Relationship Between Organizational Health of Schools and Teachers' Performance in Selected Public Schools in Valenzuela City

Cindy T. Malabanan, Edwin B. Bunao, PhD, Djoana L. Poja, PhD

Pamantasan ng Lungsod ng Valenzuela, Valenzuela, Metro Manila, Philippines

DOI: https://doi.org/10.47772/IJRISS.2026.1026EDU0394

Received: 14 June 2026; Accepted: 20 June 2026; Published: 30 June 2026

ABSTRACT

This study investigated the relationship between the organizational health of schools and teacher performance in selected public elementary schools in Valenzuela City for the School Year 2025–2026. Utilizing a descriptive-correlational research design, data were collected from 175 respondents, including 8 principals, 42 master teachers, and 125 teachers. Results indicated that organizational health is "Very Evident" across all dimensions, while teacher performance consistently reached the "Always" level in areas such as subject mastery and instructional delivery.

Statistical analysis revealed no significant difference in organizational health perceptions based on school size, suggesting standardized policy implementation across the division. Importantly, a significant positive relationship was established between organizational health and teacher performance, confirming that a healthy school environment—characterized by institutional integrity and supportive leadership—is associated with higher instructional effectiveness. While challenges like insufficient resources and heavy workloads were identified as slightly evident, the schools demonstrated high resilience.

The study culminated in the development of a School Organizational Health Sustainability Framework designed to institutionalize best practices in leadership, resource management, and professional collaboration to ensure long-term educational excellence.

Keywords: Organizational Health, Teacher Performance, Valenzuela City Public Schools

INTRODUCTION

This chapter presents the introduction, review of related literature and studies, theoretical framework, conceptual framework, statement of the problem and hypotheses, significance of the study, scope and delimitation, and definition of terms used in the study.

In an era marked by rapid change, increasing complexity, and persistent challenges in education, organizational health has emerged as a critical factor in determining the effectiveness and sustainability of schools. Organizational health refers not only to the visible structures and systems within an institution but also to the underlying capacity of the organization to function efficiently, adapt to change, and sustain growth over time. A healthy organization is characterized as durable, resilient, and capable of maintaining high levels of performance despite external and internal pressures.

Organizational health is defined as the ability of an organization to align its members around a shared vision, respond effectively to change, and build resilience necessary to achieve its goals (Feder, 2024; Susinowitz, 2023). The concept was first introduced in the educational context by Matthew Miles in 1965, who emphasized that successful school improvement efforts must focus on strengthening the internal health of the organization (Hernandez & Zamora, 2018).

In the school setting, organizational health operates across three levels of influence: technical, managerial, and institutional. The technical level focuses on the teaching–learning process; the managerial level involves administrative and leadership functions; and the institutional level reflects the school's relationship with its external environment (Raharja et al., 2025). When these levels function harmoniously, schools are better positioned to achieve both their instrumental goals (student learning outcomes) and expressive goals (values formation and positive school culture) (Mehta et al., 2013).

However, despite its importance, many schools continue to experience issues that indicate weak organizational health. These include poor communication between administrators and teachers, lack of instructional support, unclear policies, low staff morale, and insufficient professional development opportunities. Such conditions often lead to teacher burnout, low motivation, and decreased teaching effectiveness.

Studies have shown that schools with strong organizational health foster higher levels of teacher well-being, engagement, and optimism (Laranjeira & Querido, 2020; Avalos-Gonzales & Reyes, 2022; Skaalvik, 2020). Conversely, poor organizational conditions contribute to dissatisfaction, absenteeism, and high turnover rates among teachers (Toropova, 2021). These issues ultimately affect teaching performance, which encompasses a teacher's ability to effectively plan instruction, demonstrate content mastery, apply appropriate teaching strategies, manage the classroom, and assess student learning (Dela Rosa & Vargas, 2021).

Recent local studies further highlight persistent challenges affecting organizational health. For instance, Dilangalen et al. (2025) identified workload, inadequate compensation, limited resources, and weak administrative support as major factors contributing to teacher dissatisfaction in public schools. These challenges reflect systemic issues that weaken organizational health and hinder the delivery of quality education.

Background of the Study

The effectiveness of any educational institution is largely influenced by the health of its organization and the performance of its teachers. A school with strong organizational health fosters a supportive and collaborative environment where teachers are motivated, productive, and committed to achieving educational goals. This includes clear leadership direction, open communication, high morale, and efficient management of resources.

