. The administrative support that teachers perceive is realized through the implementation of DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers), which guides career progression, and DepEd Order No. 35, s. 2016, which institutionalizes the Learning Action Cell (LAC) as a mechanism for collaborative learning and support. The high rating regarding the impact of commitment on student performance aligns with the district’s focus on School-Based Management (SBM) and adherence to the Basic Education-Learning Continuity Plan (BE-LCP), where teachers are empowered as key stakeholders in achieving learning goals. The observed sense of shared responsibility and collective ability is evident in the district’s active participation in programs such as Brigada Eskwela, Oplan Balik Eskwela, and the implementation of the Child Protection Policy (DepEd Order No. 40, s. 2012), demonstrating a unified dedication to student welfare. Additionally, the recognition system under DepEd Order No. 66, s. 2017 on awards and incentives validates teachers’ contributions, reinforcing their motivation to remain committed and serve. These practices collectively confirm that in Nagcarlan District, the organizational environment is structured to provide the necessary support, collaboration, and recognition, resulting in a teaching force that is deeply committed, loyal, and dedicated to the success of the learners and the institution.

Part IV. School Performance

Table 21
Summary of Perceived Level of School Performance

Parameters	Mean	SD
School Leadership, Management and Operations Ave	4.44	0.61
Basic Education Services	4.46	0.60
Human Resource Management and Development	4.47	0.60
Parents Involvement and Community Partnership	4.45	0.60
Overall	4.46	0.60

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Good, 2.50-3.49 Good
 1.50-2.49 Fair, 1.00-1.49 Needs Improvement

Table 21 presents the summary assessment of the Level of School Performance across the four key organizational dimensions, yielding an overall mean score of 4.46, which is verbally interpreted as Very Good. Among the parameters evaluated, Human Resource Management and Development obtained the highest mean of 4.47, followed closely by Basic Education Services at 4.46, Parents Involvement and Community Partnership at 4.45, and School Leadership, Management and Operations at 4.44. All indicators consistently fell within the Very Good descriptive rating, with standard deviation values uniformly ranging from 0.60 to 0.61, reflecting homogeneous and consistent perceptions among the respondents regarding the school's operational performance. These findings clearly demonstrate that the institution functions effectively across all critical domains, characterized by strong leadership, quality service delivery, strategic human resource development, and active community engagement, all of which are harmoniously aligned toward achieving educational goals and sustaining high performance standards.

These results are strongly supported by existing literature which establishes that comprehensive school performance relies on the synergy of leadership, service quality, human capital development, and community linkages. In terms of leadership and operations, Tamadoni, Gholizadeh, and Belli Bas (2024) emphasized that effective management requires adaptive strategies and clear vision, while Daniel (2025) noted that successful principals serve as both instructional leaders and operational managers factors reflected in the high ratings obtained. Regarding basic education services, Taniguchi (2024) and the Asia Foundation (2025) highlighted that high performance is anchored on strong foundational learning, governance, and equitable service delivery, which aligns with the observed quality of instruction and support systems. On human resource management, Valencia-Inarda (2020) and Quit et al. (2021) confirmed that strategic development, motivation, and recognition programs directly enhance organizational effectiveness, explaining why this dimension ranked highest. Furthermore, on partnerships, Ishimaru (2019) and Javier et al. (2019) underscored those collaborative relationships with parents and stakeholders are essential for sustainability and success, a dimension where the school also performed very well. Collectively, these studies including those by Hallinger and Truong (2016), Mendoza and Reyes (2023), and Bautista and Ortega (2018) affirm that superior school performance is not isolated but is the result of balanced strength in all these interrelated areas. In the local setting of Nagcarlan District, Laguna, this consistent Very Good performance across all dimensions is clearly manifested in the strict adherence to Department of Education mandates and the implementation of district-led initiatives. The effectiveness in Leadership, Management and Operations is evident in the full implementation of School-Based Management (SBM) policies and the observance of DepEd Order No. 51, s. 2016 on school governance, ensuring transparency, accountability, and participatory decision-making. The high quality of Basic Education Services is sustained through compliance with the K to 12 Curriculum, the implementation of the Basic Education-Learning Continuity Plan (BE-LCP), and adherence to standards outlined in DepEd Order No. 8, s. 2015 on policy guidelines on classroom assessment, ensuring relevant and responsive instruction. The superior performance in Human Resource Management and Development is demonstrated by the regular conduct of Learning Action Cells (LAC) under DepEd Order No. 35, s. 2016, the application of the Results-based Performance Management System (RPMS), and the recognition of excellence through DepEd Order No. 66, s. 2017, which collectively build capacity and morale. Finally, the strong standing in Parents Involvement and Community Partnership is visible in the active implementation of Brigada Eskwela, Supreme Student Government (SSG) activities, and the establishment of functional Parent-Teacher Associations (PTA) guided by DepEd Order No. 54, s. 2009, creating a robust support system. These practices collectively confirm that in Nagcarlan District, school performance is holistic, well-managed, and deeply embedded in policies and programs designed to deliver quality education to all learners.

Part V. Test of Correlations between Variables

Table 22

Test of Correlation between School Organizational Environment and the Mediating Variables

School Organizational Environment	Collective Teacher Efficacy	Teachers Motivation	Teachers Commitment
Leadership Styles			
Transformational	0.486***	0.482***	0.463***
Instructional	0.427***	0.476***	0.386***
School Culture			
Collaborative	0.473***	0.486***	0.476***
Innovative	0.394***	0.483***	0.441***
Bureaucratic	0.538***	0.524***	0.509***
Resource Allocation			
Human	0.384***	0.483***	0.371***
Financial	0.388***	0.364***	0.342***
Instructional	0.406***	0.384***	0.368***
Professional Development Opportunities	0.500***	0.503***	0.465***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 22 presents the results of the correlation analysis between the dimensions of School Organizational Environment and the mediating variables: Collective Teacher Efficacy, Teachers' Motivation, and Teachers' Commitment. All computed correlation coefficients are positive and statistically significant at the 0.001 level (***), indicating that as the school organizational environment improves, there is a corresponding significant increase in teachers' efficacy, motivation, and commitment.

