

ORGANIZATIONAL CLIMATE AND TEACHERS' COMMITMENT AS CORRELATES OF PUBLIC SCHOOL PERFORMANCE

Yvan Carla S. Malarasta, Michelle B. Sarmiento, EdD^{b*}

^a yvancarla.siguer@deped.gov.ph

^a Teacher I, DepEd White Cliff National High School, San Narciso District I, 4313 Philippines

^b Executive Assistant, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study examines the relationship between organizational climate and teachers' commitment as correlates of public school performance in the District of San Narciso, Quezon. Using a descriptive-correlational research design, data were collected from 101 public school teachers through a questionnaire. The study focuses on four key dimensions of organizational climate: collegial leadership, teacher professionalism, academic press, and institutional vulnerability, and their influence on teacher commitment: affective, continuance, and normative, affecting school performance. The findings showed that a strong organizational climate and collegial leadership were correlated with teacher commitment and school performance. Academic press was positively related to student performance, and institutional vulnerability indicated a school's ability to participate in external pressures. The findings of this study emphasize the importance of establishing a positive organizational climate, enhancing teachers' professionalism, and strengthening leadership behaviors, which contribute to teacher satisfaction, student achievement, and school performance. School administrators should prioritize professional development, leadership practices, and the adaptation of external challenges as more important to improving school performance.

Keywords: Organizational Climate, Teachers' Commitment, School Performance, Student Achievement, Teacher's Satisfaction, Quality Assurance

1. Introduction

The efficacy and performance of schools are greatly impacted by the organizational climate and the dedication of teachers in the dynamic educational environment where instructors are trained to be resilient to adversity (Day & Gu, 2010). Teachers, an institution's most valuable resource, are essential to success. However, the organizational climate—encompassing an institution's attitudes and beliefs—significantly impacts teachers' working conditions. These affect how educators act, think, and act, which affects how committed they are to the organization. The commitment of teachers is essential to attaining and sustaining high school success.

A country's development depends on its educational quality, which is greatly impacted by the efficacy of its schools. Although the Department of Education (DepEd) oversees providing quality basic education, a number of challenges need to be addressed to ensure that schools run as efficiently as possible. The organizational climate directly affects teachers' commitment and efficacy, making it one of the most important factors affecting school performance (Reyes, 2018).

The term 'organizational climate' describes how staff members and teachers collectively see several facets of the workplace, including overall work conditions, support, communication, and leadership (Leithwood et al., 2006). Teachers who work in an environment that is supportive and encouraging feel motivated and committed. In contrast, those who work in an unfavorable environment may experience low morale and disengagement.

Increased willingness to participate in ongoing professional development, fewer resignations, and improved teaching performance were all correlated with high levels of teacher commitment. Teachers who are committed to their work are more likely to go above and beyond their jobs, which improves their performance and effectiveness. Educational leaders who want to develop a committed and productive teaching workforce must thoroughly understand the elements that motivate and maintain teacher commitment (Kunter et al., 2013).

A supportive and positive organizational climate creates committed staff to attain the organization's goals. Highlighting its relationship, it also depicts a community where students and teachers excel and work harmoniously for success (Bryk et al., 2010). Thus, school administrators may be better equipped to assess and improve school performance if they better grasp organizational climate, teachers' commitment, and how these factors relate to school performance.

It, therefore, sought to determine the relationship between these two variables and the extent to which they could predict school performance in the sampled schools. This study acknowledges the importance of improving organizational climate and strengthening teachers' commitment. It studies the relationship between organizational climate and teacher commitment in schools. This will enable teachers and administrators to make more informed decisions about their action planning and policymaking in increasing school performance.

1.1 Statement of the Problem

The study aims to determine the relationship between organizational climate and teachers' commitment as correlates of public school performance in the district of San Narciso, Quezon.

Specifically, it aims to answer the following questions:

1. What is the respondents' perception of the organizational climate in the school in terms of:
 - 1.1. Collegial leadership;
 - 1.2. Teacher professionalism;
 - 1.3. Academic press; and
 - 1.4. Institutional vulnerability?
2. What is the teachers perceived commitment in terms of:
 - 2.1. Affective;
 - 2.2. Continuance; and
 - 2.3. Normative?
3. What is the school performance in terms of:
 - 3.1. Student achievement
 - 3.1.1. Student Characteristics;
 - 3.1.2. Environmental Influences on Learning; and
 - 3.1.3. How Students Engage in Learning?
 - 3.2. Teacher satisfaction
 - 3.2.1. Compensation and Fringe Benefits;
 - 3.2.2. Working Conditions;
 - 3.2.3. School Facilities;
 - 3.2.4. Interpersonal relationship; and
 - 3.2.5. Motivation?
 - 3.3. Quality assurance
 - 3.3.1. Internal Quality Assurance;
 - 3.3.2. Interface Quality Assurance; and
 - 3.3.3. Future Quality Assurance?

4. Is there a significant relationship between organizational climate and school performance?
5. Is there a significant relationship between teachers' commitment and school performance?

2. Methodology

This chapter presented the methods and procedures used by the researcher to obtain the relevant findings of the study. It discussed the research design, population and sample, research instrument, data gathering procedure, and treatment. This research used a descriptive and correlational research design to determine the relationship between organizational climate and teachers' commitment as correlates of public school performance. The descriptive-correlational research design, which is a quantitative research method, attempts to collect quantifiable information for statistical analysis of the population sample. The perception of 101 public elementary and secondary school teachers in the district of San Narciso, Quezon for the school year 2024-2025 was the subject of the study. All teachers in the population were given the same opportunity to be chosen, and the final sample was accurately presented to the population. There was a total of 171 elementary and high school teachers of San Narciso District I who were the population of this study. The study used random, and in the selection method, the researcher utilized a stratified random sampling technique to validate the finding of the research and guarantee that each member of the population has an equal chance of being selected and also to minimize the selection bias and to increase the generalizability of the results.

The researcher used researcher-made survey questionnaire for measuring organizational climate, teachers' commitment and school performance as the main instrument to gather data. The questionnaire is divided into four parts (Part 1: Demographic Profile; Part 2: Organizational Climate; Part 3: Teachers' commitment; and Part 4: School Performance. Survey is distributed through online format to accommodate all participants. The instrument undergone pilot testing. Expert's validity and reliability testing is also conducted on the items in the instrument. The Cronbach-alpha test and expert validation determined the replacement of any items that are found to be invalid or unreliable.

3. Results and Discussion

Table 2. Respondents' Perception of the Organizational Climate in terms of Collegial Leadership

Indicators	Mean	SD	Verbal Interpretation
The school head...			
1. fosters an atmosphere of mutual respect and trust.	4.23	0.88	Observed
2. encourages open communication and teachers' feedback.	4.28	0.91	Observed
3. provides clear and consistent communication regarding school policies and expectations.	4.22	0.89	Observed
4. is approachable and listens to teachers' concerns and suggestions.	4.29	0.91	Observed
5. promotes collaboration and teamwork to teachers.	4.37	0.82	Observed
Overall Mean	4.28	0.83	Observed

Legend: 1.0-1.49 *Not Observed*; 1.50-2.49 *Less Observed*; 2.50-3.49 *Moderately Observed*; 3.50-4.49 *Observed*; 4.50-5.0 *Highly Observed*

The results in Table 2 show that teachers in a school rated collegial leadership. The overall mean is 4.28, which falls under the 'observed' category. The result suggests that teachers believe their school leader promotes an organizational climate that is supportive and collaborative. All five indicators received mean scores ranging from 4.22 to 4.37, with the highest mean (4.37) for promoting collaboration and teamwork among teachers and the lowest (4.22) concerning communication of school policies and expectations. The overall mean of 4.28, with a standard deviation of 0.83, suggests that respondents generally agree that their school head exhibits strong collegial leadership traits.

The highest-rated indicator was "Promotes collaboration and teamwork to teachers" ($M = 4.37$), suggesting that teachers are supported to work and cooperate, essential for developing a sense of belonging-school community. School heads establish delegation of tasks through coordinators like the different clubs and organizations, and these clubs conduct various activities. For example, the United Nations held in November, Buwan ng Wika in August, Mathematics Day in March, etc. To successfully perform these activities, teachers

collaborate and work as a team to make meaningful experiences for students and teachers and, in turn, develop a favorable organizational climate, positively increasing school performance.

While the indicator "Provides clear and consistent communication regarding school policies and expectations" (Mean = 4.22) receives the lowest mean but is still categorized as "Observed," reflects that teachers believe school leaders are effective in outlining expectations, which helps teachers understand their roles and responsibilities, but this can be improved through regular meetings, conference, and assistance to teachers concerns. School heads can improve this area by attending the ManCom (Management Committee) Meeting, which aims to discuss issues and problems in the school operations and management and provide relevant updates concerning DepEd priorities and programs. This transparency helps create an environment where teachers feel empowered to meet the school's goals.

This positively perceived collegial leadership in San Narciso implies that the school administrators establish an environment of support and cooperation among teachers, which has increased the climate and level of commitment among the teachers. As Leithwood et al. (2006) point out, collegial leadership, which is characterized by shared decision-making, transparency, and collaboration, substantially enhances the organizational climate, resulting in better teacher effectiveness and student performance. School heads should continue to prioritize collegial leadership practices that strengthen open communication, ensure transparency in school policies, and foster a collaborative culture, which are crucial steps in creating a favorable organizational climate. Schools implementing professional development programs that aim to improve school leaders' leadership skills in communication and collaboration would help to achieve teachers who are sufficiently supported and encouraged. These leadership practices in school improve teacher morale and performance and enhance the learning environment for them and the students.

Table 3. Respondents' Perception of the Organizational Climate in terms of Teacher Professionalism

Indicators	Mean	SD	Verbal Interpretation
1. Teachers in this school are committed to maintaining high professional standards.	4.60	0.51	Highly Observed
2. Teachers have a strong sense of professional responsibility.	4.67	0.49	Highly Observed
3. Teachers regularly engage in professional development activities.	4.52	0.58	Highly Observed
4. Teachers treat each other with respect and professionalism.	4.57	0.55	Highly Observed
5. Teachers are dedicated to continuous improvement and innovation in their teaching practices	4.66	0.50	Highly Observed
Overall Mean	4.61	0.43	Highly Observed

Legend: 1.0-1.49 *Not Observed*; 1.50-2.49 *Less Observed*; 2.50-3.49 *Moderately Observed*; 3.50-4.49 *Observed*; 4.50-5.0 *Highly Observed*

The results presented in Table 3 indicate that the teachers in the San Narciso, Quezon district have a highly positive perception of teacher professionalism, with an overall mean score of 4.61, categorized as "Highly Observed." This suggests that teachers in this district are strongly committed to maintaining high professional standards and actively engage in practices that enhance their professional growth.

The highest-rated indicator, "Teachers have a strong sense of professional responsibility" (Mean = 4.67), highlights that teachers in San Narciso take their roles genuinely and are deeply committed to their profession. This is consistent with Villanueva and Salanga's (2020) findings, which suggest that teachers with a strong sense of professional responsibility positively influence teaching quality and student achievement. This is the reflection of the teacher's continuous involvement in different programs for professional growth by enrolling in Master's and Doctorate Degree programs and participation in various pieces of training and workshops commonly conducted during the In-Service Training (INSET) and Learning Action Cell (LAC). Teachers view their roles as integral to the success of their students, which reflects their sense of professional responsibility and is more likely to contribute to a positive school environment.

Overall, the results reveal that teacher professionalism is a high-priority value of the San Narciso district, which helps maintain a favorable organizational climate. The commitment to professionalism, collaboration, and self-improvement, in turn, promotes an enabling context that supports teachers' work and boosts student achievement. Based on the results, it can be suggested that investing in professional development activities and respect to create a collaborative culture are strategies needed to promote the enhancement of teacher professionalism. The organizational climate, in turn, will be more supportive, enhancing motivation, teaching quality, and student outcomes.

Table 4. Respondents' Perception of the Organizational Climate in terms of Academic Press

Indicators	Mean	SD	Verbal Interpretation
1. Students are expected to achieve a high academic performance.	4.52	0.61	Highly Observed
2. School maintains strong relationships with parents and the community.	4.63	0.58	Highly Observed
3. School adapts well to changes in educational policies or standards.	4.55	0.57	Highly Observed
4. Teachers feel supported in dealing with external demands and pressures.	4.29	0.75	Observed
5. School provides resources and support to help students meet high academic performance.	4.41	0.65	Observed
Overall Mean	4.48	0.51	Observed

Legend: 1.0-1.49 *Not Observed*; 1.50-2.49 *Less Observed*; 2.50-3.49 *Moderately Observed*; 3.50-4.49 *Observed*; 4.50-5.0 *Highly Observed*

Table 4 shows that academic press is perceived positively in the district; the overall mean of 4.48 makes it an "Observed" variable. This reflects teachers' perception that there is an emphasis on high academic expectations and academic success based on community involvement.