In the context of the Philippine education system, improving organizational health is closely aligned with the thrusts of the Department of Education (DepEd), particularly in enhancing instructional quality and promoting teacher efficiency. Instructional quality depends heavily on the conditions in which teachers operate, while teacher efficiency is influenced by the level of organizational support, leadership effectiveness, and availability of resources. Thus, strengthening organizational health is essential in achieving DepEd's goal of delivering quality, accessible, and relevant education.

Despite ongoing reforms and initiatives, several real-world challenges continue to affect public schools. Teachers often experience heavy workloads, limited instructional materials, insufficient professional development opportunities, and inconsistent administrative support. These issues contribute to declining motivation and reduced teaching performance. Moreover, global and national assessments, such as the Philippines' performance in international large-scale assessments, have highlighted concerns regarding student achievement, which may be linked to underlying organizational issues within schools.

Teacher demotivation has become a growing concern, as reflected in declining performance indicators, increased stress levels, and reduced job satisfaction. When teachers feel unsupported and overburdened, their ability to deliver high-quality instruction is compromised. This situation not only affects individual teacher performance but also undermines the overall effectiveness of the school.

While numerous studies have examined teacher performance and job satisfaction, there remains a significant research gap in exploring organizational health as a central factor influencing teaching performance,

particularly within the local public school context. Much of the existing research focuses on isolated variables such as leadership, workload, or compensation, without fully examining how these factors interact within the broader framework of organizational health.

This gap suggests that organizational health remains an underexplored yet critical construct in understanding school effectiveness. Despite improvements in policies and programs, there is limited empirical evidence that comprehensively examines how organizational health influences teachers' performance in public schools.

Hence, this study aims to address this gap by investigating the relationship between organizational health and teaching performance. By doing so, the study seeks to provide valuable insights that can guide school leaders, policymakers, and stakeholders in developing strategies to strengthen organizational health, improve teacher efficiency, and ultimately enhance instructional quality in schools.

Review of Related Literature

This section reviews related literature and empirical studies on organizational health in schools, its key components, and its relationship with teacher performance. It also examines relevant challenges, demographic influences, and recent studies. The review is organized into three sections: (1) Organizational Health in Schools and Its Components; (2) Teacher Performance and Its Dimensions; and (3) Empirical Studies on Organizational Health and Related Variables.

Organizational Health in Schools and Its Components

Organizational health in educational institutions refers to the school's capacity to function effectively, adapt to internal and external changes, and sustain a positive and productive work environment that supports teaching and learning. It encompasses structural, relational, and cultural dimensions that collectively influence the overall functioning of the school (Feder, 2024; Susinowitz, 2023).

Recent scholarly works emphasize that organizational health extends beyond operational efficiency, highlighting its role in fostering teacher well-being, collaboration, and institutional resilience (Borralho et al., 2025; Raharja et al., 2025). In the educational context, a healthy organization is one in which leadership practices, interpersonal relationships, and academic priorities are aligned toward the achievement of shared goals.

Consistent with the Organizational Health Inventory for Elementary Schools (OHI-E), this study adopts five core dimensions of organizational health: institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis.

Institutional Integrity

Institutional integrity refers to the school's ability to maintain its core educational mission and values despite external pressures and demands. It involves adherence to ethical standards, transparency in decision-making, and accountability in governance (Paclit et al., 2022; Raharja et al., 2025).

In recent educational research, institutional integrity is viewed as a critical determinant of stakeholder trust and organizational credibility. Schools that demonstrate strong institutional integrity are better able to resist undue influence from external groups, such as political entities or community pressures, thereby ensuring that decisions remain aligned with educational objectives (Camp et al., 2024).

However, empirical studies have revealed that institutional integrity remains a challenge in many public schools, where administrators often face competing demands from parents, local officials, and other stakeholders (Lopez, 2024). These pressures may compromise decision-making processes and weaken organizational stability.

Collegial Leadership

Collegial leadership is characterized by participative decision-making, shared responsibility, and collaborative relationships between school leaders and teachers. It emphasizes mutual respect, trust, and open communication within the organization (Zulkifly et al., 2023; Mooney et al., 2022). Contemporary studies highlight that collegial leadership significantly contributes to teacher empowerment, job satisfaction, and organizational commitment. When teachers are actively involved in decision-making processes, they are more likely to demonstrate higher levels of engagement and accountability (Roudini, 2025).

Moreover, collegial leadership fosters a culture of inclusivity and shared vision, which is essential in promoting organizational coherence and improving school performance. Conversely, authoritarian leadership styles have been associated with low morale and reduced teacher motivation (Mania, 2021).