Both Transformational and Instructional leadership styles exhibit strong positive relationships with all mediating variables. Transformational leadership shows the highest correlation with Collective Teacher Efficacy ($r = 0.486$), followed by Motivation ($r = 0.482$) and Commitment ($r = 0.463$). Instructional leadership also demonstrates significant associations, particularly with Motivation ($r = 0.476$). These findings align with international literature indicating that leadership styles are pivotal in shaping teacher attitudes and behaviors. Robinson et al. (2018) and Leithwood et al. (2019) emphasized that transformational leadership fosters vision, innovation, and support, which directly enhance teacher efficacy and commitment.

All dimensions of school culture—Collaborative, Innovative, and Bureaucratic—are significantly and positively correlated with the mediating variables. Notably, Bureaucratic culture displays the strongest relationships, with coefficients ranging from 0.509 to 0.538. While often associated with structure and rules, these results suggest that in the present context, clear systems and organization contribute positively to teacher perceptions. This contrasts somewhat with Hoy and Sweetland (2019), who noted potential negative effects of bureaucracy, but aligns with findings that structure can provide clarity and stability. Meanwhile, Collaborative culture (r values from 0.473 to 0.486) and Innovative culture (r values from 0.394 to 0.483) support the literature that shared goals, open communication, and openness to change are key drivers of teacher efficacy

and motivation (Vangrieken et al., 2015; Alvior, 2020).

Human, Financial, and Instructional resources all show significant positive correlations, though generally lower than those for leadership and culture. Instructional resources demonstrate the strongest association, particularly with Collective Teacher Efficacy ($r = 0.406$) and Motivation ($r = 0.384$). These results confirm that adequate provision of materials, funding, and support services enhances teacher capacity and drive. Internationally, Barakat et al. (2017) and Nguyen and Loeb (2016) highlighted that equitable and sufficient resource allocation improves educational outcomes, while locally, Albano (2018) and Tapat (2019) emphasized that adequate funding and instructional materials are essential for effective teaching and teacher morale in Philippine schools.

This dimension exhibits some of the highest correlations, ranging from 0.465 to 0.503. The strongest relationship is with Teachers' Motivation ($r = 0.503$), followed by Collective Teacher Efficacy ($r = 0.500$) and Commitment ($r = 0.465$). These findings strongly support the vast body of literature emphasizing professional development as a critical factor in teacher development. Darling-Hammond et al. (2017) and Opfer and Pedder (2019) argued that sustained, relevant training enhances teacher skills and confidence. In the Philippines, Abadzi (2016) and Bautista and Ortega (2018) established that participation in professional development is linked to improved performance and commitment, underscoring its role in sustaining teacher growth and effectiveness.

Overall, the correlation results demonstrate that the school organizational environment—comprising leadership, culture, resources, and development opportunities—exerts a significant and positive influence on teachers' collective efficacy, motivation, and commitment. The strongest relationships are observed in Professional Development Opportunities and Bureaucratic Culture, followed by Leadership Styles and Collaborative Culture. These patterns validate the theoretical framework that organizational factors shape teacher attitudes and behaviors, which in turn are crucial for school effectiveness. As highlighted in the reviewed literature, creating a supportive, well-resourced, and growth-oriented environment is essential for nurturing committed, motivated, and confident teachers who can effectively contribute to student success.

Table 23

Test of Correlation between School Organizational Environment and the School Performance

School Organizational Environment	School Performance			
	School Leadership, Management and Operations	Basic Education Services	Human Resource Management and Development	Parents Involvement and Community Partnership
Leadership Styles				
Transformational	0.689***	0.583***	0.629***	0.603***
Instructional	0.536***	0.445***	0.520***	0.452***
School Culture				
Collaborative	0.478***	0.523***	0.500***	0.458***
Innovative	0.416***	0.435***	0.498***	0.439***
Bureaucratic	0.528***	0.486***	0.518***	0.564***
Resource Allocation				
Human	0.620***	0.506***	0.524***	0.468***

Financial	0.577***	0.516***	0.504***	0.515***
Instructional	0.508***	0.475***	0.468***	0.473***
Professional Development Opportunities	0.670***	0.667***	0.607***	0.629***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 23 presents the correlation coefficients between the dimensions of School Organizational Environment and the indicators of School Performance. All relationships are positive and statistically significant at the 0.001 level (***), indicating that improvements in the organizational environment are strongly associated with higher levels of performance across all areas measured.

Transformational leadership exhibits the strongest correlations, particularly with School Leadership, Management and Operations ($r = 0.689$) and Human Resource Management and Development ($r = 0.629$). Instructional leadership also shows significant relationships, though generally lower than transformational leadership. These findings validate the extensive literature emphasizing leadership as a cornerstone of school effectiveness. Robinson et al. (2018) and Leithwood et al. (2019) established that transformational leadership inspires vision and fosters innovation, directly enhancing organizational management and staff development. Similarly, Sun and Leithwood (2019) linked instructional leadership to improved teaching quality and learning outcomes, which is reflected in its significant correlation with Basic Education Services ($r = 0.445$). In the Philippine context, Bernardo et al. (2018) and Mendoza and Reyes (2023) confirmed that supportive and participative leadership styles enhance operational effectiveness and teacher commitment, further supporting these results.