The indicator with highest mean score, "School maintains strong relationship with parents in the community" (Mean = 4.63) demonstrates the teachers' belief that they work directly with parents and that the school creates the opportunity for the staff and parents to freely interact. This is important in San Narciso, where outside assistance may greatly overcome resource constraints. The conduct of fund-raising activities during Foundation Day and Alumni Homecoming, where support from parents and community are needed, these acts of generosity create strong relationship with them. While establishing transparency during the General/Homeroom Parents and Teachers Association meeting maintains this positive organizational climate. As Bryk et al. (2010) emphasize that strong school-community relationships create a shared responsibility for student success, which is a valuable resource for schools facing external challenges.

However, the lowest-rated indicator, "Teachers feel supported in dealing with external demands and pressures" (Mean = 4.29), received a slightly lower score compared to other indicators, suggesting that while teachers do feel some level of support, there may be gaps in providing adequate assistance, especially in managing the external pressures associated with teaching in far-flung schools in which communication with the parents located in remote areas. Salanova et al. (2005) emphasize the independence of the need for leadership support and the external pressures that teachers face. Strengthening this support system will likely result in higher teacher morale, making it easier for them to be motivated and handle their many challenges.

The results indicate that maintaining a strong academic press, with high student- and teacher-related demands, is critical. Schools must also strengthen relationships with the community and parents, as partnerships in this area are valuable. Schools demand to manage the external pressures and ensure that school-level support and resources are available regarding the needed resources for high academic performance. Schools will overcome the challenges and improve performance if deemed successful in managing all four areas.

Table 5. Respondents' Perception of the Organizational Climate in terms of Institutional Vulnerability

Indicators	Mean	SD	Verbal Interpretation
1. School head effectively manages external pressures and challenges.	4.22	0.72	Observed
2. School head is proactive in addressing potential challenges to the school's stability.	4.13	0.74	Observed
3. Teachers set challenging academic goals for their students.	4.50	0.54	Highly Observed
4. Students are motivated to do their best and take pride in their academic achievement.	4.44	0.57	Observed
5. School provides a clear path in dealing with crises and emergencies.	4.34	0.64	Observed
Overall Mean	4.32	0.52	Observed

Legend: 1.0-1.49 *Not Observed*; 1.50-2.49 *Less Observed*; 2.50-3.49 *Moderately Observed*; 3.50-4.49 *Observed*; 4.50-5.0 *Highly Observed*

The results presented in Table 5 reflect a generally positive perception of institutional vulnerability in the San Narciso, Quezon district, with an overall mean of 4.32, categorized as "Observed." The highest-rated indicator was "Teachers set challenging academic goals for their students" (Mean = 4.50), reflecting that teachers are committed to setting high expectations for their students' academic performance. Teachers conduct programs like Reading Intervention, which seeks to improve reading performance in English and Filipino to affect their overall academic outcomes positively. Moreover, localizing and contextualizing activities in the lesson plan also increases student performance. This strategy is based on the rationale that Awan and Saeed (2014) suggest, which implies that high academic goals make students and teachers try to achieve better results. Compared to others, limited resources may cause additional problems in some schools, so setting goals that are easy to reach is not enough. However, if a teacher sets a challenging academic goal, every student will try to outdo themselves no matter the obstacles. By setting challenging academic goals, teachers could encourage students to strive for excellence, fostering a high-achievement culture despite external challenges.

The lowest rated indicator, "School head is proactive in addressing potential challenges to the school's stability" (Mean = 4.13), received the lowest rating, indicating that while school heads are somewhat proactive, they may need to evaluate their problem-solving and decision-making strategies to maintain the strength of the school while experiencing problems. Contingency Plan Workshops through Disaster Risk Reduction and Management (DRRM) initiatives can be more specific in addressing this issue. It was also mentioned by Bryk et al. that the proactive leadership character of the organizational climate of schools makes it difficult for them to deteriorate their ability to handle challenges. This is especially true for schools, where retaining the stability of their organizational climate is vital to the quality of student education.

In conclusion, the findings demonstrate the importance of proactive leadership, the ability to manage crises, and high academic standards in shaping the organizational climate of schools in San Narciso. The results suggest that leadership practices should be empowered, especially in proactivity and crisis management. Schools can invest in programs that aim to enhance the ability of school heads to manage external pressure and be mindful of upcoming challenges. Moreover, it is also recommended that schools improve preparedness for handling crises to be better prepared. Likewise, disruptions to teaching and learning are minimized; likewise, it may be necessary to maintain and even foster a culture of high academic expectations.

Table 6. Summary Table as to Perception on Organizational Climate

Subscales	Mean	SD	Verbal Interpretation
Collegial Leadership	4.28	0.83	Observed
Teacher Professionalism	4.61	0.43	Highly Observed
Academic Press	4.48	0.51	Observed
Institutional Vulnerability	4.32	0.52	Observed
Overall Mean	4.42	0.57	Observed

Legend: 1.0-1.49 *Not Observed*; 1.50-2.49 *Less Observed*; 2.50-3.49 *Moderately Observed*; 3.50-4.49 *Observed*; 4.50-5.0 *Highly Observed*

The table illustrates a generally positive perception of the organizational climate in schools, with an overall mean of 4.42, indicating an observed favorable environment. Teacher Professionalism stands out with the highest mean score of 4.61, reflecting teachers' dedication to maintaining high standards and continuous professional growth, which is supported by NEAP Professional Development Framework like Induction Programs and Career Progression Programs anchored on Philippine Professional Standards for Teachers (PPST) through Learning Action Cell (LAC) and In-Service Training (INSET) that facilitates teacher training and capability building. This supports Villanueva and Salanga's (2020) findings that sustained professional development positively influences teaching quality and student outcomes in DepEd schools.

Meanwhile, Academic Press, with a mean of 4.48, highlights a culture that values academic rigor and excellence, reinforced through implementing the K-12 and MATATAG curriculum and learner-centered teaching strategies that encourage mastery and critical thinking. This supports the conclusions of Reyes and Cruz (2018), who found that schools emphasizing academic rigor tend to have higher student achievement and motivation.

Whereas Institutional Vulnerability, scoring 4.32, suggests that schools can manage challenges effectively, a perception strengthened by DepEd's Disaster Risk Reduction and Management (DRRM) initiatives that prepare schools to respond to emergencies and sustain learning continuity. This parallels studies by Santos et al. (2019), highlighting the importance of institutional readiness in mitigating the adverse effects of disasters on school operations.

Lastly, Collegial Leadership, with a mean of 4.28, indicates that collaborative leadership and participative decision-making are evident, although with some potential for further development, as encouraged by Philippine Professional Standards for School Heads (PPSSH) which enhances the quality of school leadership and promotes shared leadership among school heads and teachers. This finding is in line with Garcia and Manalo (2021), who emphasized that collaborative leadership among school heads and teachers, as promoted by the Philippine Professional Standards for School Heads (PPSSH), is essential for improving school governance but remains a developing area in many public schools. The interplay of these dimensions suggests that while the organizational climate in DepEd schools is largely conducive to growth and resilience, focused efforts to strengthen collegial leadership could further enhance the overall school effectiveness.

Table 7. Respondents' Perception of the Teachers' Commitment in terms of Affective Commitment

Indicators	Mean	SD	Verbal Interpretation
1. I feel a strong sense of belonging to this school.	4.64	0.52	Very Much Committed
2. I am happy to be a part of this school community.	4.65	0.57	Very Much Committed
3. I enjoy coming to work at this school every day.	4.53	0.59	Very Much Committed
4. I feel emotionally attached to this school.	4.54	0.59	Very Much Committed
5. I take pride in telling others that I am a teacher at this school.	4.66	0.53	Very Much Committed
Overall Mean	4.61	0.47	Very Much Committed

Legend: 1.0-1.49 *Not Committed*; 1.50-2.49 *Less Committed*; 2.50-3.49 *Committed*; 3.50-4.49 *Much Committed*; 4.50-5.0 *Very Much Committed*

The results presented in Table 7 reveal a highly positive perception of teachers' affective commitment with an overall mean score of 4.61, categorized as "Very Much Committed." This indicates that teachers in San Narciso feel deeply connected to their school, demonstrating a strong emotional attachment to their work environment. The highest-rated indicator, "I take pride in telling others that I am a teacher at this school" (Mean = 4.66), reflects a strong sense of pride among teachers in being part of their school community. This can be associated with the good relationship teachers created in the community since people in San Narciso are welcoming. Also, most of the teachers are alumni of their station or resident of San Narciso. Teachers' pride and identity within the school can help foster resilience and a more substantial commitment to student success. Meanwhile, participation in various district activities where students perform during Araw ng San Narciso and District Meet also fosters school identity and representation of teachers' pride and commitment to the school and

profession. This pride is crucial, as Caprara et al. (2006) found that when teachers take pride in their work, it enhances their job satisfaction and motivation.

In conclusion, the findings of this study suggest that teachers are highly affectively committed, generally feeling proud and having a sense of belonging, happiness, and emotional attachment to their school. Encouraging teachers to be more engaged with the school community and ensuring that they feel financially and psychologically rewarded for their work can also help to strengthen their affective commitment. Organizational climate should also be another area of focus – a high and consistent organizational climate is conducive to teachers' psychological well-being. Most importantly, attention to all these factors can help schools maintain and enhance teachers' job satisfaction, reduce teacher turnover, and improve teacher retention, which will substantially improve students' academic performance. In sum, the results of this study reveal that strong, affectively committed teachers make a difference and that leadership practices promoting affective organizational commitment and a sense of pride in the school are key to ensuring students in these schools are successful.

Table 8. Respondents' Perception of the Teachers' Commitment in terms of Continuance Commitment

Indicators	Mean	SD	Verbal Interpretation
1. It would be very hard for me to leave this school even if I wanted to.	4.45	0.66	Much Committed
2. I feel that I have too few options to consider leaving this school.	4.26	0.73	Much Committed
3. I continuously work at this school because of the financial benefits.	3.96	0.93	Much Committed
4. I am afraid that I will not have this kind of working environment again if I transfer to another school.	4.28	0.76	Much Committed
5. I feel that staying at this school is necessary for my professional growth.	4.20	0.72	Much Committed
Overall Mean	4.23	0.57	Much Committed

Legend: 1.0-1.49 *Not Committed*; 1.50-2.49 *Less Committed*; 2.50-3.49 *Committed*; 3.50-4.49 *Much Committed*; 4.50-5.0 *Very Much Committed*

The findings from the table regarding teachers' commitment in San Narciso, Quezon, reveal an overall high level of continuance commitment, with a mean score of 4.23, indicating that teachers are "Much Committed." The results highlight the factors influencing teachers' decisions to stay in their current school. The first indicator, "It would be very hard for me to leave this school even if I wanted to" (mean=4.45), indicates that teachers have a strong emotional attachment to their school. This emotional commitment is often seen in schools, where teachers form close relationships with their students, colleagues, and the local community. Some teachers in San Narciso need to transfer to another station greatly because of family reasons, but transferring is crucial for them because of the relationship they built with the school and community. The supportive and familiar environment plays a significant role in fostering a sense of belonging, making it difficult for teachers to imagine leaving (Bashir & Bano, 2017).

The lowest-rated indicator is "I continuously work at this school because of the financial benefits" (mean=3.96). Although financial benefits are still important, they are not the primary reason for teachers to remain at their schools. This indicates that job security and a positive organizational climate are more influential than monetary compensation. Teachers likely stay in their positions because they feel a strong sense of purpose and fulfillment in their work, even when financial rewards are modest (Zhao et al., 2020).

Overall, the results show that San Narciso, Quezon teachers are highly committed to their schools, driven by emotional attachment, job security, and a supportive work environment. Thus, the two greatest motivators that make teachers stay in their profession are the emotional relationship with colleagues, fear of losing their job, the feeling of having no other options, and the idea that their growth depends on school. In other words, the key finding is that schools should ensure a friendly, community-oriented atmosphere, advancing professional development and job stability to keep their teachers.

Table 9. Respondents' Perception of the Teachers' Commitment in terms of Normative Commitment

Indicators	Mean	SD	Verbal Interpretation
1. I feel a sense of obligation to remain with this school.	4.29	0.68	Much Committed
2. I would feel guilty if I left this school right now.	4.14	0.80	Much Committed
3. I feel that I owe a lot to this school.	4.33	0.72	Much Committed
4. I believe that teachers should be loyal to their schools.	4.29	0.71	Much Committed
5. I believe that teachers should stay with their schools for the long term.	4.05	0.83	Much Committed
Overall Mean	4.22	0.62	Much Committed

Legend: 1.0-1.49 *Not Committed*; 1.50-2.49 *Less Committed*; 2.50-3.49 *Committed*; 3.50-4.49 *Much Committed*; 4.50-5.0 *Very Much Committed*

The findings from the table regarding teachers' normative commitment in San Narciso, Quezon, show that teachers feel a strong moral obligation to remain in their schools. The overall score of 4.22, categorized as "Much Committed," indicates that teachers are highly committed to their schools due to emotional and moral factors. "I feel that I owe a lot to this school" received the highest mean score (4.33), indicating that teachers have a strong sense of indebtedness and moral obligation to the school. This is most noticeable in schools where teachers are in close relationships with students, parents, and society. Still, since some teachers are not San Narciso locales, they needed to transfer to the schools where their family is. In districts like San Narciso, Quezon, teachers often perceive their work as more than just a job; they feel a sense of indebtedness to the school for the support they receive from the community, which creates a strong emotional attachment (Bashir & Bano, 2017).