Resource Influence

Resource influence pertains to the ability of school leadership to secure, allocate, and manage resources effectively to support instructional processes. These resources include financial support, teaching materials, infrastructure, and human capital (Elmi & Mugwe, 2024). Recent studies in the Philippine context reveal that inadequate resources remain a persistent barrier to achieving organizational health. Issues such as insufficient instructional materials, overcrowded classrooms, and limited access to technology hinder effective teaching and learning (Dilangalen et al., 2025).

Effective resource influence, therefore, is essential in ensuring that teachers are equipped with the necessary tools to perform their duties efficiently. School leaders who demonstrate strong resource management capabilities contribute significantly to improved instructional quality and teacher performance.

Teacher Affiliation

Teacher affiliation refers to the degree of collaboration, trust, and professional interaction among teachers within the school. It reflects the strength of collegial relationships and the presence of a supportive professional community (Garcia-Martinez et al., 2021). Recent literature underscores the importance of teacher affiliation in promoting professional learning communities (PLCs), where teachers engage in collaborative planning, peer observation, and reflective practices (Wijarwadi et al., 2025). Such collaborative environments enhance instructional practices and contribute to continuous professional growth.

However, the absence of strong teacher affiliation may lead to professional isolation, reduced morale, and limited sharing of best practices. Thus, fostering positive interpersonal relationships among teachers is a key element of organizational health.

Academic Emphasis

Academic emphasis refers to the extent to which a school prioritizes academic excellence and maintains high expectations for student achievement. It involves clarity of goals, focus on instructional tasks, and a culture that values learning (Anderson, 2024).

Empirical studies indicate that schools with strong academic emphasis tend to achieve better student outcomes, as teachers and students are aligned toward clear academic goals (Zaw et al., 2021). Academic emphasis also reinforces accountability and encourages teachers to maintain high standards of instruction. Nevertheless, maintaining academic emphasis can be challenging in contexts where teachers face heavy workloads and limited support. Balancing academic expectations with available resources remains a critical issue in many public schools.

Teacher Performance and Its Dimensions

Teacher performance is a multifaceted construct that encompasses the competencies, behaviors, and practices of teachers that contribute to student learning and educational outcomes. It is commonly assessed

through several key dimensions:

Mastery of Subject Matter

Mastery of subject matter refers to the depth and breadth of teachers' knowledge in their respective disciplines. Teachers with strong content knowledge are better able to deliver accurate and meaningful instruction, address misconceptions, and facilitate higher-order thinking (Dela Rosa & Vargas, 2021).

Instructional Delivery

Instructional delivery involves the strategies and methods used by teachers to facilitate learning. Effective instructional delivery includes clarity of explanation, use of diverse teaching approaches, and active engagement of learners. Recent studies highlight the importance of learner-centered and differentiated instruction in improving student achievement and engagement (Avalos-Gonzales & Reyes, 2022).

Classroom Management

Classroom management refers to the ability of teachers to create and maintain an environment conducive to learning. It includes managing student behavior, organizing classroom activities, and ensuring discipline. Research suggests that effective classroom management is influenced by both teacher competence and organizational support systems (Toropova, 2021).

Assessment and Feedback

Assessment and feedback involve evaluating student performance and providing constructive feedback to enhance learning. Effective assessment practices enable teachers to monitor progress and adjust instruction accordingly. Studies indicate that timely and meaningful feedback significantly improves student learning outcomes and motivation (Brata, 2025).

Professional Development

Professional development refers to ongoing opportunities for teachers to enhance their knowledge, skills, and competencies. It includes training programs, workshops, and collaborative learning experiences. Recent research emphasizes that continuous professional development is essential for maintaining high levels of teacher performance and adapting to educational reforms (Dilangalen et al., 2025).

Empirical Studies on Organizational Health and Related Variables

Organizational Health and Teacher Outcomes

Numerous studies have established a significant relationship between organizational health and teacher-related outcomes. Crosby (2022) found a strong positive correlation between organizational health and job satisfaction among faculty members. Similarly, Borralho et al. (2025) reported that organizational health is positively associated with teacher well-being and negatively associated with stress and burnout.

These findings suggest that a healthy organizational environment plays a crucial role in enhancing teacher motivation, engagement, and overall performance.

Organizational Health and School Effectiveness

Organizational health has also been linked to broader school outcomes, including student achievement and social development. Hernandez and Zamora (2018) found that schools with higher levels of organizational health demonstrated improved student performance. Furthermore, Aziz and Rashid (2024) reported a significant positive relationship between organizational health and students' social development, highlighting its impact on both academic and non-academic outcomes.