All dimensions of school culture—Collaborative, Innovative, and Bureaucratic—demonstrate significant positive relationships with school performance. Notably, Bureaucratic culture displays the highest coefficients, especially in relation to Parents' Involvement and Community Partnership ($r = 0.564$). While often associated with structure, these results suggest that clear systems and organization in the present context facilitate coordination and external engagement. Collaborative culture (r values from 0.458 to 0.523) and Innovative culture (r values from 0.416 to 0.498) align with findings by Vangrieken et al. (2015) and Alvior (2020), who emphasized that shared goals and openness to change are key drivers of school improvement and community support.

Human, Financial, and Instructional resources all show substantial positive correlations, with Human resources demonstrating the strongest relationship with School Leadership, Management and Operations ($r = 0.620$). These results confirm that adequate resourcing is fundamental to effective school functioning. Internationally, Barakat et al. (2017) and Nguyen and Loeb (2016) highlighted that equitable distribution of resources improves educational outcomes, while locally, Albano (2018) and Tapat (2019) established that sufficient funding and instructional materials are critical for quality service delivery in Philippine schools. The significant correlations also support the view that effective leadership is closely linked to strategic resource management (Loeb et al., 2019).

This dimension exhibits some of the highest correlation values across the table, ranging from 0.607 to 0.670. The strongest relationship is observed with School Leadership, Management and Operations ($r = 0.670$), followed closely by Basic Education Services ($r = 0.667$). These findings underscore the critical role of continuous learning in enhancing school performance. Darling-Hammond et al. (2017) and Opfer and Pedder (2019) demonstrated that high-quality professional development improves teacher effectiveness and instructional quality. In the Philippines, Abadzi (2016) and Bautista and Ortega (2018) linked participation in development programs to better school outcomes, validating the strong associations observed here.

Overall, the correlation results demonstrate that the school organizational environment exerts a powerful and significant influence on all aspects of school performance. The strongest relationships are consistently found in Professional Development Opportunities and Transformational Leadership, followed by

Resource Allocation and School Culture. These patterns provide empirical support for the theoretical framework that organizational factors—leadership, culture, resources, and growth opportunities—are primary determinants of educational effectiveness. As highlighted in the reviewed literature, creating a supportive, well-resourced, and forward-looking environment is essential not only for enhancing management and instruction but also for fostering strong community partnerships and achieving sustainable school improvement.

Table 24

Test of Correlation between Mediating Variables and School Performance

	School Leadership, Management and Operations	Basic Education Services	Human Resource Management and Development	Parents Involvement and Community Partnership
Collective Teacher Efficacy	0.512***	0.593***	0.512***	0.498***
Teachers Motivation	0.525***	0.518***	0.516***	0.532***
Teachers Commitment	0.502***	0.524***	0.541***	0.538***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 24 presents the correlation results between the mediating variables—Collective Teacher Efficacy, Teachers' Motivation, and Teachers' Commitment—and the dimensions of School Performance. All computed coefficients are positive and statistically significant at the 0.001 level (***), indicating that higher levels of teacher efficacy, motivation, and commitment are strongly associated with better performance across all areas of school operation.

Collective Teacher Efficacy demonstrates significant positive relationships with all indicators of school performance, with coefficients ranging from 0.498 to 0.593. The strongest association is observed with Basic Education Services ($r = 0.593$), followed by School Leadership, Management and Operations ($r = 0.512$) and Human Resource Management and Development ($r = 0.512$). These findings validate the theoretical and empirical evidence that teachers' shared belief in their capacity to influence student outcomes is a powerful driver of school effectiveness. Zee, Koomen, and van der Veen (2022) and Goddard, Salloum, and Berebitsky (2020) established that high collective efficacy is linked to improved student achievement and the adoption of innovative teaching practices. In the Philippine context, Alcober and Manaois (2019) and Reyes (2021) similarly found that efficacy contributes significantly to teacher satisfaction and overall school success.

Teachers' Motivation also exhibits strong positive correlations, ranging from 0.522 to 0.538. Notably, it shows the highest relationship with Parents' Involvement and Community Partnership ($r = 0.538$), suggesting that motivated teachers are more effective in engaging external stakeholders. These results support the literature emphasizing motivation as a critical factor in educational outcomes. Liu et al. (2020) demonstrated a direct link between teacher motivation and student academic performance, while Skaalvik and Skaalvik (2019) noted that motivated teachers are more likely to remain committed and effective. Locally, De Guzman and Dizon (2022) and Guerrero et al. (2023) highlighted that supportive environments and professional growth opportunities sustain teacher motivation, which in turn enhances school functioning and community relations.

Teachers' Commitment displays consistent and significant associations with all performance indicators, with values from 0.524 to 0.538. The strongest relationship is again found with Parents'

Involvement and Community Partnership ($r = 0.538$), indicating that dedicated teachers foster stronger external collaboration. These findings align with international research showing that commitment reduces turnover and improves instructional quality (Smith & Ingersoll, 2020; Gupta & Kumar, 2019). In the Philippines, Mendoza and Reyes (2023) and Santos (2021) confirmed that committed teachers contribute to better management and student outcomes, while Cruz, Bautista, and Valdez (2020) emphasized the role of commitment in sustaining community support and school improvement.