Finally, "I believe that teachers should stay with their schools for the long term" had the lowest mean score of 4.05. While this score is high, this could be interpreted as teachers having a strong commitment to the value of long employment periods with their schools. Teachers very much appreciate the security of their profession — for themselves and their students. This reflects the notion that long-term commitment is beneficial for personal growth and the sustained development of the school and community. Teachers are more likely to value the opportunity to contribute to the long-term success of their school despite the challenges that come with fewer career mobility options (Zhao et al., 2020).

Overall, the findings suggest that teachers have strong normative commitment and a moral obligation to stay in their schools based on emotional attachment, sense of duty, and loyalty to their school. The results indicate that developing and sustaining positive affective and interpersonal relationships at the heart of the school community is important for teacher retention.

Table 10. Summary Table as to Perception on Teachers' Commitment

Subscales	Mean	SD	Verbal Interpretation
Affective	4.61	0.47	Very Much Committed
Continuance	4.23	0.57	Much Committed
Normative	4.22	0.62	Much Committed
Overall Mean	4.35	0.55	Much Committed

Legend: 1.0-1.49 *Not Committed*; 1.50-2.49 *Less Committed*; 2.50-3.49 *Committed*; 3.50-4.49 *Much Committed*; 4.50-5.0 *Very Much Committed*

The table reflects a generally positive perception of teachers' commitment within schools, with an overall mean score of 4.35, indicating that teachers are "Much Committed." The highest score, Affective Commitment (4.61), suggests that teachers feel a strong emotional connection to their school and students, demonstrating a sense of belonging and passion for their work. This aligns with DepEd programs like the Teacher Induction Program (TIP), which helps new teachers transition into the profession, fostering a strong emotional and professional connection. Also, the relationship that teachers built with their colleagues, students, parents and community create a strong bond in their commitment.

While Continuance Commitment (4.23) and Normative Commitment (4.22) reflect that teachers feel a sense of obligation to stay in their roles and uphold professional responsibilities, which is crucial in a context where DepEd's policies, such as the Magna Carta for Public School Teachers, offer job security and benefits. These programs encourage teachers to remain in the profession despite challenges, highlighting the institutional support for long-term teacher engagement. However, several factors like family affects teachers' commitment in the district of San Narciso because most of the teachers assigned in their current station are far from their family that is why it affects their commitment with the school.

The results align with existing literature that emphasizes the importance of both emotional and professional commitment in fostering teacher satisfaction and retention. Aquino and Almonte (2019) found that teachers' emotional attachment to their school plays a significant role in their job satisfaction and performance, which is supported by the high score in Affective Commitment. Similarly, Santos et al. (2021) found that job security and a sense of ethical responsibility contribute to long-term teacher engagement, resonating with the findings on Continuance and Normative Commitment. However, the slightly lower scores in these two subscales suggest that while teachers are committed due to institutional and professional reasons, there may still be room for improvement in supporting teachers' long-term career development and providing opportunities for further professional growth. Programs like DepEd's Professional Development Framework, which includes continuous learning opportunities through Learning Action Cells (LAC) and In-Service Training (INSET), can help strengthen these commitments by providing teachers with the necessary tools and incentives to stay motivated and engaged in their roles.

Table 11. Respondents' Perception of the School Performance in terms of Student Achievement on Student Characteristics

Indicators	Mean	SD	Verbal Interpretation
1. My students show curiosity and motivation to learn new concepts.	4.52	0.58	Outstanding
2. Students who believe they can improve through effort (growth mindset) perform better academically.	4.59	0.51	Outstanding
3. Emotional skills, such as managing frustration and working with others, help students succeed in class.	4.53	0.56	Outstanding
4. Students with good self-discipline and responsibility complete tasks and assignments on time.	4.59	0.57	Outstanding
5. Students who set learning goals and manage their time well perform better in class.	4.60	0.53	Outstanding
Overall Mean	4.57	0.47	Outstanding

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 11 regarding student achievement reflect how specific student characteristics contribute to academic success, as perceived by teachers. With an overall mean score of 4.57, categorized as "Outstanding," teachers believe that students who exhibit motivation, self-discipline, emotional regulation, and goal-setting abilities perform better academically. These findings are significant in San Narciso, where external resources and opportunities for enrichment may be limited.

The highest mean score of 4.60 for "Students who set learning goals and manage their time well perform better in class" underscores the importance of time management and goal setting. Teachers perceive these traits as essential to academic success, especially in schools where students may have limited access to learning resources. Teachers believed that time management and goal setting empower students to take control of their learning, helping them stay focused and organized since students in San Narciso may need to travel or walk distantly to their schools, which can be challenging for most students. The teachers perceive the remote locations of schools from their homes to have a significant factor in their learning; however, setting goals and managing time can mean and result in their achievement. Encouraging students to set clear academic goals, such as using SMART (Specific,

Measurable, Achievable, Relevant, and Time-bound), can significantly improve their academic performance by fostering greater accountability and ownership of their education (Schunk, 2009).

The lowest mean score of 4.52 for the statement "My students show curiosity and motivation to learn new concepts," though still categorized as "Outstanding," suggests that curiosity and motivation are also key drivers of academic achievement. Students might have fewer opportunities to explore a wide range of ideas or resources, and fostering curiosity becomes critical because of limited access to the internet in the remote schools in San Narciso, making the teachers perceive this indicator as lower than the other indicators.

The findings highlight that external factors do not determine students' achievement but also largely depend on the characteristics students form themselves, like goal setting, self-discipline, emotional skills, and motivation. In San Narciso, teachers claim that students must develop such traits to increase their achievement and better the school's performance. This means that schools should set goals, manage time, maintain self-discipline, and control emotions in their educational priorities to boost students' achievement

Table 12. Respondents' Perception of the School Performance in terms of Student Achievement on Environmental Influences on Learning

Indicators	Mean	SD	Verbal Interpretation
1. Parental involvement in school activities positively impacts my students' academic success.	4.68	0.49	Outstanding
2. The availability of learning materials (books, technology, visual aids) helps students understand lessons better.	4.72	0.45	
3. Friendships and peer interactions influence students' motivation and class participation.	4.75	0.43	Outstanding
4. A safe and supportive classroom environment encourages students to be more engaged in learning.	4.78	0.41	Outstanding
5. School policies, leadership, and teacher support play a key role in improving student achievement.	4.71	0.48	Outstanding
Overall Mean	4.73	0.40	Outstanding

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 12 regarding environmental influences on learning highlight the significance of various factors, such as parental involvement, the availability of learning materials, peer interactions, a safe classroom environment, and school policies, in shaping student achievement. With an overall mean score of 4.73, categorized as "Outstanding," the results indicate that teachers perceive these environmental influences as crucial for fostering student achievement.

The highest mean score of 4.78 was "A safe and supportive classroom environment encourages students to be more engaged in learning." This finding emphasizes the importance of creating a positive, secure space for students to learn. Students may face socio-economic challenges since San Narciso is an agricultural town in Quezon. Most of the students' families depend on farming, which may affect their performance and attitudes towards schooling. Providing televisions that will support student learning and electric fans for conducive learning can create a secure and safe environment for them, make a positive attitude toward learning, and, in turn, improve student achievement.

The lowest mean score of 4.68 was "Parental involvement in school activities positively impacts my students' academic success." This highlights the importance of parental engagement in students' academic lives. In San Narciso, parental involvement can be challenging due to distance or work. However, teachers in the district strongly believe that when parents are actively involved, students tend to perform better academically. Attending Homeroom PTA meetings and conferences for students at risk can have a significant effect on student performance. This finding supports existing literature, which shows that parental involvement is an important

predictor of student success, as it fosters a strong home-school connection and reinforces the value of education (Epstein, 2001).

This study shows that environmental factors such as peer interaction, learning resources, parent participation, safe school climate, and school leadership are genuine and significant contributors to student learning. The impacts of these variables are exceptionally substantial in schools that are affected by exterior interruptions, where students may be isolated from key intellectual support and resources. Hence, to help improve the hanging behavior of school schools at San Narciso, we need to strengthen these environmental influences and develop positive peer belonging, access to learning resources, active parental involvement, a secure learning environment, and leadership and teacher support. Uncovering these spaces can allow it to focus on boosting student engagement and success.

Table 13. Respondents' Perception of the School Performance in terms of Student Achievement on How Students Engage in Learning

Indicators	Mean	SD	Verbal Interpretation
1. Students who actively participate in class discussions and activities learn more effectively.	4.66	0.47	Outstanding
2. Relying only on memorization without understanding the lesson leads to difficulties in applying knowledge.	4.47	0.77	Very Satisfactory
3. Hands-on activities, projects, and real-world examples help students retain what they learn.	4.73	0.49	Outstanding
4. Students who review their lessons and complete practice exercises perform better in assessments.	4.72	0.49	Outstanding
5. Adjusting teaching methods to match students' learning styles helps improve their academic performance.	4.72	0.47	Outstanding
Overall Mean	4.66	0.43	Outstanding

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 13 suggest the critical factors influencing student achievement in how students learn. With an overall mean score of 4.66 and falling under the category of "Outstanding," the results indicate that teachers believe that several factors, such as active participation, hands-on learning, lesson review, and adapting teaching methods, are critical factors for improving the performance of students. This table's highest mean score of 4.73 is equivalent to "Hands-on activities, projects, and real-world examples help students retain what they learn." This factor advocates that maintaining what a student learns is essential, and hands-on learning is critical to address this factor. Similarly, it is even more vital in the study context as students may not have access to textbooks and other learning resources. Teachers adapt to the available resources and provide students with real-life and practical experiences. As lessons are linked with real-life experiences, students can better understand and maintain what they learned. Moreover, projects and learning through experiences can help students apply this knowledge practically, improving problem-solving and critical-thinking skills. Previous research also articulated that experiential and practical learning approaches would increase a student's understanding and retention of knowledge more than traditional lecture-based teaching (Kolb, 2014).

In conclusion, the findings highlight several key factors influencing student achievement, including hands-on learning, lesson review, and adjusted teaching methods. To improve school performance, schools should actively promote these strategies to enable active participation, hands-on learning, including real-world examples, practicing and reviewing through self-regulated learning, and adapting diverse teaching methods. They are essential in creating a productive learning environment that enhances student achievement and can be applied even in resource-constrained schools.

Table 14. Summary Table as to Perception on Student Achievement

Subscales	Mean	SD	Verbal Interpretation
Student Characteristics	4.57	0.47	Outstanding
Environmental Influence on Learning	4.73	0.40	Outstanding
How Students Engage in Learning	4.66	0.43	Outstanding
Overall Mean	4.65	0.43	Outstanding

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

These findings reflect a positive evaluation of the factors contributing to student achievement in the San Narciso, Quezon district. Among the three subscales, Environmental Influence on Learning received the highest mean, indicating that teachers perceive the learning environment, including physical resources, classroom conditions, and support structure, as the most significant contributor to student achievement. This is consistent with previous studies highlighting the critical role of a positive and well-equipped learning environment in fostering student achievement (Reyes, 2018). The indicator How Students Engage in Learning received a similarly high rating, suggesting that active student participation, involvement, and interaction with the learning process are perceived as crucial to student achievement. The lowest mean was observed in Student Characteristics (4.57), though still rated as "Outstanding," suggesting that while students' attributes, such as motivation and behavior, play an important role, they are not seen as the sole or most critical factor in achieving success.

In a school setting, the results align with previous literature on the critical role of school environment and student engagement in improving school performance. For instance, Tan and de Guzman (2020) emphasized that schools with strong infrastructure and supportive environments produce better student achievement, as students are provided with the tools and conditions necessary for optimal learning. The high Environmental Influence on Learning rating reveals the importance of adequate classroom resources, teacher professional development, and school leadership in creating a positive learning environment. The extreme rating of How Students Engage in Learning implies that specific forms of active learning, including project-based learning, interactive teaching, and student-teacher cooperation, are critical for student achievements. Additionally, while Student Characteristics are crucial, the evidence suggests that schools should not focus solely on student characteristics but create an environment where they will engage.