Long-Term Maintenance of Organizational Health

Recent developments in educational management emphasize that achieving organizational health is only the first step; the greater challenge lies in sustainability. According to Feder (2024), sustainable organizational health requires institutionalizing practices that allow the school to remain resilient against fluctuating external pressures and internal staff turnover. This shift from 'enhancement' to 'sustainability' ensures that high-performing schools, such as those in urban divisions, maintain their 'technical core' efficiency over several school years

Challenges in Organizational Health

Despite its recognized importance, several challenges hinder the development of organizational health in schools. These include excessive workload, inadequate resources, limited administrative support, and ineffective communication systems. Such challenges contribute to teacher dissatisfaction, decreased motivation, and reduced teaching effectiveness (Dilangalen et al., 2025). Addressing these issues is essential for improving organizational health and achieving educational goals.

Demographic Variables and Organizational Health

Demographic variables such as age, gender, educational attainment, and length of service have been found to influence perceptions of organizational health. Studies suggest that experienced teachers tend to exhibit higher organizational commitment and adaptability, while differences in gender and age may affect workplace interactions and experiences (Shahraki-Sanavi et al., 2025; Son Hing et al., 2023). Understanding these demographic influences is important in designing targeted interventions to improve organizational health across diverse teacher populations.

Synthesis

The reviewed literature establishes organizational health as a multidimensional construct essential for institutional resilience. While dimensions like collegial leadership and academic emphasis are well-documented, there is a lack of localized evidence on how these factors collectively sustain teacher performance in highly urbanized Philippine divisions. Current studies often isolate variables; however, this research synthesizes these elements through the lens of Herzberg's Two-Factor Theory and Systems Theory to explain the symbiotic relationship between a healthy school environment and optimal instructional output.

While existing studies have explored organizational health in relation to variables such as job satisfaction, commitment, and student outcomes, there remains a limited body of research examining its direct relationship with teacher performance, particularly in the context of public elementary schools in the Philippines.

Thus, this study seeks to address this gap by investigating how organizational health influences teacher performance. The findings are expected to contribute to the development of evidence-based strategies aimed at improving school organizational conditions, enhancing teacher effectiveness, and ultimately promoting quality education.

Theoretical Framework

Organizational health is viewed as the organization's ability to adapt, survive, and grow by maintaining, attaining, and demonstrating these three models of internal alignment, quality of execution, and capacity for renewal. A healthy organization is able to respond effectively to both internal and external changes in the environment. Systems theory sees organizations that are healthy as dynamic and interconnected systems such as financial performance, management processes, and human factors. It suggests a holistic approach in achieving the desired healthy state. Simply put, key theoretical underpinnings view a health organization as a social system which exercises its core functions like adaptation to change, goal attainment and relationship teachers' well-being and overall school performance and sustainability.

This study is anchored on the premise that organizational health significantly influences teachers' performance through the interaction of structural, relational, and motivational factors within the school environment. The framework integrates Systems Theory, the Organizational Health Theory (Hoy & Hannum; OHI Model), and Herzberg's Two-Factor Theory, providing a multidimensional explanation of how school conditions affect teacher outcomes. The theoretical frameworks of organizational health are focused on three aspects: Organizational Health Index (OHI), Miller's Definition, and Hoy and Hannum's Framework. OHI assesses organization's health through three dimensions such as internal alignment (cohesion and clarity), quality of execution (efficiency and effectiveness), and capacity for renewal (adaptation and innovation).

Miller's definition conceptualizes organizational health as the ability of the school organization not only to survive but also evolve or grow and adapt in a changing environment. Hoy and Hannum's framework concentrate on the ability of the organization to exercise its basic functions of a social system such as adaptation, attainment of goals, integration, and response to pressure.

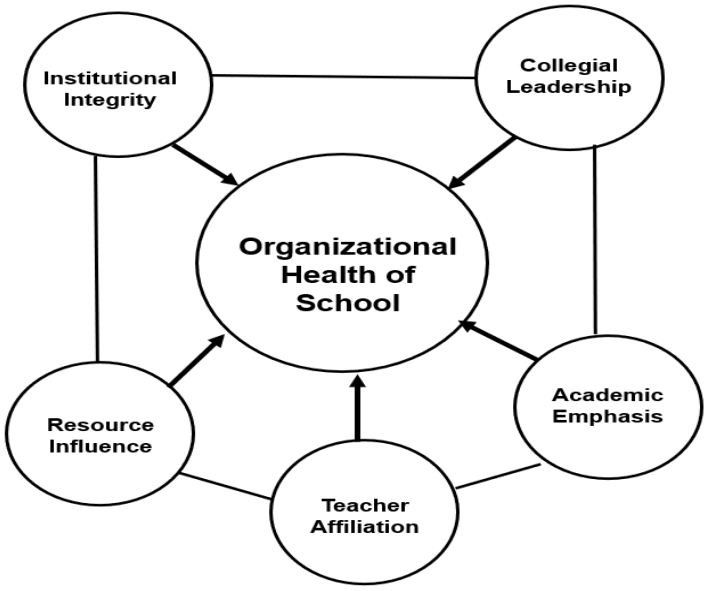

Figure 1. The Interconnectedness of the Components of Organizational Health of School