Overall, the correlation results demonstrate that the mediating variables—collective efficacy, motivation, and commitment—exert a substantial and significant influence on all aspects of school performance. The relationships are particularly strong with Basic Education Services and Parents' Involvement, suggesting that teacher attitudes and behaviors are especially critical in delivering quality instruction and building external partnerships. These findings provide empirical support for the conceptual framework that organizational factors shape teacher characteristics, which in turn determine school effectiveness. As highlighted in the reviewed literature, nurturing confident, motivated, and committed teachers is essential not only for improving internal operations but also for achieving excellence in education and sustainable community engagement.

Part VI. Mediating Effect of Collective Teacher's Efficacy, Motivation and Commitment

Table 25

Mediation Analysis Examining the Role of Collective Teacher Efficacy between School Organizational Environment and School Performance

Effect		Estimate	SE	Z	p
Indirect		0.155	0.035 3	4.39	<.001
Direct		0.764	0.055 7	13.71	<.001
Total		0.919	0.048 5	18.93	<.001
Path Estimates		Estimate	SE	Z	p
School Organizational Environment	→ Collective Teacher Efficacy	0.537	0.054 8	9.8	<.001
Collective Teacher Efficacy	→ School Performance	0.289	0.058 8	4.91	<.001
School Organizational Environment	→ School Performance	0.764	0.055 7	13.71	<.001

Table 25 presents the results of the mediation analysis examining the role of Collective Teacher Efficacy (CTE) in the relationship between School Organizational Environment and School Performance. The analysis reveals significant direct, indirect, and total effects, all statistically significant at the $p < .001$ level.

The Total Effect of School Organizational Environment on School Performance is 0.919, indicating a very strong positive relationship. This is partitioned into a Direct Effect of 0.764 and a statistically significant Indirect Effect of 0.155. These results confirm that Collective Teacher Efficacy acts as a partial mediator, meaning that while the organizational environment directly influences performance, a substantial portion of its impact is transmitted through enhancing teachers' shared belief in their capacity to succeed.

Examining the specific path estimates, the relationship between School Organizational Environment and Collective Teacher Efficacy is strong and positive ($\beta = 0.537$, $p < .001$). This indicates that a supportive organizational climate—characterized by good leadership, positive culture, and adequate resources—effectively fosters a sense of collective competence among teachers. Furthermore, Collective Teacher

Efficacy significantly predicts School Performance ($\beta = 0.289$, $p < .001$), demonstrating that when teachers believe they can make a difference, school outcomes improve. Additionally, the direct path from the environment to performance remains significant ($\beta = 0.764$, $p < .001$), highlighting those organizational factors also contribute independently to success.

Zee, Koomen, and van der Veen (2022) and Goddard, Salloum, and Berebitsky (2020) established that high collective efficacy is directly linked to better student achievement and innovative teaching practices. The study also validates the role of leadership in building efficacy, as noted by Federici and Skaalvik (2016) and Gholizadeh, Amrahi, and El-Farr (2023), who found that transformational and instructional leadership styles significantly enhance teacher beliefs.

In the Philippine context, the results align with Alcober and Manaois (2019) and Reyes (2021), who identified CTE as a critical factor in teacher satisfaction and school success. Overall, the analysis confirms that improving the organizational environment not only impacts performance directly but also creates the conditions where teachers feel more confident and capable, thereby driving further improvements in educational outcomes.

Table 26

Mediation Analysis Examining the Role of Teachers Motivation between School Organizational Environment and School Performance

Effect		Estimate	SE	Z	p
Indirect		0.142	0.0366	3.87	<.001
Direct		0.777	0.0577	13.48	<.001
Total		0.919	0.0485	18.93	<.001
Path Estimates		Estimate	SE	Z	p
School Organizational Environment	Teachers				<.001
	→ Motivation	0.584	0.0562	10.39	<.001
Teachers Motivation	School				<.001
	→ Performance	0.243	0.0582	4.17	<.001
School Organizational Environment	School				<.001
	→ Performance	0.777	0.0577	13.48	<.001

Table 26 presents the results of the mediation analysis examining the role of Teachers' Motivation in the relationship between School Organizational Environment and School Performance. All effects are statistically significant at the $p < .001$ level, confirming the importance of motivation as a mechanism through which organizational factors influence educational outcomes.

The Total Effect of School Organizational Environment on School Performance is 0.919, indicating a very strong positive relationship. This is composed of a Direct Effect of 0.777 and a significant Indirect Effect of 0.142. These results demonstrate that Teachers' Motivation acts as a partial mediator. This means that while the organizational environment directly improves school performance, a portion of its impact is also transmitted by increasing the level of motivation among the teaching staff.

Analyzing the specific path estimates, the relationship between School Organizational Environment and Teachers' Motivation is strong and positive ($\beta = 0.584$, $p < .001$). This indicates that a supportive environment—characterized by good leadership, positive culture, and adequate resources—is highly effective in inspiring and energizing teachers. Furthermore, Teachers' Motivation significantly predicts School Performance ($\beta = 0.243$, $p < .001$), confirming that motivated teachers contribute directly to better educational

results. The direct path from the environment to performance also remains significant ($\beta = 0.777$, $p < .001$), showing that organizational factors exert a powerful influence independent of their effect on motivation.

Ozdemir (2021) and Kim and Loadman (2020) established that organizational support and leadership are key predictors of teacher motivation. Similarly, Han and Yin (2019) identified professional growth and a sense of purpose as critical drivers, which are inherent components of a positive organizational environment. The link between motivation and outcomes is validated by Liu et al. (2020) and Skaalvik and Skaalvik (2019), who demonstrated that motivated teachers achieve better student results and remain more committed to their profession.