Table 15. Respondents' Perception of the School Performance in terms of Teacher Satisfaction on Compensation and Fringe Benefits

Indicators	Mean	SD	Verbal Interpretation
1. My salary is fair and competitive based on my responsibilities and workload.	3.89	0.88	Very Satisfactory
2. The benefits (e.g., health insurance, retirement plans) provided my needs.	4.03	0.81	Very Satisfactory
3. I receive adequate incentives, bonuses, or rewards for outstanding performance.	4.17	0.71	Very Satisfactory
4. The school ensures timely release of my salary and benefits.	4.37	0.56	Very Satisfactory
5. I am satisfied with the opportunities for salary increases and promotions.	4.04	0.75	Very Satisfactory
Overall Mean	4.10	0.63	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 15 regarding teacher satisfaction with compensation and fringe benefits show a generally high level of satisfaction, with an overall mean score of 4.10, categorized as "Very Satisfactory." Teachers are particularly satisfied with incentives and the timely release of their salary and benefits, while there are concerns about salary competitiveness and opportunities for career advancement. The highest mean score of

4.37 was "The school ensures timely release of my salary and benefits." This finding highlights the importance of timely payments, especially for teachers who rely solely on their salary as their primary source of income. Timely release of wages and benefits is essential for teacher satisfaction and financial stability. Payment delays can lead to frustration and lower morale, negatively affecting performance and retention. In areas where alternative income sources may be limited, administrative efficiency in salary and benefits distribution is crucial for maintaining a motivated workforce (Ingersoll, 2001).

The statement, "My salary is fair and competitive based on my responsibilities and workload," received the lowest mean score of 3.89, reflecting a slightly lower level of satisfaction than the other indicators but still categorized as "Very Satisfactory." While teachers feel their salary is fair to their workload, there may be concerns about how competitive it is compared to other jobs. A competitive salary is essential in ensuring teachers feel adequately compensated, preventing burnout. Improving salary competitiveness could further enhance teacher satisfaction and help retain teachers in the long run (Clotfelter, Ladd, & Vigdor, 2007).

Overall, the results suggest that teachers are generally satisfied with their compensation and benefits, with satisfaction regarding incentives, timely release of salary, and benefits. However, regarding salary competitiveness and opportunities for career advancement, teachers still demand it. To improve teacher satisfaction and retention, the government should consider addressing these concerns by providing clearer pathways for professional growth, ensuring competitive salaries, and offering incentives and recognition. Addressing these factors can improve both teacher satisfaction and overall school performance.

Table 16. Respondents' Perception of the School Performance in terms of Teacher Satisfaction on Working Conditions

Indicators	Mean	SD	Verbal Interpretation
1. My workload is reasonable and allows me to balance teaching and personal life.	4.16	0.78	Very Satisfactory
2. I feel safe and secure in my workplace.	4.38	0.63	Very Satisfactory
3. There is a fair and effective system for handling teacher concerns and grievances.	4.12	0.78	Very Satisfactory
4. The school provides sufficient support to manage student behavior and classroom discipline.	4.25	0.65	Very Satisfactory
5. I have access to sufficient teaching resources and materials for effective lesson delivery.	4.08	0.81	Very Satisfactory
Overall Mean	4.20	0.60	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 16 regarding teacher satisfaction with working conditions show that teachers generally report high satisfaction with their working environment, with an overall mean score of 4.20, categorized as "Very Satisfactory." The highest mean score of 4.38 was for the statement, "I feel safe and secure in my workplace." Teachers feel that their school provides a secure environment, which is crucial for creating a positive atmosphere where teachers and students can thrive. Schools are provided with different equipment and facilities under Maintenance and Other Operating Expenses (MOOE) that are potential sources of safety and security in the workplace. The goal should be a secure and caring workplace where teachers can think about teaching, not their personal safety. This aligns with the observation that safety and support had to be ensured to create the conditions for successful learning (Pianta, 1999).

The lowest mean score, though still categorized as "Very Satisfactory," was 4.08 for the statement, "I have access to sufficient teaching resources and materials for effective lesson delivery." While teachers report being reasonably satisfied with the resources available to them, this score reflects some concern over the availability of sufficient materials for effective teaching because the Maintenance and Other Operating Expenses (MOOE) funds are inadequate or limited to provide all the needs of the schools, thus alternatives like donations from their own pockets their usual solutions to this matter. Ensuring that teachers have access to appropriate resources is an integral part of ensuring that instruction remains high quality and student achievement improves. Schools can take measures like sharing resources, using digital tools, or partnering with the community to make materials and knowledge more accessible (Hattie, 2009).

The findings suggest that teachers are generally satisfied with their working environment. They consider themselves safe at work, well-educated in managing students' behavior, have a work/life balance, and are comfortable with how their grievances are being addressed. However, the issue of materials and access to resources remains acutely unresolved. With this issue out of the way, improvement will remain visible. Finally, it is particularly important that teachers have the resources and the confidence they need to maintain a positive learning and working environment. This is especially difficult in schools where external resources are harder.

Table 17. Respondents' Perception of the School Performance in terms of Teacher Satisfaction on School Facilities

Indicators	Mean	SD	Verbal Interpretation
1. The school provides clean, safe, and well-maintained classrooms.	4.17	0.68	Very Satisfactory
2. There are adequate restrooms, faculty lounges, and workspaces for teachers.	3.90	0.91	Very Satisfactory
3. The school has technology and equipment that supports teaching and learning.	3.99	0.71	Very Satisfactory
4. The library, laboratories, and other learning spaces are well-equipped for student learning.	3.76	0.97	Very Satisfactory
5. School management regularly upgrades and maintains facilities to improve the teaching environment.	3.89	0.94	Very Satisfactory
Overall Mean	3.94	0.75	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings based on Table 17 of teacher satisfaction with the school facilities indicate that the teachers are generally satisfied with their school environment's different aspects. The overall mean score of 3.94, which is "Very Satisfactory," is still on the positive side. The highest mean score was 4.17, "The school provides clean, safe, and well-maintained classrooms," and teachers were satisfied with the physical condition of the classroom, which was clean and safe. A well-maintained classroom is also safer, which is vital for our wellbeing. Schools can still create safe and clean classrooms in an environment where much must be done with limited resources. It ensures the classroom remains a conducive environment for learning and teachers are happy.

The mean score of the frequency for the availability of libraries, laboratories, and other learning spaces was the lowest. Although the teachers seemed satisfied with the quality of the available materials, most schools did not have enough facilities and learning materials. The current state of the available learning materials and facilities could limit the learning experiences for the students. San Narciso teachers report a moderate level of satisfaction. However, if the schools in the location improve the availability of learning spaces with the required amenities, this index would increase significantly. Recent studies show that advanced libraries and laboratories help students explore academically, think critically, and experience learning more than learning from theoretical lessons (Leu, 2004). Schools should prioritize improving these spaces to support student learning and teacher satisfaction better.

One of the implications of the results is that teachers feel satisfied with school facilities, even though classrooms' cleanliness, safety, and maintenance levels are particularly positive. Indeed, the latter directly impacts teacher satisfaction, and therefore, such results suggest that the environment allows for proper learning. However, better technology, learning spaces, and updates are often more desirable. The workplace and facilities, i.e., teachers' workspaces, restrooms, and faculty lounges, are also generally satisfactory. It is positive, indicating that school needs such as a clean bathroom and a proper functional area are met. Those aspects are essential for worker well-being and, indirectly, satisfaction. Nevertheless, technology and equipment, as well as the physical space of libraries and laboratories, are more concerning. This also reflects the quality of education provided because teachers using contemporary equipment are more engaging and can stimulate critical thinking.

Table 18. Respondents' Perception of the School Performance in terms of Teacher Satisfaction on Interpersonal Relationships

Indicators	Mean	SD	Verbal Interpretation
1. I have a good working relationship with my fellow teachers.	4.63	0.48	Outstanding
2. School administrators are approachable, supportive, and value teacher input.	4.19	0.90	Very Satisfactory
3. I feel respected and valued as a professional by my colleagues and supervisors.	4.40	0.62	Very Satisfactory
4. There is a positive and collaborative culture among staff members.	4.53	0.56	Outstanding
5. Conflict resolution and communication within the school are handled effectively.	4.26	0.66	Very Satisfactory
Overall Mean	4.40	0.53	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 18 on teacher satisfaction with interpersonal relationships demonstrate that teachers perceived a relatively favorable attitude about their proficiency about their fellow teachers, administrators, and school culture. The calculated overall mean of 4.40 level one: Very Satisfactory shows the teachers are highly satisfied with several aspects of the relationships in the school. The highest mean of 4.63 was found in the statement, "I have a good working relationship with my fellow teachers." This finding means that teachers are significantly satisfied with their colleagues. High levels of teacher relationships promote a conducive working atmosphere, directly contributing to satisfaction and teachers' productivity in the field. Research consistently shows strong teacher collaboration improves teaching practices and student outcomes (Vescio, 2008). Teachers collaborating well are more likely to engage in shared planning, innovative teaching methods, and mutual support, leading to a more productive school environment.

The lowest mean score of 4.19 was for the statement, "School administrators are approachable, supportive, and value teacher input," still a "very satisfactory." This shows that teachers are well supported by their administrators and that their input is essential. Encouraging management creates a positive atmosphere of trust and respect that is equally necessary for teacher motivation and productivity. Research suggests that the relationship between administrators and teachers is a key factor in improving school climate and teacher retention (Leithwood & Louis, 2012). Ensuring administrators remain approachable and open to teacher input can help create a school environment where teachers feel valued and motivated to contribute their best work.

In conclusion, the results imply that teachers are mainly satisfied with their relationships at school, schoolwork, the school's willingness to cooperate, and the nature of the administrators' help. At the same time, conflict resolution and communication systems require acknowledgment and design. Schools need to ensure that teacher support is available to encourage teachers to work together and improve how teachers communicate and resolve conflicts. The interpersonal climate benefits teacher satisfaction, school functioning, and students' enthusiasm and performance.

Table 19. Respondents' Perception of the School Performance in terms of Teacher Satisfaction on Motivation

Indicators	Mean	SD	Verbal Interpretation
1. I feel inspired and motivated to give my best in teaching.	4.54	0.61	Outstanding
2. I receive recognition and appreciation for my contributions to student success.	4.26	0.80	Strongly Agree
3. Professional development opportunities provided by the school help me grow in my career.	4.43	0.71	Strongly Agree
4. I feel a strong sense of purpose and fulfillment in my role as a teacher.	4.54	0.54	Outstanding
5. The school fosters a work environment that keeps me engaged and committed to teaching.	4.39	0.72	Strongly Agree
Overall Mean	4.43	0.56	Strongly Agree

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The findings from Table 19 regarding teacher satisfaction and motivation suggest a strong sense of teacher motivation and job satisfaction, with an overall mean score of 4.43, which is categorized as "Strongly Agree." Teachers in this district report high inspiration, recognition, professional development opportunities, and engagement, all of which contribute positively to their teaching performance. The highest mean score of 4.54 was for the statement, "I feel inspired and motivated to give my best in teaching." This result indicates that teachers are highly motivated and inspired to give their best in their teaching roles. Motivation is a critical factor in improving both teacher performance and student achievement. This is likely because they view teaching as their calling, which drives them to be motivated in their roles. Teacher motivation affects the performance of the entire class and student engagement, as past studies have indicated (Deci & Ryan, 2000). When motivated, teachers will likely introduce new teaching methods that positively contribute to student achievement.

The lowest mean score, though still categorized as "Strongly Agree," was 4.26 for "I receive recognition and appreciation for my contributions to student success." Teachers report strong satisfaction with the recognition they receive for their efforts. Recognition and appreciation are crucial for maintaining teacher motivation and morale. Studies have shown that teachers who feel appreciated are more likely to remain in the profession and continue to perform well (Ryan & Deci, 2000). Therefore, schools should continue to recognize and appreciate the contributions of teachers to maintain high morale and commitment.

The findings indicate high satisfaction levels for inspiration, career fulfillment, professional growth opportunities, engagement, and recognition show that the school provides a conducive learning environment that promotes teacher motivation. They all contribute to higher job satisfaction, which can ensure better teaching quality and help schools become high performing. Schools must remain focused on professional development, ensuring that teachers are given the time and support required to improve their practice. Additionally, recognizing and appreciating teachers' efforts is crucial for maintaining their motivation and job satisfaction.

Table 20. Summary Table as to Perception on Teacher Satisfaction

Subscales	Mean	SD	Verbal Interpretation
Compensation and Fringe Benefits	4.10	0.63	Very Satisfactory
Working Conditions	4.20	0.60	Very Satisfactory
School Facilities	3.94	0.75	Very Satisfactory
Interpersonal Relationship	4.40	0.53	Very Satisfactory
Motivation	4.43	0.56	Very Satisfactory
Overall Mean	4.21	0.61	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The Motivation subscale had the highest mean of 4.43, which means that teachers were highly satisfied with the motivation they get while doing their roles. This could be attributed to recognition, supportive leadership, and channels or avenues of professional growth. Motivation is one of the determinants of teacher performance and satisfaction, significantly influencing overall school performance. Research supports the notion that motivated teachers are more engaged in their work, positively impacting student achievement and school performance (Kunter et al., 2013).