The present study subscribes to the theory that organizational health is the ability of an organization to adapt, survive, and evolve amidst various challenges and difficulties under five interlinking dimensions also called components which are as follows: (I) institutional integrity, (2) collegial leadership, (3) teacher affiliation, (4) resource influence, and (5) academic emphasis (Mania 2021).

In this study, the term organization is used to refer to a school operating in the community under the leadership of school principal and master teachers which here after is referred to as school leaders who guide, motivate, and exert their influence to teachers, students and non-teaching staff to pursue the attainment of the school's vision, mission, goals and objectives towards the delivery of quality basic education.

Institutional integrity is the school's ability to cope and withstand difficulties and uncertainties obtained in the environment and at the same time maintain its educational integrity by becoming immune from narrow, vested interests of certain community groups such as broadcast, printed, and social media.

Collegial leadership refers to the collective behavior of school principal and master teachers characterized by friendliness, support, openness, and collaboration setting high performance expectations from teachers and students.

Resource influence describes the school leader's ability to affect the action of superiors i.e. supervisors and schools' division superintendent to benefit teachers and students in terms of adequate classroom supplies

and instructional materials acquisition. Teacher affiliation refers to cohesiveness, a collective sense of friendliness, openness, partnership, enthusiasm, trust and collaboration among fellow teachers.

Academic emphasis refers to the school's concern on high academic achievement of both the school and the students through the provision of favorable learning environment (Zaw et al., 2021). The goal of the school is to perform with excellence in various national and international tests such as those in the National Achievement Test and PISA (Programme for International Student Assessment), a worldwide study by the Organization for Economic Cooperation and Development (OECD) of 15-year-old students' performance in reading, mathematics and science literacy.

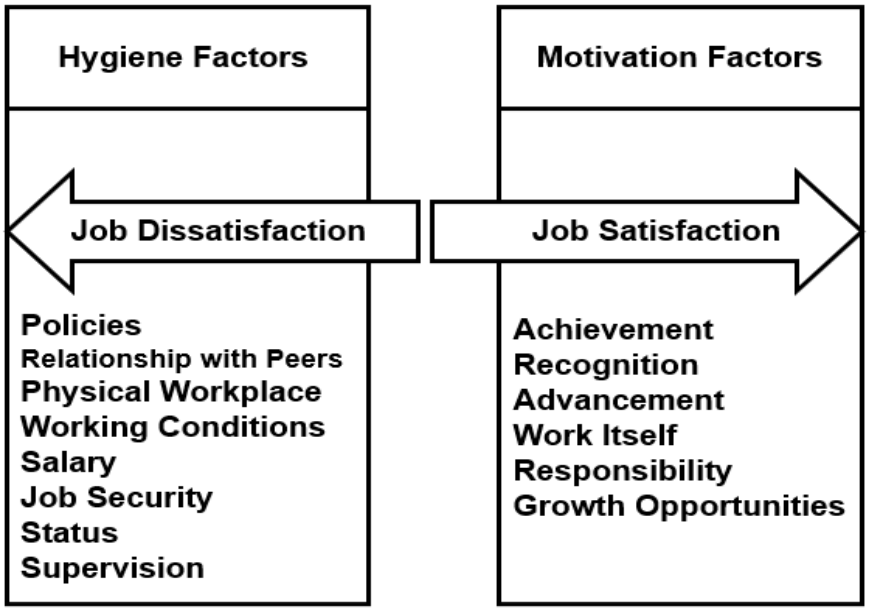

Figure 2. Herzberg's Motivation – Hygiene Theory

Herzberg's two factor theory also known as Herzberg's motivation- hygiene theory proposes that job satisfaction is brought about motivation factors, such as achievement, recognition, advancement, work itself, responsibility, and growth opportunities. On the other hand, job dissatisfaction is influenced by hygiene factors, such as policies, relationships with peers, physical workplace, working conditions, salary, job security, status, and supervision (Nickerson, 2025) According to this theory, both motivation and hygiene factors are necessary to create a productive work environment.