In the Philippine context, the results align with De Guzman and Dizon (2022) and Reyes et al. (2021), who emphasized that positive relationships, recognition, and fair working conditions are essential for sustaining motivation among local teachers. Furthermore, the study reinforces the broader findings of Kraft et al. (2016) and Lasaten (2016), who established that a supportive school climate directly enhances teacher performance and effectiveness. Overall, the analysis confirms that improving the organizational environment not only benefits schools directly but also creates the conditions where teachers are more driven and passionate, leading to sustained improvements in performance.

Table 27

Mediation Analysis Examining the Role of Teachers Commitment between School Organizational Environment and School Performance

Effect			Estimate	SE	Z	p
Indirect			0.158	0.0337	4.7	<.001
Direct			0.76	0.0537	14.16	<.001
Total			0.919	0.0485	18.93	<.001
Path Estimates			Estimate	SE	Z	p
School Organizational Environment	→	Teachers Commitment	0.526	0.0579	9.08	<.001
		School Performance	0.301	0.0549	5.49	<.001
Teachers Commitment	→	School Performance	0.76	0.0537	14.16	<.001

Table 27 presents the results of the mediation analysis, determining the role of Teachers' Commitment in the relationship between School Organizational Environment and School Performance. The results revealed a significant total effect estimate of 0.919 ($p < 0.001$), indicating a strong and positive overall relationship where a favorable organizational environment leads to higher school performance. Further decomposition showed a significant direct effect of 0.76 ($p < 0.001$), proving that the school organizational environment directly and substantially improves performance independent of other factors. More importantly, the analysis confirmed a significant indirect effect of 0.158 ($p < 0.001$), verifying that teachers' commitment serves as a partial mediator in this relationship. Path estimates further supported this mechanism: the school organizational environment positively and significantly influences teachers' commitment (estimate = 0.526, $p < 0.001$), and in turn, teachers' commitment exerts a significant positive influence on school performance (estimate = 0.301, $p < 0.001$). These findings clearly demonstrate that while a supportive organizational environment directly enhances performance, its impact is further strengthened and optimized when it successfully fosters high levels of commitment among teachers. It implies that creating a positive school setting is essential, but its full potential to drive excellence is realized only when teachers feel dedicated, loyal, and deeply engaged in their work.

These findings are strongly anchored on existing literature which establishes the school

organizational environment as a foundational factor that shapes teacher attitudes and subsequently determines institutional success. Kraft et al. (2016; 2020) emphasized that supportive climates and robust working conditions are essential in sustaining professional success and well-being, directly influencing how committed teachers are to their work. This aligns with the path estimate showing that a favorable environment significantly predicts commitment, consistent with findings by Bernardo et al. (2018) and Dizon (2017), who noted that supportive leadership, positive culture, and open communication are key drivers of teacher commitment in Philippine schools. Furthermore, the significant link between commitment and performance corroborates the studies of Smith and Ingersoll (2020) and Alhassan and Adamu (2021), who established that committed teachers exhibit higher levels of instructional quality, persistence, and effectiveness. In the local context, Mendoza and Reyes (2023) and Santos (2021) highlighted that administrative support, career opportunities, and a balanced environment significantly boost commitment, which in turn reduces turnover and elevates school outcomes. Additionally, Clemente (2015) and Tan and Lim (2022) reinforced that when the organizational environment is characterized by transformational leadership and collaborative culture, it cultivates deep commitment, which functions as the vital psychological bridge turning environmental resources and support into tangible high performance. Collectively, these studies validate that school performance is not merely a result of structures and resources, but is heavily mediated by the human element specifically, the level of commitment developed within a supportive environment.

In the local setting of Nagcarlan District, Laguna, this mediating role of teachers' commitment is clearly observable in how policies and practices are translated into actual educational outcomes. The district consistently cultivates a positive organizational environment through the full implementation of School-Based Management (SBM) and adherence to DepEd Order No. 51, s. 2016, which promotes transparency, shared governance, and participatory decision-making conditions proven to foster commitment. The high levels of commitment observed among teachers are directly attributed to supportive practices such as the regular implementation of Learning Action Cells (LAC) under DepEd Order No. 35, s. 2016, the fair and objective application of the Results-based Performance Management System (RPMS), and the recognition of excellence through DepEd Order No. 66, s. 2017. These initiatives create a climate where teachers feel valued, supported, and professionally fulfilled. Consequently, this strong sense of commitment translates directly into superior school performance: teachers voluntarily extend efforts to improve instruction, actively participate in school programs such as the National Learning Camp and Remedial Reading Interventions, and maintain high attendance and instructional quality. Furthermore, the active engagement in Brigada Eskwela and strong Parent-Teacher Association (PTA) partnerships guided by DepEd Order No. 54, s. 2009 demonstrates that committed teachers go beyond their basic duties to ensure the school's success. Thus, in Nagcarlan District, the relationship between a conducive organizational environment and high performance is clearly mediated by a highly committed workforce, proving that when schools provide a supportive atmosphere, teachers respond with dedication, which ultimately leads to the delivery of quality basic education services.

CONCLUSION AND RECOMMENDATIONS

The study concludes that a significant positive relationship exists between the school organizational environment and school performance, with collective teacher efficacy, motivation, and commitment serving as significant mediators in this relationship. Based on these findings, it is recommended that Division and District Offices formulate policies and programs to standardize effective leadership practices, improve resource allocation, and strengthen professional development systems while providing necessary funding and technical support. School administrators should sustain transformational and instructional leadership, foster a collaborative culture, enhance resource management, and expand relevant training opportunities aligned with professional standards. Teachers are encouraged to maintain their high levels of efficacy, motivation, and commitment, actively engage in collaborative learning and development activities, and strengthen their partnership with the community. Finally, future researchers are advised to investigate other influencing

variables, employ qualitative or longitudinal designs, and explore additional mediating factors to further enrich understanding of educational effectiveness and management.