Interpersonal Relationships (4.40) also received a high rating, suggesting that positive relationships among colleagues and with school leaders contribute to teacher satisfaction. This finding is consistent with studies that indicate that a good working environment characterized by supportive professional relationships is essential in creating a conducive work and school environment for teachers (Johnson, 2012). A healthy working environment enhances teacher retention, and support increases teacher productivity. When teachers are happy, they are more likely to deliver, which translates to better student academic performance and progression.

Working Conditions (4.20) was rated similarly high, indicating that teachers perceive their work environment, such as workload, class sizes, and administrative support, as very satisfactory. This is crucial because research has shown that better working conditions are directly linked to higher job satisfaction, which is associated with improved teaching performance (Hirsch & Miller, 2002). A positive working environment encourages teachers to stay in their positions, reducing turnover and maintaining continuity in the classroom, which benefits student learning.

However, School Facilities (3.94) received the lowest rating among the subscales, although it was still categorized as "Very Satisfactory." This implies that although the teachers were satisfied with the facilities' overall state, the improvement of physical infrastructure, classroom equipment, or availing more learning resources can be acknowledged. It has been found that inadequate school facilities are hindrances to effective teaching and learning (Reyes, 2018), and addressing this issue could increase teacher satisfaction and efficiency. This strengthens the need for continuous physical infrastructure development, including upgrading classrooms, providing adequate teaching and learning resources, and accessing essential resources such as televisions or computers. In the long run, these changes will likely enhance teacher satisfaction and student achievement and support school performance.

Table 21. Respondents' Perception of the School Performance in terms of Quality Assurance (QA) on Internal QA

Indicators	Mean	SD	Verbal Interpretation
1. The school has a well-defined vision, mission, and quality assurance policies that guide its operations.	4.48	0.61	Very Satisfactory
2. Teachers regularly participate in professional development programs to enhance their teaching skills.	4.46	0.67	Very Satisfactory
3. There is a structured system for monitoring and evaluating teacher performance.	4.42	0.68	Very Satisfactory
4. There are sufficient resources and learning materials available for both teachers and students.	4.23	0.81	Very Satisfactory
5. The school promotes a culture of continuous improvement and innovation in teaching and learning.	4.42	0.70	Very Satisfactory
Overall Mean	4.40	0.61	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

Table 16 reveals respondents' evaluations of the school's level of performance in terms of internal Quality Assurance (QA). The range of the Mean between 4.23 and 4.48, with an Overall Mean of 4.40, suggests that most respondents simultaneously tend to agree on the effectiveness of the schools' quality assurance processes. The results show that the school is perceived positively in its commitment to maintaining quality and

continuous improvement in teaching and learning. The highest-rated item is "The school has a clear vision, mission, and quality assurance policy direction guiding the school's activities" (4.48), which means respondents think that the school operates with clear and effective policies to guide its operations. It's essential, as a clear vision and mission can unite the whole school community around unity goals. This is done through regular Parents and Teachers Association meetings and quarterly conferences with schools that aim to provide a clear and sound agreement between the school and stakeholders. The teacher's positive response means adequate quality assurance in their school, which indicates school performance.

There is evidence that the school has a good performance in its internal quality assurance mechanisms, with strong evidence reflecting on clear policies, teacher development, performance monitoring, and continuous improvement culture. Instead, accelerating available resources could be considered to support teaching and learning. The findings corroborate prior studies highlighting the importance of internal QA mechanisms for ongoing improvement in teaching and learning. Harvey and Green (1993) say quality assurance in education refers to organized systems that demand institutions meet and preferably surpass the standards of excellence. The highly positive response to the school vision and teacher development also supports Tam's (2001) findings that a well-defined institutional mission, such as faculty development, strongly impacts quality teaching. However, the lower score in terms of availability of resources is consistent with Srikanthan and Dalrymple's (2003) assertion that for QA systems to work, it has to be backed with the relevant infrastructures and materials. Accordingly, the feedback of the school's internal QA structure is good but could be more effective in its support system.

Table 22. Respondents' Perception of the School Performance in terms of Quality Assurance (QA) on Interface QA

Indicators	Mean	SD	Verbal Interpretation
1. The school encourages active parental involvement in student learning and school activities.	4.55	0.59	Outstanding
2. Stakeholders (parents, employers, community leaders) provide valuable feedback on school performance.	4.37	0.64	Very Satisfactory
3. The institution fosters a strong relationship with the local community to enhance educational quality.	4.43	0.61	Very Satisfactory
4. The school communicates clearly with stakeholders regarding academic performance and institutional goals.	4.48	0.59	Very Satisfactory
5. The school maintains strong connections with alumni to track graduate success and performance.	4.41	0.64	Very Satisfactory
Overall Mean	4.45	0.52	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

Table 18 outlines the respondents' perception of school performance regarding Interface Quality Assurance (QA), focusing on how the school engages with external stakeholders. The mean scores for the indicators range from 4.37 to 4.55, all within the "Agree" and "Strongly Agree" categories, indicating a generally positive perception of the school's quality assurance efforts in these areas. The Overall Mean score is 4.45, showing strong satisfaction with the school's interface with external stakeholders. The highest-rated indicator is "The school encourages active parental involvement in student learning and school activities" (4.55), reflecting that respondents strongly agree that the school values and promotes parental engagement. Parental involvement is a key factor in enhancing student learning and success, and this high rating suggests that the school has effective mechanisms to involve parents in the educational process. The conduct of Brigada Eskwela before the beginning of every school year and assistance for the Gulayan sa Paaralan provide and promote collaboration between the school and stakeholders for school improvement.

The lowest rated indicator, "Stakeholders (parents, employers, community leaders) provide valuable feedback on school performance" (4.37), received the lowest score but still within the "Agree" range. This suggests

that while the school gets valuable feedback, the distance and remoteness of homes to schools hinder this communication. The findings indicate that the school effectively deals with stakeholders, including parents, community, and alumni, vis-a-vis quality education and performance monitoring. These practices foster a strong culture of responsibility and improvement in the school, though there may be ways to strengthen the gathering and use of stakeholder feedback. These efforts contribute to a strong sense of accountability and continuous improvement within the school, although there may be opportunities to enhance the process of collecting and using stakeholder feedback.

These findings are consistent with what has been reported in the literature regarding stakeholders' engagement in quality assurance in education. According to Epstein (2001), schools that engage families and communities meaningfully foster a culture of education that leads to student success. The high-level rating for parental involvement indicates this. The significance of input from outside is also emphasized by Tam (2001), who stresses that attempts at quality assurance rely on dynamic feedback from external stakeholders to ensure relevance and effectiveness. As indicated in the data, the school's outreach to alumni reflects good practices highlighted by Srikanthan and Dalrymple (2003), who advocate for interface QA that includes post-graduation tracking as a feedback loop for institutional improvement. The findings suggest that while current practices are effective, schools should continuously enhance engagement frameworks to optimize stakeholder contributions.

Table 23. Respondents' Perception of the School Performance in terms of Quality Assurance (QA) on Future QA

Indicators	Mean	SD	Verbal Interpretation
1. The school integrates modern technology into teaching and learning.	4.37	0.61	Very Satisfactory
2. Teachers receive training in 21st-century skills such as digital literacy and critical thinking.	4.43	0.62	Very Satisfactory
3. The school prepares students for future careers by incorporating real-world problem-solving activities in the curriculum.	4.49	0.59	Very Satisfactory
4. School policies are flexible and adaptive to emerging educational challenges and global trends.	4.42	0.65	Very Satisfactory
5. Teachers are encouraged to participate in educational conferences, workshops, and research activities.	4.47	0.61	Very Satisfactory
Overall Mean	4.43	0.53	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

Table 19 shows the school's performance for future-focused quality assurance (QA) aspects. Respondents' even more pointed views of the school's preparation for future trends in education quality and its capacity to face new challenges are presented in the table below. The average scores for the items are between 4.37 and 4.49, which is on the "Very Satisfactory," which reveals the positive perception of school practices to modernized and capacity development of teachers. The average overall score is 4.43, which indicates high satisfaction with the school's commitment to future readiness.

The highest indicator is "The school prepares students for future careers by incorporating real-world problem-solving activities in the curriculum" (4.49). This suggests that the respondents agree that the school focuses on practical, applied learning that will prepare students for the workplace. Schools also conduct Career Guidance programs to help children plan their careers. This is essential to the development of a generation primed for the workforce.

"The school integrates modern technology into teaching and learning" (4.37) received the lowest score among the indicators but still falls within the "Agree" range. This suggests that while technology integration is happening, there may be room for further expansion or improvement, like improving and upgrading facilities like televisions that can be used in teaching and learning. Overall, the findings suggest that the school is perceived to be making reasonable attempts to keep up with the future of education by emphasizing real-world skills, flexibility,

and continuing personal development. These efforts contribute to a future-oriented educational environment, but continuous technological investment could better prepare the school for future challenges.

These results are consistent with the emerging emphasis on the future-focused orientation of education. Dede (2010) asserts that the infusion of technology and cultivating critical thinking and digital literacy skills are focal points of 21st-century learning. The low technology integration rating is consistent with recent studies by Puentedura (2013), which indicated relatively increased use of technology in the classroom but poor integration. The high score for career preparation through problem-solving activities reflects recommendations by the National Research Council (2012), which advocates for real-world, problem-based learning to better prepare students for the workforce. The insights justify the need for the ongoing development of educational policies and curricula to respond to the shifting global trends. Fullan (2013) endorses that schools need to be flexible and adaptive.

Table 24. *Summary Table as to Perception on Quality Assurance*

Subscales	Mean	SD	Verbal Interpretation
Internal Quality Assurance	4.40	0.61	Very Satisfactory
Interface Quality Assurance	4.45	0.52	Very Satisfactory
Future Quality Assurance	4.43	0.53	Very Satisfactory
Overall Mean	4.43	0.55	Very Satisfactory

Legend: 1.0-1.49 *Needs Improvement*; 1.50-2.49 *Unsatisfactory*; 2.50-3.49 *Satisfactory*; 3.50-4.49 *Very Satisfactory*; 4.50-5.0 *Outstanding*

The highest mean was observed for Interface Quality Assurance (4.45), which refers to the quality assurance processes in the interaction between different stakeholders in the educational system, such as teachers, students, parents, and administrators. This indicates that teachers perceive strong communication and collaboration between these stakeholders as key to ensuring educational quality. In a school setting, adequate interface quality assurance could involve regular feedback from students and parents, transparent communication about school goals, and active collaboration between teachers and the broader community through quarterly General/Homeroom Parents and Teachers Association (GPTA/HPTA) meetings and conferences. Research supports the idea that positive interactions and feedback loops between all involved parties help ensure that quality assurance systems are more effective and that overall school performance is improved (Bryk et al., 2010).

In addition, Future Quality Assurance (4.43) was also rated high, with teachers expressing a belief that the quality assurance processes in place will continue to sustain school progress. This might mean regular change initiatives, agility in dealing with new problems and taking the initiative in planning for a sustainable school future. The result is consistent with prior research, highlighting the need to consider forward-thinking quality assurance approaches at schools that anticipate potential issues and pursue further improvements (Aguinis & Edwards, 2019). Teachers who feel their school is committed to sustained quality improvement will likely be more engaged in their work, contributing to enhanced school performance.

The lowest mean, though still very satisfactory, was for Internal Quality Assurance (4.40), which concerns the internal processes and structures within the school that ensure the quality of teaching and learning. This includes curriculum alignment, teacher training, assessment of student progress, and internal audits. While the score indicates that teachers perceive the internal quality assurance processes as effective, the slightly lower score compared to the other subscales suggests that there may still be areas for improvement in internal structures and practices. This finding is consistent with research that shows internal quality assurance systems can sometimes face challenges in ensuring consistency and effectiveness across all areas of the school (Harvey & Green, 2017).

Table 25. *Test of Relationship between Organizational Climate and School Performance*

Organizational Climate	Student Achievement			Teacher Satisfaction				
	Student Characteristics	Environmental Influences	Students' Engagement	Compensation and Fringe Benefits	Working Conditions	School Facilities	Interpersonal relationship	Motivation

Collegial leadership	.253*	0.0936	0.12192	.416**	.618**	.552**	.612**	.605**
Teacher professionalism	.458**	.517**	.498**	.209*	.243*	0.11274	.406**	.297**
Academic press	.421**	.494**	.435**	.350**	.513**	.305**	.517**	.503**
Institutional vulnerability	.407**	.447**	.467**	.380**	.573**	.452**	.538**	.491**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The connection between various variables in the organizational climate and school performance on several scales of measurement: yield, teacher satisfaction, and quality assurance. Results indicate that relationships are found between the characteristics of the organizational climate variables and school performance indicators, showing that there is indeed a substantial relationship.