Improving motivation increases job satisfaction of employees. Improving the hygiene factors decreases job dissatisfaction. Job dissatisfaction is the state where an employee does not feel content in their job. Too dissatisfaction. Employees have expectations of what their job should be like. When these expectations are not met, it brings feelings of disappointment, bitterness, and lack of interest, leading to job dissatisfaction (Nickerson, 2025).

Job satisfaction, on the other hand, is defined as the level of contentment experienced by employees in their work roles, which significantly influences their performance and efficiency It is influenced by motivation factors, such as achievement, recognition, advancement, responsibility, and growth opportunities. These motivators or motivation factors are also called satisfiers while hygiene factors are known as dissatisfiers. Dissatisfiers are aspects of a job that, when absent, can lead to employee dissatisfaction, but do not necessarily motivate employees when present (Nickerson, 2025).

Improving dissatisfiers, such as providing better working conditions or increasing salary can help reduce employee turnover and absenteeism but will not necessarily lead to higher levels of employee motivation and engagement.

Focusing on improving dissatisfiers alone is not enough to enhance employee motivation, and performance, organizations must also address motivation factors, such as opportunities for growth and meaningful work (Sa'adan et. al., 2023).

Meanwhile, satisfiers are factors that contribute to job satisfaction and motivation. These are intrinsic elements of the job itself that fulfil an employee's higher level needs and lead to positive feelings about work. They are intrinsic factors within the job itself, such as achievement, recognition, the work itself, responsibility, advancement, and growth opportunities. Satisfiers are associated with long-term positive effects on employee attitudes and performance. Providing opportunities for satisfiers, such as autonomy, skill development, and meaningful work can contribute to greater employee engagement and retention (Misner, 2025).

Conceptual Framework

The present study adopts the conceptual framework of Zaw et al. (2021), which views organizational health as operating across three interrelated levels: technical, managerial, and institutional. The technical level focuses on the teaching-learning process, the managerial level on internal administration, and the institutional level on safeguarding the school from external pressures. Together, these levels enable the school to function effectively, address challenges, and achieve its vision and mission.

This study is guided by the Input–Process–Output (IPO) research paradigm, as shown below.