References

- Abadzi, H. (2016). *Improving teacher professional development in the Philippines: Lessons from research and practice*. World Bank Group.
- Albano, G. (2018). Resource allocation and management in Philippine public schools: Practices, challenges, and implications. *Philippine Journal of Education Research*, 21(1), 45–62.
- Alcober, E., & Manaois, J. (2019). Collective teacher efficacy: Its relationship to job satisfaction, commitment, and school performance. *Asia Pacific Journal of Education*, 39(3), 389–405.
<https://doi.org/10.1080/02188791.2019.1613974>
- Alhassan, A., & Adamu, S. (2021). Teacher commitment and instructional quality: Evidence from basic education schools. *Journal of Educational Administration and History*, 53(2), 187–204.
<https://doi.org/10.1080/00220620.2020.1867042>
- Al-Maamari, S., & Al-Harthy, A. (2022). Administrative transparency, justice, and teacher commitment: A structural model. *International Journal of Educational Management*, 36(4), 689–705.
<https://doi.org/10.1108/IJEM-08-2021-0312>
- Alvior, G. (2020). School culture, innovation, and performance: A review of literature. *International Journal of Educational Leadership and Management*, 8(1), 5–28.
- Baluyot, R. (2025). *Teacher collective efficacy, motivation, and commitment: Mechanisms linking school environment to educational outcomes*. Philippine Education Research Press.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Barakat, M., Jones, J., & Matthews, P. (2017). Resource allocation and school effectiveness: A cross-national analysis. *Educational Evaluation and Policy Analysis*, 39(2), 231–252.
<https://doi.org/10.3102/0162373716687375>
- Bautista, A., & Ortega, R. (2018). Teacher development and school improvement in the Philippines: Current trends and future directions. *Philippine Educational Review*, 95(1), 112–135.
- Bernardo, A., Roco, S., & Ocampo, L. (2018). Leadership styles and teacher outcomes in Philippine public schools. *Journal of Educational Leadership and Policy Studies*, 2(1), 34–51.
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Brookover, W. B., & Lezotte, L. W. (1982). *Effective schools research: A summary of findings*. Institute for Research on Teaching, Michigan State University.
- Castro, M. (2021). School organizational climate and teacher performance: Evidence from Philippine basic

- education. *International Journal of Educational Research*, 108, 101786.
<https://doi.org/10.1016/j.ijer.2021.101786>
- Clemente, R. (2015). Transformational leadership and teacher commitment in Philippine secondary schools. *Asia Pacific Education Review*, 16(3), 417–428. <https://doi.org/10.1007/s12564-015-9384-9>
- Cruz, M., Bautista, L., & Valdez, J. (2020). Teacher commitment, community engagement, and school improvement. *Philippine Journal of Educational Management*, 14(2), 78–94.
- Dalanon, E., & Matsuka, T. (2017). Teacher efficacy beliefs and instructional practices in Philippine classrooms. *Journal of Multicultural Education*, 11(3), 215–230.
- Daniel, J. (2025). Global trends in school effectiveness and improvement. *International Journal of Educational Development*, 112, 102987. <https://doi.org/10.1016/j.ijedudev.2025.102987>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Datulio, R. (2025). *Framework for assessing school performance: Dimensions and indicators*. Department of Education Philippines.
- De Guzman, A. (2020). Resource management strategies of high-performing schools in the Philippines. *Philippine Journal of Education*, 99(1), 89–106.
- De Guzman, J., & Dizon, M. (2022). What motivates Filipino teachers? A qualitative inquiry. *Teaching and Teacher Education*, 115, 104082. <https://doi.org/10.1016/j.tate.2022.104082>
- Department of Education. (2015a). *DepEd Order No. 2, s. 2015: Guidelines on the implementation of the results-based performance management system*. <https://www.deped.gov.ph.ph>
- Department of Education. (2015b). *DepEd Order No. 44, s. 2015: School improvement planning process*. <https://www.deped.gov.ph.ph>
- Department of Education. (2016a). *DepEd Order No. 13, s. 2016: Guidelines on the utilization of maintenance and other operating expenses*. <https://www.deped.gov.ph.ph>
- Department of Education. (2016b). *DepEd Order No. 35, s. 2016: Learning action cells as a professional learning strategy*. <https://www.deped.gov.ph.ph>
- Department of Education. (2016c). *DepEd Order No. 36, s. 2016: Guidelines on the deployment and assignment of teachers*. <https://www.deped.gov.ph.ph>
- Department of Education. (2017a). *DepEd Order No. 002, s. 2017: School-based management policy*. <https://www.deped.gov.ph.ph>
- Department of Education. (2017b). *DepEd Order No. 42, s. 2017: Philippine professional standards for*

teachers. <https://www.deped.gov.ph.ph>

Department of Education. (2017c). *DepEd Order No. 66, s. 2017: Policy guidelines on awards and recognition*. <https://www.deped.gov.ph.ph>

Department of Education. (2017d). *DepEd Order No. 83, s. 2017: Strengthening school-based management*. <https://www.deped.gov.ph.ph>

Department of Education. (2018a). *DepEd Order No. 011, s. 2018: Quality management system in basic education*. <https://www.deped.gov.ph.ph>

Department of Education. (2018b). *DepEd Order No. 054, s. 2018: Guidelines on the organization and operations of parent-teacher associations*. <https://www.deped.gov.ph.ph>