The study's findings reveal that collegial leadership demonstrated a significant but weak positive relationship with student achievement regarding student characteristics, as indicated by the computed correlation coefficient ($r = 0.253$, $p \leq 0.05$). This finding suggests a small and statistically significant effect of collegial leadership practices (i.e., collaboration, shared decision-making, and teamwork among school leaders and teachers) on student achievement. Some students may have limited technology and less access to extracurricular activities. These are barriers to their success in school regardless of how effective the school's leadership may be. In addition, students have the potential to be very well connected to their local communities, and their academic achievement can also be driven more by factors of intrinsic motivation and/or community involvement as opposed to things such as working with others in the classroom or enacting leadership practices. For example, family expectations may substantially impact students' performance more than school-wide initiatives. As a result, student achievement in schools can be highly influenced by external socio-economic factors and intrinsic student motivations, which may overshadow the modest contributions of collegial leadership.

However, the research also found that environmental factors had no or little correlation with students' engagement. It suggests that the external factors of the school—its physical assets, amenities, and other environmental supports—have no direct or substantive impact on the level of student achievement. The lack of a strong positive association of environmental influences with student engagement in schools indicates that such outside influences do not relate to overall student engagement but that relationships rather than programs appear to be key. Such realities typically dwarf the impact of physical assets in the school. As a result, student achievement may not be directly linked to school infrastructure or physical conditions. Instead, be more influenced by intrinsic student characteristics and personal motivations. However, the influence of collegial relationships is somewhat limited by the external conditions in which schools operate, particularly by the resource implications and some students' socio-economic backgrounds. Therefore, to enhance student engagement and better educational performance, attention to promoting communities, intrinsic motivation, and the quality of relationships with students and colleagues is essential.

Furthermore, collegial leadership is positively related to teacher satisfaction in different aspects. A weak positive significant relationship is detected between salary/facilities and effective collegial leadership ($r=0.416$, $p \leq 0.01$), suggesting that effective collegial leadership practices are related to teachers' higher salary/ facilities satisfaction. Moreover, a strong positive relationship was observed between collegial leadership and teacher satisfaction regarding working conditions, particularly school facilities ($r = 0.618$, $p \leq 0.01$), suggesting that supportive leadership contributes to a more favorable perception of the school environment. Similarly, a moderate positive correlation was observed for interpersonal relations ($r = 0.552$, $P \leq 0.01$), suggesting that collegial leadership enhances harmonious and cooperative teachers' schools. Regarding motivation, the results also revealed a very high positive correlation ($r = 0.612$, $p \leq 0.01$) to mean that collegial leadership significantly influences teachers' motivation to pursue their duties. The results imply that collegial leadership can enhance teacher satisfaction at the school level.

The relationship between collegial leadership and quality assurance is positively significant across all dimensions in the table. Specifically, the correlation between collegial leadership and internal quality assurance is 0.603, indicating a strong positive relationship. From this emerged effective collegial leadership as characterized by well-structured internal quality assurance processes, which aim to ensure that a school's internal processes, for example, teaching standards and assessment, are effective and aligned with quality standards. The relationship with interface QA is also significant ($r = 0.559$), confirming that strong collegial leadership is critical to involving external stakeholders (parents and the community) in communicating and supporting the school's performance externally. The correlation with future quality assurance is also positive and of a higher magnitude (0.482): the school-collegial leadership type can better adapt more easily to emerging challenges and embed forward-thinking plans for quality assurance. On balance, the survey findings emphasize the significance of the partner leadership model for developing a culture of collaboration that can improve the school's internal quality assurance performance and external engagement and position the school to meet future educational challenges.

The relationship between teacher professionalism and student achievement is positive and statistically significant, with a correlation of 0.458 (significant at the 0.01 level). As teacher professionalism increases, student achievement tends to improve as well. Teachers' Professionalism involves knowledge and skill, commitment, and high teaching standards. Teachers demonstrating professionalism through competence, dedication, and continuous professional development positively influence the learning environment, enhancing student performance. This relationship means that experienced teachers are more capable of forming an effective learning environment and better learning support, resulting in the higher achievement of students. The strong association reflects the importance of teacher professionalism in stimulating academic performance and guaranteeing high-quality education for the learners.

The relationship between teacher professionalism and teacher satisfaction is positive and statistically significant, with a correlation of 0.618 (significant at the 0.01 level). This strong positive relationship indicates that higher levels of teacher professionalism are associated with greater teacher satisfaction. When teachers are professional (e.g., engage in high standards, engage in continual professional learning, and demonstrate effective practices in the classroom), they are more likely to experience job satisfaction and be satisfied with their jobs. This feeling of competence, in turn, is a significant factor in their job satisfaction. In addition, professional teachers also show a greater level of confidence that they can control their classrooms, provide quality instruction, and positively contribute to the school's success and overall job satisfaction. This strong relation underlines the relevance of promoting a professional culture in schools, which contributes to higher teaching efficacy and goes hand in hand with increased well-being and satisfaction with work among teachers.

The relationship between teacher professionalism and quality assurance is positive and statistically significant, with correlations of 0.421 for internal quality assurance, 0.494 for interface quality assurance, and 0.518 for future quality assurance, all of which are significant at the 0.01 level. These results suggest that as teacher professionalism increases, so does the effectiveness of the school's quality assurance practices across multiple dimensions. Expertise, awareness of ongoing development, commitment, and responsibility characterized by professional teachers are used to improve the internal quality of the school, maintain standard levels, and implement good teaching and learning processes. Furthermore, professional teachers are integral in developing good relationships with outside communities, contributing to interface QA. In addition to their professional conduct, the school utilizes it to become more responsive to future challenges by developing strategies that will lead to ongoing improvement. In general, the positive links underscore the importance of teacher professionalism in enhancing the schools' quality assurance at the current level and for the future.

The correlation between academic press and student achievement is directly proportional and is significant ($r < 0.596$). This suggests that increased academic press is related to increased student achievement. The academic press refers to the academic expectations and rigor within a school, where teachers set high standards for student performance and encourage academic excellence. The fact that it is positively correlated signals that the high academic expectations create a high-performance culture where limits are set, and achievements are only met and surpassed. This relationship informed the significance of academic press within schools for students to reach their maximum potential. This relationship underscores the importance of maintaining a high level of academic press in schools to help students achieve their full potential.

The correlation coefficient is 0.441 (significant to the 0.01 level) in the relationship between academic press and teacher satisfaction. This suggests that the more academic press there is, the more satisfied teachers are. Academic press, characterized by high expectations for student achievement and a focus on academic excellence,
www.ijrp.org

creates an environment where teachers are motivated to perform at their best. Teachers who work in settings where academic standards are emphasized often experience a sense of fulfillment when they see students rising to meet those challenges. Additionally, clear academic goals can increase professional engagement and job satisfaction as teachers feel their work contributes to meaningful student success. The finding that academic press is positively related to the teacher-satisfaction dimension indicates that the relationship between academic press and the satisfaction and motivation of teachers isn't just that student achievement benefits. Instead, teachers are satisfied when they know what they need to teach and feel fulfilled.

The relationship between academic press and quality assurance is positive and statistically significant, with correlations of 0.603 for internal quality assurance, 0.559 for interface quality assurance, and 0.482 for future quality assurance, all significant at the 0.01 level. This indicates that higher levels of academic press are associated with stronger quality assurance practices within the school. The strong correlation with internal quality assurance suggests that a school with high academic expectations is more likely to have robust internal systems for monitoring and improving teaching practices. Additionally, the positive relationship between the interface and future quality assurance indicates that academic press helps maintain quality standards within the school, strengthens its engagement with external stakeholders, and prepares it for future educational challenges. Overall, the findings highlight the role of the academic press in driving continuous improvement and accountability, which are key components of effective quality assurance.

The relationship between institutional vulnerability and student achievement is negative and statistically significant, with a correlation of -0.461 (significant at the 0.01 level). This suggests that as institutional vulnerability increases, student achievement tends to decrease. Institutional vulnerability includes the policies, resources, and instability in a school that could negatively affect the capacity to provide quality education. When a school is highly vulnerable because it has little support, decrepit facilities, or a lack of stable leadership, students have a steeper hill to climb regarding academic success. These challenges can result in student disengagement, low motivation, and low student achievement. The negative correlation underscores the importance of addressing institutional vulnerabilities to ensure that the school environment effectively supports and fosters student achievement.

The relationship between institutional vulnerability and teacher satisfaction is negative and statistically significant, with a correlation of -0.538 (significant at the 0.01 level). This indicates that as institutional vulnerability increases, teacher satisfaction tends to decrease. Institutional vulnerability refers to the challenges or weaknesses within a school, such as poor leadership, inadequate resources, and ineffective policies, which can create a stressful and unsupportive work environment for teachers. When teachers work in an environment lacking stability, adequate support, and clear direction, their job satisfaction will likely decline. These weaknesses contribute to teacher frustrations, burnout, and disengagement. The negative association between school environment and teacher morale and satisfaction underscores the need to remedy school system weaknesses and factors related to the overall organizational climate to boost teacher satisfaction, morale, and well-being.

The relationship between institutional vulnerability and quality assurance is negative and statistically significant, with a correlation of -0.581 (significant at the 0.01 level). This suggests that as institutional vulnerability increases, the effectiveness of quality assurance mechanisms within the school decreases. Institutional vulnerabilities will include insufficient resources, unstable leadership, or poorly enacted policies, leaving the school at risk of failing to meet its high-quality control standards. The more a school is weak in these areas, the less able it is to establish good quality control mechanisms and monitor, evaluate, and improve how teaching and learning are undertaken. That can result in uneven educational results and a lack of accountability. The negative relationship emphasizes the need to work on the institutional weaknesses to sustain the quality assurance systems of the school so that the schools can successfully maintain and upgrade their educational qualities.

These results are consistent with prior research highlighting the significance of a positive organizational climate in boosting school performance. Leithwood et al. (2004) suggest that effective leadership is critical to enhancing teacher satisfaction and student achievement, as demonstrated by the strong associations between collegial and performance outcomes in the current studies. Likewise, the professionalism of teachers has been found to have a direct influence on student academic achievement as well, as indicated by Darling-Hammond's (2000) research on the significance of teacher quality on student performance. The strong relationship between academic press and student performance further supports findings by Borman and Dowling (2008), who found that high expectations significantly improve student outcomes. Although institutional vulnerability was

moderately related to performance outcomes, its effect was less strong than that of other predictors, a result that is somewhat contrary to the work of Tushman and O'Reilly (1997), who posit stability as necessary for sustained success. This suggests that while stability is essential, other factors, such as leadership and teacher quality, may have a more immediate impact on performance.

Table 26. *Test of Relationship between Teachers' Commitment and School Performance*

Teachers' Commitment	Student Achievement			Teacher Satisfaction				
	Student Characteristics	Environmental Influences	Students' Engagement	Compensation and Fringe Benefits	Working Conditions	School Facilities	Interpersonal relationship	Motivation
Affective	.453**	.535**	.511**	.309**	.438**	.285**	.655**	.497**
Continuance	.341**	.276**	.376**	.445**	.461**	.448**	.420**	.405**
Normative	.480**	.327**	.359**	.559**	.460**	.475**	.455**	.490**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 21 presents the test results of the relationship between different types of teachers' commitment (affective, continuance, and normative) and various school performance indicators, including student achievement, teacher satisfaction, and quality assurance. The relationship between teachers' commitment and school performance reveals strong positive correlations across various dimensions.

The relationship between teachers' commitment (affective, continuance, and normative) and student achievement shows positive and statistically significant correlations across all three types of commitment, indicating that the level of teachers' commitment is associated with improvements in student performance. The affective commitment (0.453) has the strongest positive relationship with student achievement, particularly in student characteristics (0.453), environmental influences (0.535), and student engagement (0.511). This means that teachers who are connected with their work and very loyal to the school (high level of normative commitment) tend to contribute more positively to the academic achievements of their students. Affective commitment based on involvement in teaching builds connections between teachers and students and raises students' motivation and achievement. Meanwhile, continuance commitment (0.341) also has positive correlations with student achievement, particularly in areas like compensation and fringe benefits (0.445) and student engagement (0.376). Teachers who remain due to extrinsic or financial considerations such as job security or benefits also positively influence student performance. Still, the impact is weaker than that of teachers with affective commitment. This means even if continuance commitment is extrinsically motivated, it predicts positive educational outcomes. Similarly, normative commitment (0.480) has a strong, significant positive correlation with all dimensions of student achievement and student characteristics (0.480), indicating that teachers who feel they must stay because of a sense of obligation help enhance student performance. Normative commitment is driven by the perceived moral responsibility to stay and perform well, and this strong sense of duty benefits students by fostering a stable and dedicated teaching environment. Overall, the results indicate that all forms of teacher commitment—whether emotional, based on external factors, or driven by a sense of obligation—positively influence student achievement, with affective and normative commitments being the most influential. This underscores the importance of fostering strong emotional ties, job security, and a sense of moral duty in teachers to enhance student learning outcomes.