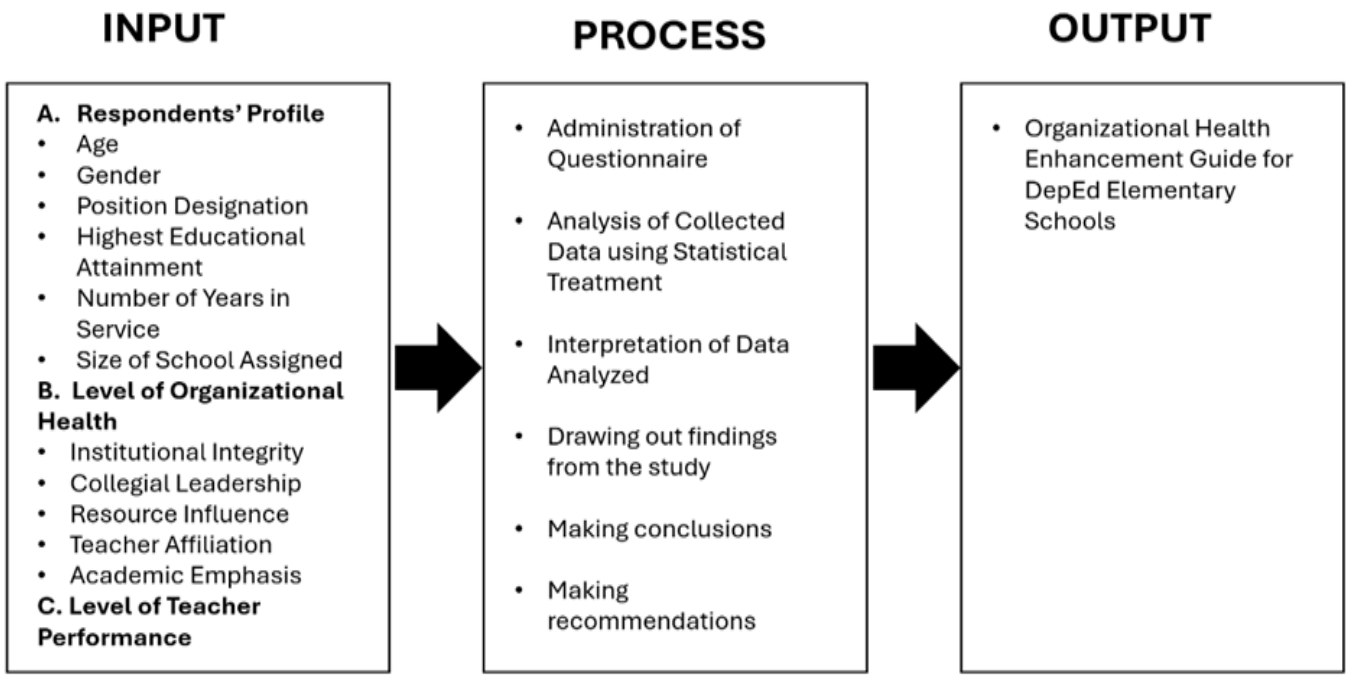

Figure 3. Conceptual Framework of the Study

The Input – Process - Output paradigm is a conceptual framework that breaks down a research study in three basic components: Inputs (data or variables fed into the Process (actions performed in the Inputs), and Output (result or outcome produced by the system).

The Inputs of the present study include the respondents' demographic profile. (age, sex, position title, highest educational attainment and number of years in the service), level of organizational health of school in terms of (1) institutional integrity, (2) collegial leadership, (3) resource influence, (4) teacher affiliation, and (5) academic emphasis, and level of teacher performance in terms of (1) Mastery of Subject Matter, (2) Instructional Delivery, (3) Classroom Management, (4) Student Assessment and Feedback, and (5) Professional Development.

The Process of the present study Involves the following activities: (1) administration of survey questionnaires on the sampled respondents, (2) analysis of the data collected utilizing appropriate statistical tools such as weighted mean, standard deviation, One - Way ANOVA (Analysis of Variance), and Pearson - Product Moment Correlation or simply Pearson r. (3) interpretation of data analyzed, and (4) drawing out findings from the study, (5) making conclusions, and (6) making necessary recommendations.

The output of the present study is a proposed School Organizational Health Sustainability Framework for the sampled schools, based on the study's findings and recommendations. The results of the Organizational Health Inventory for Elementary Schools will identify key areas for improvement to further strengthen and enhance the level of organizational health in schools.

The review of related local studies yielded the absence of such study that aims to determine the level of organizational health of schools and its relationship with the level of teacher performance. Hence, the need to undertake this study is imperative.

Statement of the Problem

This study aims to determine the relationship between the level of organizational health of schools and the level of teacher performance in selected public elementary schools in the Division of Valenzuela City in the School Year 2025–2026. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

    1.1 Age,

    1.2 Gender,

    1.3 Position Designation,

    1.4 Highest Educational Attainment,

    1.5 Number of Years in the Service, and

    1.6 Size of School Assigned?

2. What is the level of organizational health of the schools in terms of:

    2.1 Institutional Integrity,

    2.2 Collegial Leadership,

    2.3 Resource Influence,

    2.4 Teacher Affiliation, and

    2.5 Academic Emphasis?

3. What is the level of teachers' performance in terms of:

    3.1 Mastery of Subject Matter,

    3.2 Instructional Delivery,

    3.3 Classroom Management,

    3.4 Student Assessment and Feedback, and

    3.5 Professional Development?

4. Is there a significant difference in the level of organizational health of schools when respondents are grouped according to the size of school assigned?

5. Is there a significant relationship between the levels of organizational health of schools and the level of teacher performance?

6. What challenges are encountered by the respondents in promoting organizational health in schools?

7. Based on the results of the study, what School Organizational Health Sustainability Framework may be developed?

Hypotheses

H_o1: There is no significant difference in the level of organizational health of schools when respondents are grouped according to the size of school assigned.

H_o2: There is no significant relationship between the level of organizational health of schools and the level of teacher performance.

Significance of the Study

The findings of this study are expected to provide meaningful contributions to various stakeholders in education, particularly in strengthening organizational health and improving teacher performance in public elementary schools.

DepEd Schools Division Office of Valenzuela. This study will provide empirical evidence that may guide the Schools Division Office in strengthening its Continuous Improvement (CI) processes, particularly in designing and implementing data-driven interventions to enhance organizational health in schools. It may also serve as a basis for developing teacher welfare programs, leadership development initiatives, and policies that promote supportive school environments.

School Leaders. This study will help school leaders enhance their understanding and practice of collegial leadership, resource management, and organizational support systems. The findings may serve as a guide in strengthening school-based management practices that foster a healthy organizational climate aligned with the school's vision, mission, and goals.

Teachers. This study will benefit teachers by increasing their awareness of how their instructional practices, professional engagement, and collaboration contribute to the overall organizational health of the school. It will also encourage reflective practice that may lead to improved teaching performance and professional growth.