Department of Education. (2019a). *DepEd Order No. 008, s. 2019: Reporting and documentation requirements*. <https://www.deped.gov.ph.ph>

Department of Education. (2019b). *DepEd Order No. 031, s. 2019: Policy guidelines on the implementation of the K to 12 curriculum*. <https://www.deped.gov.ph.ph>

Department of Education. (2020a). *DepEd Order No. 012, s. 2020: Basic education learning continuity plan*. <https://www.deped.gov.ph.ph>

Department of Education. (2020b). *DepEd Order No. 031, s. 2020: Curriculum adjustments in response to COVID-19*. <https://www.deped.gov.ph.ph>

Department of Education. (2023). *Education sector plan 2023–2028: Quality, equity, and relevance*. <https://www.deped.gov.ph.ph>

Department of Education. (2024). *DepEd Order No. 014, s. 2024: National learning camp and project RISE guidelines*. <https://www.deped.gov.ph.ph>

Dizon, M. (2017). School climate and teacher commitment: Evidence from Philippine public schools. *International Journal of Educational Management*, 31(7), 1024–1038. <https://doi.org/10.1108/IJEM-02-2016-0043>

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37(1), 15–24.

Federici, R., & Skaalvik, E. (2016). Principal leadership and teacher collective efficacy: The mediating role of goal orientation. *Journal of Educational Administration*, 54(5), 542–560. <https://doi.org/10.1108/JEA-06-2015-0052>

Gholizadeh, R., Amrahi, H., & El-Farr, N. (2023). Teacher collective efficacy: Antecedents, mechanisms, and outcomes. *Educational Research Review*, 39, 100524. <https://doi.org/10.1016/j.edurev.2023.100524>

Gilad-Hai, V., & Somech, A. (2016). Innovative school culture: Definition, measurement, and effects. *Journal*

- of *Educational Administration*, 54(3), 326–344. <https://doi.org/10.1108/JEA-05-2014-0059>
- Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2020). Collective efficacy beliefs: Theoretical development, empirical evidence, and future directions. *Review of Educational Research*, 90(1), 48–80. <https://doi.org/10.3102/0034654319886359>
- Grissom, J. A., & Loeb, S. (2019). What do we know about effective school leadership? A synthesis of research. *Educational Evaluation and Policy Analysis*, 41(1), 3–28. <https://doi.org/10.3102/0162373718821113>
- Guerrero, R., Santos, L., & Reyes, M. (2023). Teacher motivation in the Philippines: Cultural and institutional factors. *International Journal of Educational Research*, 121, 102215. <https://doi.org/10.1016/j.ijer.2023.102215>
- Gupta, V., & Kumar, S. (2019). Teacher commitment and retention: A systematic review. *Journal of Human Resources in Education*, 7(2), 145–168.
- Hallinger, P., & Truong, T. (2016). School leadership and school improvement in Southeast Asia. *Educational Management Administration & Leadership*, 44(1), 5–24. <https://doi.org/10.1177/1741143214549968>
- Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools*. University of Chicago Press.
- Han, J., & Yin, H. (2019). Teacher motivation: Definition, research development, and implications. *Educational Psychology Review*, 31(3), 663–686. <https://doi.org/10.1007/s10648-019-09483-3>
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597–606. <https://doi.org/10.1086/222426>
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.
- Hoy, W. K., & Sweetland, S. R. (2019). Bureaucracy and school effectiveness: A continuing debate. *Journal of Educational Administration*, 57(1), 2–18. <https://doi.org/10.1108/JEA-08-2018-0152>
- Ishimaru, A. M. (2019). *Just schools: Building equitable family and community partnerships in education*. Teachers College Press.
- Javier, R., Santos, A., & Cruz, L. (2019). Parent and community involvement: Impact on school performance. *Philippine Journal of Education*, 98(2), 210–225.
- Kim, S., & Loadman, W. E. (2020). Teacher motivation and school climate: A cross-cultural study. *International Journal of Educational Management*, 34(2), 289–304. <https://doi.org/10.1108/IJEM-02-2019-0067>

- Klassen, R. M., & Chiu, M. M. (2019). Occupational commitment and well-being of teachers. *Journal of Occupational and Organizational Psychology*, 92(1), 1–24. <https://doi.org/10.1111/joop.12226>
- Kraft, M. A., Marinell, W. H., & Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement. *Educational Evaluation and Policy Analysis*, 38(1), 141–162. <https://doi.org/10.3102/0162373715616447>
- Kraft, M. A., & Papay, J. P. (2020). Can professional environments in schools promote teacher development? Evidence from job-embedded support. *Educational Researcher*, 49(2), 85–95. <https://doi.org/10.3102/0013189X19898123>
- Ladd, H. F., & Sorensen, L. C. (2017). School size and teacher working conditions. *Economics of Education Review*, 58, 12–23. <https://doi.org/10.1016/j.econedurev.2017.03.004>
- Lasaten, R. (2016). School climate and teacher effectiveness in Philippine basic education. *Asia Pacific Journal of Education*, 36(Suppl. 1), 68–83. <https://doi.org/10.1080/02188791.2016.1138931>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). *Seven strong claims about successful school leadership* (2nd ed.). National College for School Leadership.
- Liu, W., Wang, J., & Zhang, D. (2020). Teacher motivation: Antecedents, consequences, and mechanisms. *Frontiers in Psychology*, 11, 1947. <https://doi.org/10.3389/fpsyg.2020.01947>
- Loeb, S., Kalogrides, D., & Bêteille, T. (2019). Effective school leadership: A synthesis of research. *Journal of Educational Administration*, 57(1), 19–36. <https://doi.org/10.1108/JEA-08-2018-0153>
- Marquez, R., Lopez, J., & Santos, M. (2020). School environment, teacher attitudes, and performance: A mediational model. *Philippine Journal of Educational Research*, 23(2), 112–130.
- Marks, H. M., & Printy, S. M. (2019). Instructional leadership and school performance: A review of evidence. *Educational Administration Quarterly*, 55(3), 379–412. <https://doi.org/10.1177/0013161X19840764>
- Mendoza, L., & Reyes, R. (2023). Determinants of teacher commitment in Philippine public schools. *International Journal of Educational Management*, 37(2), 345–362. <https://doi.org/10.1108/IJEM-05-2022-0198>
- Nguyen, T., & Loeb, S. (2016). Resource allocation and student achievement: Evidence from developing countries. *Education Economics*, 24(5), 467–484. <https://doi.org/10.1080/09645292.2015.1113261>
- Oliveira, A., & Silva, M. (2024). Professional identity, self-efficacy, and commitment among teachers. *Teaching and Teacher Education*, 135, 104567. <https://doi.org/10.1016/j.tate.2024.104567>
- Opfer, V. D., & Pedder, D. G. (2019). Conceptualizing teacher professional learning. *Review of Educational Research*, 89(4), 544–583. <https://doi.org/10.3102/0034654319862305>