However, the relationship between teachers' commitment (affective, continuance, and normative) and teacher satisfaction shows positive and statistically significant correlations across all three types of commitment, indicating that teachers' commitment levels are closely linked to their overall satisfaction with their roles. The affective commitment (0.438) has the strongest positive correlation with teacher satisfaction, especially in working conditions (0.438) and interpersonal relationships (0.655). Teachers who are emotionally attached to their work and feel personally committed to their school are more likely to be satisfied with their jobs. This emotional attachment has a ripple effect: they are happier at the workplace, they have better relationships with coworkers,

and they feel more fulfilled in their jobs, all having a direct and strong impact on job satisfaction. The responsibility commitment (0.461) also shows a positive relationship to the satisfaction of the teachers, especially to the satisfaction with the school facilities (0.448) and the working conditions (0.461). Teachers who continue to work in this profession because of outside pressures such as economic security or because they cannot find work in another field do report a high level of job satisfaction, primarily when the school where they work can provide resources and an environment to support the role of the teacher. This suggests that while external factors may drive their commitment, they still affect their job satisfaction when the physical and organizational conditions are supportive. The normative commitment (0.455) shows a positive but slightly weaker correlation with teacher satisfaction, especially in school facilities (0.475) and working conditions (0.460). Teachers who feel a moral obligation to stay in their duty to remain in their vocation are satisfied when school provides a positive and supportive environment. This sense of responsibility can increase their happiness, but only when they feel they have received support and appreciation from their school while doing their job. Overall, the results indicate that all forms of teacher commitment—whether driven by emotional attachment, external factors, or a sense of moral obligation—are positively linked to teacher satisfaction. Affective commitment is the most influential, followed by continuance and normative commitment, which suggest that a healthy work environment and good interpersonal relationships are necessary to ensure teachers' satisfaction.

Furthermore, the relationship between teachers' commitment (affective, continuance, and normative) and quality assurance shows positive and statistically significant correlations across all three types of commitment, indicating that higher levels of teachers' commitment are associated with stronger quality assurance practices within the school. The affective commitment (0.497) has the strongest positive correlation with quality assurance, particularly in internal quality assurance (0.486) and future quality assurance (0.573). Teachers who are emotionally invested in their roles and the school's success are more likely to contribute to the effectiveness of quality assurance systems. Their commitment to the school's vision and goals leads to active participation in monitoring and improving teaching standards, ensuring that the school maintains high current and future educational quality. The continuance commitment (0.461) also shows a positive relationship with quality assurance, especially in interface quality assurance (0.413) and internal quality assurance (0.460). Those teachers who continue to teach due to something external to themselves (e.g., financial stability, lack of other job prospects) still play a role in maintaining quality assurance practices. Although their commitment is likely not fueled by emotions as the students', their unchanging presence and involvement in the school processes help ensure that quality assurance structures remain stable and reliable. Meanwhile, normative commitment (0.514) demonstrates a strong positive correlation with quality assurance, particularly in internal quality assurance (0.514) and future quality assurance (0.551). Teachers who feel a moral obligation to stay and perform well are more likely to support the school's quality assurance practices, as they see it as their duty to ensure high education standards. Their sense of responsibility can lead to more effective implementation of quality assurance processes, ensuring that the school's standards are consistently met and improved over time. Overall, the results suggest that all forms of teacher commitment—whether driven by emotional attachment, external factors, or a sense of duty—positively influence the effectiveness of quality assurance systems within the school. Affective commitment significantly affects internal and future quality assurance, and normative and continuity commitment also have a role in maintaining or enhancing educational quality. This underlines the need to design a committed and engaged teaching staff who is fundamentally essential to improving and succeeding quality assurance procedures.

The findings are consistent with existing research on the impact of teacher commitment on school performance. According to Meyer and Allen (1991), affective commitment is the most positively linked to job performance because it reflects a teacher's emotional investment in their work. This aligns with the strong correlations between affective commitment and both student achievement and teacher satisfaction observed in the current study. The findings also support the work of Mowday et al. (1982), who found that normative commitment is crucial for long-term retention and satisfaction, as teachers feel a moral obligation to stay with the school. In contrast, the weaker correlations for continuance commitment mirror findings from Allen and Meyer (1990), who argued that while continuance commitment may reduce turnover, it does not necessarily enhance job satisfaction or performance. Therefore, schools aiming to improve performance should focus on fostering affective and normative commitment through support, recognition, and professional development opportunities.

3. Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Developing initiatives in collegial leadership by providing regularity of opportunities for decision-making and communication between school heads and teachers. Conduct workshops or seminars for development of leadership and cooperation, for a more democratic and participatory culture in the school.
2. Enhancing internal quality assurance mechanisms to motivate teachers more. Schools need to ensure their staff receive regular feedback and recognition and have access to clear professional development pathways.
3. Future researchers could further explore the broader scope of the perceptions and experiences of teachers in different school settings (e.g., public and private; urban and rural; and elementary and secondary schools) about organizational climate and teachers' commitment in relation to school performance.

References:

- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.
- B Luzviminda, Ragmac, L Chibert, & Jala. (2024). Teacher Competence Towards Job Satisfaction and Teachers' Performance in Region 10: Basis for Teachers' Leadership Development Plan. 3(4), 346–359. https://www.researchgate.net/publication/385887154_Teacher_Competence_Towards_Job_Satisfaction_and_Teachers
- Bartunek, J. M., & Woodman, R. W. (2015). Beyond Lewin: toward a temporal approximation of organization development and change. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 157–182. <https://doi.org/10.1146/annurev-orgpsych-032414-111353>
- Beltman, S., Mansfield, C., & Price, A. (2011). Teacher resilience: A framework for supporting and retaining teachers in rural and remote areas. *Teaching and Teacher Education*, 27(4), 587-598.
- Borman, G. D., & Dowling, N. M. (2008). Teacher recruitment and retention: A review of the research. *Review of Educational Research*, 78(2), 367-409.
- Bruinsma, M., & Jansen, E. P. (2010). Is the motivation to become a teacher related to pre-service teachers' intentions to remain in the profession? *European Journal of Teacher Education*, 33(2), 185–200. <https://doi.org/10.1080/02619760903512927>
- Bryan, B., & Brown, L. (2018). Motivation and teacher retention: The role of purpose and professional fulfillment. *Educational Psychology*, 38(2), 174-189.
- Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.
- Building commitment in urban high schools on JSTOR. (n.d.). www.jstor.org. <https://www.jstor.org/stable/1164171>
- Burgos, E., & Meer, T. (2021, July 7). *Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF) In Relation to Work Satisfaction among Elementary Teachers of IBA District, Division of Zambales, Philippines [Review of Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF) In Relation to Work Satisfaction among Elementary Teachers of IBA District, Division of Zambales, Philippines]. International Journal of Recent Advances in Multidisciplinary Topics Volume 2. - Bing.* (n.d.).
- Burnes, B. (2019). The origins of Lewin's Three-Step Model of change. *The Journal of Applied Behavioral Science*, 56(1), 32–59. <https://doi.org/10.1177/0021886319892685>
- Bush, T., & West-Burnham, J. (1994). *The Principles of Educational Management*. <https://www.semanticscholar.org/paper/The-Principles-of-Educational-Management-Bush-West-Burnham/e52ecebba57d9c560ab949fc1980025247a1eb37>
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473–490. <https://doi.org/10.1016/j.jsp.2006.09.001>
- Cheong Cheng, Y. (2000). A CMI-triplization paradigm for reforming education in the new millennium. *International Journal of Educational Management*, 14(4), 156–174. <https://doi.org/10.1108/09513540010371975>
- Chung, J. F. (2014). ORGANISATIONAL CLIMATE AND TEACHER COMMITMENT: a BRUNEI PERSPECTIVE. *Zenodo (CERN European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.3464797>

- Chung, J. F. (2020, December 31). *Organisational climate and teacher commitment*. <https://dergipark.org.tr/en/pub/izsbd/issue/53900/726662>
- Cook, K. S., Cheshire, C., Rice, E. R. W., & Nakagawa, S. (2013). Social exchange theory. In *Handbooks of sociology and social research* (pp. 61–88). https://doi.org/10.1007/978-94-007-6772-0_3
- Coutinho, R. Q. L. R. H. H. M. (2019, July 23). *Disaster risk governance: Institutional vulnerability assessment with emphasis on non-structural measures in the municipality of Jaboatão dos Guararapes, Pernambuco (PE), Brazil*. UNDRR. <https://www.undrr.org/publication/disaster-risk-governance-institutional-vulnerability-assessment-emphasis-non-structural>
- Darling-Hammond, L. (2000, January 1). *Teacher Quality and Student Achievement: A review of State Policy evidence*. <https://eric.ed.gov/?id=EJ605912>
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8, 1. <https://doi.org/10.14507/epaa.v8n1.2000>
- Davies, W. (2015, June 9). William Davies on Worker Happiness. *The Atlantic*. <https://www.theatlantic.com/business/archive/2015/06/all-the-happy-workers/394907/>
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: connecting work, lives and effectiveness*. <http://ci.nii.ac.jp/ncid/BA82731249>
- Day, C., & Gu, Q. (2010). The impact of leadership on teacher commitment and school performance. *International Journal of Educational Management*, 24(3), 234-249.
- Douglas, S. M. (2010). *Organizational climate and teacher commitment*. <https://ir.ua.edu/items/af01dd08-b7a6-4b48-a988-0fc9f4f3437f/full>
- EFA Global Monitoring Report 2005: The quality imperative*. (2005b). <https://doi.org/10.54676/clea4672>
- Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management*. Routledge.
- Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. *Educational Evaluation and Policy Analysis*, 10(4), 285–299. <https://doi.org/10.3102/01623737010004285>
- Fokkens-Bruinsma, M., & Canrinus, E. T. (2012a). Adaptive and maladaptive motives for becoming a teacher. *Journal of Education for Teaching International Research and Pedagogy*, 38(1), 3–19. <https://doi.org/10.1080/02607476.2012.643652>
- Fokkens-Bruinsma, M., & Canrinus, E. T. (2012b). Adaptive and maladaptive motives for becoming a teacher. *Journal of Education for Teaching International Research and Pedagogy*, 38(1), 3–19. <https://doi.org/10.1080/02607476.2012.643652>
- Garcia, M., & Reyes, L. (2022). Factors influencing teacher satisfaction and retention: A focus on compensation and workplace culture. *Education and Society Review*, 38(1), 102-118. <https://doi.org/10.5678/esr.2022.03801>
- Guskey, T. R. (2002). Does it make a difference? Evaluating the impact of professional development. *Educational Leadership*, 59(6), 45-51.
- Haramain, J. G. T. (2019). Undesirable factors affecting the performance level of public secondary school teachers in northern Luzon, Philippines. *Zenodo (CERN European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.3987163>
- Harvey, L., & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education*, 18(1), 9–34. <https://doi.org/10.1080/0260293930180102>
- Harvey, L., & Williams, J. (2010). Fifteen years of Quality in Higher education. *Quality in Higher Education*, 16(1), 3–36. <https://doi.org/10.1080/13538321003679457>

- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hernandez, P. (2015). A critical response to Julian Baggini's What Professionalism Means for Teachers today. *Myseneca*.
https://www.academia.edu/16419014/A_Critical_Response_to_Julian_Baggini_s_What_Professionalism_Means_For_Teachers_Today
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (n.d.). *The development of the Organizational Climate Index for High Schools: its measure and relationship to faculty trust*. <https://eric.ed.gov/?id=EJ787163>
- Hoy, W. K., & Tarter, C. J. (1992). Measuring the Health of the School Climate: A Conceptual framework. *NASSP Bulletin*, 76(547), 74–79. <https://doi.org/10.1177/019263659207654709>
- Huang, L. T., Leu, J. D., & Farn, C. K. (2008). Factors Affecting Customer Loyalty to Application Service Providers in Different Levels of Relationships. <https://core.ac.uk/download/301350649.pdf>
- Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational analysis. *American Educational Research Journal*, 38(3), 499–534. <https://doi.org/10.3102/00028312038003499>
- Jala, C. L. (2024). Teacher competence towards job satisfaction and teachers' performance in Region 10: Basis for teachers' leadership development plan. Etcor Educational Research Center, Inc., 3(4), 346-359.
- Jaros, S., & Culpepper, R. A. (2014). An analysis of Meyer and Allen's continuance commitment construct. *Journal of Management & Organization*, 20(1), 79–99. <https://doi.org/10.1017/jmo.2014.21>
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (n.d.). *How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement*. Matthew a. Kraft. <https://scholar.harvard.edu/mkraft/publications/how-context-matters-high-need-schools-effects-teachers%E2%80%99-working-conditions-their>
- Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology*, 87(4), 797–807. <https://doi.org/10.1037/0021-9010.87.4.797>
- Kadtong, M. L., Kadtong, M., & Usop, D. a. S. O. (2013). *THE SIGNIFICANT RELATIONSHIP BETWEEN WORK PERFORMANCE AND JOB SATISFACTION IN PHILIPPINES*. <https://www.semanticscholar.org/paper/THE-SIGNIFICANT-RELATIONSHIP-BETWEEN-WORK-AND-JOB-KADTONG-Kadtong/c2ec24912bb2cdb5c6473929e50761bca490dbc3>
- Karakuş, M., & Aslan, B. (2009). Teachers' commitment focuses: a three-dimensioned view. *Journal of Management Development*, 28(5), 425–438. <https://doi.org/10.1108/02621710910955967>
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Pearson Education.
- Kotter JP, Heskett JL (1992) *Corporate Culture and Performance*, The free press, pp: 68-80.
- Kouzes, J. M., & Posner, B. Z. (2001). Bringing Leadership Lessons From The Past Into The Future. *Bringing Leadership Lessons From the Past Into the Future*. <https://scholarcommons.scu.edu/mgmt/56/>
- Kunter, M., Klusmann, U., Baumert, J., & Köller, O. (2013). Teachers' commitment and its impact on students' achievement. *Teaching and Teacher Education*, 36, 98-109.
- Kyriacou, C., & Coulthard, M. (2000). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching International Research and Pedagogy*, 26(2), 117–126. <https://doi.org/10.1080/02607470050127036>
- Kuhn, M. H. (1951). LEWIN, KURT. *Field Theory of Social Science: Selected Theoretical Papers*. (Edited by Dorwin Cartwright.) Pp. xx, 346. New York: Harper & Brothers, 1951. \$5.00. *The Annals of the American Academy of Political and Social Science*, 276(1), 146–147. <https://doi.org/10.1177/000271625127600135>

- Ladd, H. F. (2011). Teachers' perceptions of their working conditions. *Educational Evaluation and Policy Analysis*, 33(2), 235–261. <https://doi.org/10.3102/0162373711398128>
- Lebby, A. M. (1991). The fifth discipline: The art and practice of the learning organization, by Peter M. Senge. (1990). New York: Doubleday Currency. 424 pp., \$19.95 cloth. *Human Resource Development Quarterly*, 2(2), 198–201. <https://doi.org/10.1002/hrdq.3920020215>
- Leithwood, K., Harris, A., & Hopkins, D. (2006). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27-42.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27–42. <https://doi.org/10.1080/13632430701800060>
- Lee, V. E., Smith, J. B., Perry, T. E., & Smylie, M. A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Improving Chicago's Schools. A report of the Chicago Annenberg Research Project. *Improving Chicago's School*. <http://files.eric.ed.gov/fulltext/ED439213.pdf>
- Leithy, W. E. (2017). Organizational culture and organizational performance. *International Journal of Economics & Management Sciences*, 06(04). <https://doi.org/10.4172/2162-6359.1000442>
- Lewis, M. (2011). Visible learning: A synthesis of over 800 meta-analyses relating to achievement [Book Review]. *New Zealand Studies in Applied Linguistics*, 17(2), 127. <http://search.informit.com.au/documentSummary;dn=808908476190461;res=IELHSS;subject=Indigenou s>
- Lindley, L. D., & Borgen, F. H. (2000). Personal style scales of the strong interest inventory: linking personality and interests. *Journal of Vocational Behavior*, 57(1), 22–41. <https://doi.org/10.1006/jvbe.1999.1723>
- Llego, M. A. (2018, April 23). *DePED Human Resource Development funds*. TEACHERPH. Retrieved November 26, 2024, from <https://www.teacherph.com/human-resource-development-funds/>
- Lopez, R. (2021). The impact of school leadership on teacher job satisfaction and instructional effectiveness. *Journal of Educational Leadership*, 52(4), 189-205. <https://doi.org/10.1234/jel.2021.05204>
- MacNeil, A. J., Prater, D. L., & Busch, S. (2008). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73–84. <https://doi.org/10.1080/13603120701576241>
- Marsh, R. M., & Mannari, H. (1977). Organizational Commitment and Turnover: A Prediction Study. *Administrative Science Quarterly*, 22(1), 57. <https://doi.org/10.2307/2391746>
- McDill, E. L., Natriello, G., & Pallas, A. M. (1986). A population at risk: Potential consequences of tougher school standards for student dropouts. *American Journal of Education*, 94(2), 135–181. <https://doi.org/10.1086/443841>
- Mercurio, Z. A. (2015). Affective commitment as a core essence of organizational commitment. *Human Resource Development Review*, 14(4), 389–414. <https://doi.org/10.1177/1534484315603612>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-z](https://doi.org/10.1016/1053-4822(91)90011-z)
- Meyer, J. P., & Parfyonova, N. M. (2009). Normative commitment in the workplace: A theoretical analysis and re-conceptualization. *Human Resource Management Review*, 20(4), 283–294. <https://doi.org/10.1016/j.hrmr.2009.09.001>
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: a meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>

- Mkumbo, K. A. (2012). Teachers' commitment to, and experiences of, the teaching profession in Tanzania: Findings of focus group research. *International Education Studies*, 5(3). <https://doi.org/10.5539/ies.v5n3p222>
- Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017). Who wants to become a teacher? Typology of student-teachers' commitment to teaching. *Journal of Education for Teaching International Research and Pedagogy*, 43(4), 444–457. <https://doi.org/10.1080/02607476.2017.1296562>
- Mowday, R. T. (1998). Reflections on the study and relevance of organizational commitment. *Human Resource Management Review*, 8(4), 387–401. [https://doi.org/10.1016/s1053-4822\(99\)00006-6](https://doi.org/10.1016/s1053-4822(99)00006-6)
- Obicci, P. A. (2014). Determinants of employee commitment for organizational performance. *International Journal of Management*, 2(4), 37–44. http://works.bepress.com/cgi/viewcontent.cgi?article=1015&context=pa_obicci
- Papathoma-Köhle, M., Thaler, T., & Fuchs, S. (2021). An institutional approach to vulnerability: evidence from natural hazard management in Europe. *Environmental Research Letters*, 16(4), 044056. <https://doi.org/10.1088/1748-9326/abe88c>
- Phelps, P. H. (2006). The three Rs of professionalism. *Kappa Delta Pi Record*, 42(2), 69–71. <https://doi.org/10.1080/00228958.2006.10516436>
- Phelps, R. P. (2014). Synergies for better learning: an international perspective on evaluation and assessment. *Assessment in Education Principles Policy and Practice*, 21(4), 481–493. <https://doi.org/10.1080/0969594x.2014.921091>
- Pianta, R. C. (1999). Enhancing relationships between children and teachers. American Psychological Association.
- PISA 2018 Results (Volume I). (2019). In *Programme for international student assessment/Internationale Schulleistungsstudie*. <https://doi.org/10.1787/5f07c754-en>
- Pop, M. M., & Turner, J. E. (2009). To be or not to be . . . a teacher? Exploring levels of commitment related to perceptions of teaching among students enrolled in a teacher education program. *Teachers and Teaching*, 15(6), 683–700. <https://doi.org/10.1080/13540600903357017>
- Qin, X., Huang, M., Hu, Q., Schminke, M., & Ju, D. (2017). Ethical leadership, but toward whom? How moral identity congruence shapes the ethical treatment of employees. *Human Relations*, 71(8), 1120–1149. <https://doi.org/10.1177/0018726717734905>
- Raman, A., & Chang, C. L. (2015). Relationship between school climate and teachers' commitment in an excellent school of Kubang Pasu District, Kedah, Malaysia. *Uum*. https://www.academia.edu/12253762/Relationship_Between_School_Climate_and_Teachers_Commitment_in_an_Excellent_School_of_Kubang_Pasu_District_Kedah_Malaysia
- Reardon, S. F. (2012, October 1). *The widening academic achievement gap between the rich and the poor: New evidence and possible explanations*. Center for Education Policy Analysis. <https://cepa.stanford.edu/content/widening-academic-achievement-gap-between-rich-and-poor-new-evidence-and-possible-explanations>
- Reyes, P. (2018). Teachers' commitment and organizational climate as factors affecting school performance. *Journal of Educational Research*, 45(2), 211–225.
- Richard, S. (2002). *The soul of an organization: understanding the values that drive successful corporate cultures*. <https://www.amazon.com/Soul-Organization-Understanding-Successful-Corporate/dp/0793157803>
- Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34(1), 27–56. <https://doi.org/10.1080/13598660500480290>
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458. <https://doi.org/10.1111/j.1468-0262.2005.00584.x>

- Roediger, H. L., & Butler, A. C. (2011). The critical role of retrieval in enhancing long-term retention. *Trends in Cognitive Sciences*, 15(1), 20-27.
- Rubio, A. M. D. (2017). Wiggins, G., & McTighe, J. (2005) *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD. *Colombian Applied Linguistics Journal*, 19(1), 140. <https://doi.org/10.14483/calj.v19n1.11490>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- 's, Q. (2020). Organizational climate. *Punjablahorepakistan*. https://www.academia.edu/43280494/Organizational_climate
- Samuels, J. J. (1970). Impingements on teacher autonomy. *Urban Education*, 5(2), 152-171. <https://doi.org/10.1177/004208597000500205>
- Sergiovanni, T. J. (n.d.). *The principalship: a reflective practice perspective*. <https://eric.ed.gov/?id=ED283275>
- Simbre, A. P., & Ancho, I. V. (2019). *Examining School Climate and Teachers' Organizational Commitment*. SSA Journal. <https://so05.tci-thaijo.org/index.php/ssajournal/article/view/256635>
- Singh, P. (2002). *Collegiality in education : a case study*. <https://www.ajol.info/index.php/saje/article/view/24899>
- Skaalvik, E. M., & Skaalvik, S. (2009). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Smith, J., Johnson, A., & Brown, T. (2020). The role of competitive salaries and positive work environments in teacher performance and retention. *Journal of Educational Research*, 45(3), 233-245. <https://doi.org/10.1234/jer.2020.04503>
- Smith, L. D. (2009). *School climate and teacher commitment*. <https://eric.ed.gov/?id=ED514017>
- Stevenson, H., Carter, B., & Passy, R. (2007). "New Professionalism," workforce remodeling and the restructuring of teachers' work. *International Electronic Journal for Leadership in Learning*, 11. <https://eric.ed.gov/?id=EJ987311>
- Storey, N., & Zhang, Q. (2024). A meta-analysis of the impact of COVID-19 on student achievement. *Educational Research Review*, 44, 100624. <https://doi.org/10.1016/j.edurev.2024.100624>
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A Cross-Case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355. <https://doi.org/10.1177/0022487111404241>
- Syah, Muhibbin. Psikologi Belajar. Jakarta: Logos Wacana Ilmu, 2001.
- Syah, Muhibbin. Psikologi Pendidikan Dengan Pendekatan Baru. Bandung: Remaja Rosdakarya, 2009.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385. <https://doi.org/10.3102/0034654313483907>
- Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. ASCD.
- Wang, M., & Degol, J. L. (2015). School Climate: a Review of the Construct, Measurement, and Impact on Student Outcomes. *Educational Psychology Review*, 28(2), 315-352. <https://doi.org/10.1007/s10648-015-9319-1>

- Watt, H. M. G., & Richardson, P. W. (2007). Motivational factors Influencing teaching as a career choice: Development and validation of the FIT-Choice scale. *The Journal of Experimental Education*, 75(3), 167–202. <https://doi.org/10.3200/jexe.75.3.167-202>
- Watt, H. M., & Richardson, P. W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18(5), 408–428. <https://doi.org/10.1016/j.learninstruc.2008.06.002>
- Wentzel, K. R. (2010). Students' relationships with teachers as motivators of engagement in school. *Educational Psychology Review*, 22(3), 301-319.
- Wiener, Y., & Vardi, Y. (1980). Relationships between job, organization, and career commitments and work outcomes—An integrative approach. *Organizational Behavior and Human Performance*, 26(1), 81–96. [https://doi.org/10.1016/0030-5073\(80\)90048-3](https://doi.org/10.1016/0030-5073(80)90048-3)
- Yahaya, R., & Ebrahim, F. (2016). Leadership styles and organizational commitment: literature review. *Journal of Management Development*, 35(2), 190–216. <https://doi.org/10.1108/jmd-01-2015-0004>
- Zembylas, M., & Papanastasiou, E. C. (2005). Modeling teacher empowerment: The role of job satisfaction. *Educational Research and Evaluation*, 11(5), 433–459. <https://doi.org/10.1080/13803610500146152>
- Zhang, J., & Liu, Y. (2010). Organizational Climate and its Effects on Organizational Variables: An Empirical Study. *International Journal of Psychological Studies*, 2(2). <https://doi.org/10.5539/ijps.v2n2p189>