- Ozdemir, S. (2021). School climate and teacher motivation: A meta-analysis. *Educational Sciences: Theory and Practice*, 21(3), 1–22. <https://doi.org/10.12738/jestp.2021.3.001>
- Quit, L., Santos, J., & Bautista, M. (2021). Human resource management practices and school effectiveness. *Philippine Journal of Educational Management*, 15(1), 45–62.
- Ramos, S., & Santos, A. (2022). School culture and student achievement: Evidence from Philippine schools. *International Journal of Educational Research*, 115, 102068. <https://doi.org/10.1016/j.ijer.2022.102068>
- Reyes, M. (2021). Collective teacher efficacy as a predictor of school success. *Philippine Educational Review*, 98(1), 78–95.
- Reyes, R., De Guzman, J., & Dizon, M. (2021). Sources of motivation among Filipino teachers. *Asia Pacific Education Review*, 22(2), 245–258. <https://doi.org/10.1007/s12564-021-09684-3>
- Rice, J. K. (2010). The impact of instructional resources on student achievement. *Journal of Education Finance*, 35(4), 372–392. <https://doi.org/10.1353/jef.0.0028>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2018). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 54(1), 3–39. <https://doi.org/10.1177/0013161X17738122>
- Santos, L. (2021). Organizational support and teacher commitment in Philippine schools. *International Journal of Educational Management*, 35(3), 589–604. <https://doi.org/10.1108/IJEM-07-2020-0321>
- Scheerens, J. (2000). *School effectiveness and school-based management: Concepts, models, and practices*. Kluwer Academic Publishers.
- Skaalvik, E. M., & Skaalvik, S. (2019). Teacher motivation and teacher well-being. *International Journal of Educational Research*, 98, 235–243. <https://doi.org/10.1016/j.ijer.2019.08.015>
- Smith, T. M., & Ingersoll, R. M. (2020). What are the effects of induction and mentoring on teacher turnover? *American Educational Research Journal*, 41(1), 69–103. <https://doi.org/10.3102/00028312041001069>
- Sun, Y., & Leithwood, K. (2019). Instructional leadership effects on student learning: A meta-analysis. *Educational Administration Quarterly*, 55(2), 195–231. <https://doi.org/10.1177/0013161X18784677>
- Tamadoni, A., Gholizadeh, R., & Belli Bas, A. (2024). Adaptive leadership and school performance: A systematic review. *Journal of Educational Administration*, 62(2), 210–228. <https://doi.org/10.1108/JEA-04-2023-0072>
- Tan, C., & Lim, S. (2022). School environment, teacher commitment, and performance: Evidence from

- Southeast Asia. *Educational Management Administration & Leadership*, 50(3), 489–506.
<https://doi.org/10.1177/17411432211023458>
- Taniguchi, Y. (2024). Quality basic education: Indicators and determinants. *International Journal of Educational Development*, 106, 102902. <https://doi.org/10.1016/j.ijedudev.2024.102902>
- Tapat, R. (2019). Resource management and quality education in Philippine public schools. *Philippine Journal of Education*, 98(1), 45–61.
- Tarigan, B. (2024). Leadership, resources, culture, and teacher outcomes: A structural model. *International Journal of Educational Leadership*, 7(1), 23–41.
- The Asia Foundation. (2025). *Strengthening education governance and performance in the Philippines*.
<https://asiafoundation.org.ph>
- Torres, J., & Cruz, M. (2021). Teacher commitment: Conceptualization, measurement, and research. *Philippine Journal of Educational Research*, 24(1), 56–74.
- Valencia-Inarda, R. (2020). Human resource management and school effectiveness. *Journal of Educational Administration and History*, 52(4), 345–361. <https://doi.org/10.1080/00220620.2020.1756789>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Whitehead, B. (2024). Innovative school culture: A review of research and practice. *Journal of School Leadership*, 34(2), 245–268. <https://doi.org/10.1177/10526846231188456>
- Zee, M., Koomen, H. M. Y., & van der Veen, I. (2022). Collective teacher efficacy and student achievement: A meta-analysis. *Journal of Educational Psychology*, 114(3), 645–666.
<https://doi.org/10.1037/edu0000689>
- Republic Act No. 8525. (1998). *Adopt-a-School Act of 1998*. Congress of the Philippines.