Learners. This study will indirectly benefit learners by promoting a more effective and supportive school environment. A healthier organizational climate is expected to enhance instructional quality, academic emphasis, and teacher effectiveness, which may contribute to improved learning outcomes and academic achievement.

Local Government Units (LGU). This study will serve as a reference for Local Government Units in providing targeted support to public schools. It may guide LGUs in extending financial assistance, improving school facilities, and supporting programs that enhance teacher welfare and instructional resources, thereby strengthening school organizational health.

Community. This study will strengthen school-community partnerships by highlighting the importance of shared responsibility in supporting education. Active community involvement may contribute to improved school climate, better teacher morale, and enhanced learning support for students.

Government Stakeholders / DepEd Officials. This study will provide additional insights for policymakers and education officials in designing seminars, workshops, and capacity-building programs aimed at improving organizational health across schools. It may also serve as a basis for strengthening policies related to leadership development, teacher support systems, and school effectiveness.

Future Researchers. This study will serve as a valuable reference for future researchers who wish to explore organizational health, teacher performance, and related variables. It may also provide baseline data and methodological guidance for similar studies in different educational contexts.

Scope and Delimitation

This study dealt with two important concerns in education: organizational health and teacher performance. It involved school leaders and teachers in selected public elementary schools in the Schools Division of Valenzuela City during the School Year 2025–2026.

The study employed a quantitative descriptive research design using two survey questionnaires to measure the level of organizational health of schools and teacher performance. Organizational health was measured using five components, namely: institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis. Teacher performance included the following dimensions: mastery of subject matter, instructional delivery, classroom management, student assessment and feedback, and professional development.

The study was limited to the administration of two survey questionnaires for data collection, which were purely quantitative in nature. Other data collection techniques such as interviews and documentary analysis were not undertaken.

Definition of Terms

The terms used in this study are conceptually or operationally defined below for better understanding of this research project.

Academic Emphasis. This term refers to one of components of organizational health which describes the school's utmost focus and concern for high academic achievement of students who study hard, collaborate with other learners, and respect other students who obtain good grades. (Iooti, 2025) (Raharja et al., 2025)

Classroom Management. This term refers to one of the components of teacher performance which includes organizing productive learning environment, establishing clear rules, procedures, and expectations, fostering positive teacher - student relationships, and utilizing strategies to reduce disruptions and maximize learning engagement. (Sales et al., 2021)

Collegial Leadership. This term refers to one of the five components of organizational health wherein the behavior of the school principal is friendly, supportive, open, and guided by norms of equality. (Iooti, 2025) (Raharja et al., 2025)

Hygiene Factors. This term refers to those elements that contribute to the maintenance of the school organization such as policies, relationship with peers, physical workplace, working conditions, salary, job security, status, and supervision (Nickerson, 2025).

Institutional Integrity. This term refers to one of the five components of organizational health wherein the school protects its teachers and non-teaching staff from unreasonable community and parental demands and is not vulnerable to narrow vested interests of community groups. The school is able to cope adequately and successfully with destructive outside forces. (Iooti, 2025) (Raharja et al., 2025)

Instructional Delivery. This term refers to one of the five components of teacher performance whose primary goal is to ensure that teachers have the necessary knowledge and skills to differentiate instruction and incorporate technology into lessons. (Umaha et al., 2025)

Job Dissatisfaction. This term refers to the level of discontent of teachers in their work roles that is influenced by poor policies, poor relationships with peers, poor physical workplace, poor working conditions, insufficient salary, lack of job security, poor status and poor supervision of school. (Nickerson, 2025).

Job Satisfaction. This term refers to the level of contentment of teachers in their work roles that is influenced by motivation factors such as achievement, recognition, advancement, work itself, responsibility, and growth opportunities. (Nickerson, 2025)

Large-sized School. This term refers to a type of school category where a school is composed of 81 to 120 teachers. (DepEd Memorandum No. 43, s. 2017)

Master Teacher. This term refers to an experienced and highly competent teacher who demonstrates advanced instructional skills, exemplary classroom practice, and leadership in teaching and learning. Master Teachers often serve as mentors, coaches, and instructional leaders who support the professional growth of other teachers, contribute to curriculum development, and assist in improving school-based instructional programs and learner outcomes.

Mastery of Subject Matter. This term refers to one of the five components of teacher performance wherein the teacher has deep understanding and command of a specific topic, allowing learners to apply knowledge effectively in various contexts. (Bueno, 2023)

Medium-sized School. This term refers to a type of school category where a school consists of 41 to 80 teachers. (DepEd Memorandum No. 43, s. 2017)

Mega-sized School. This term refers to a type of school category where a school consists of 121 and above teachers. (DepEd Memorandum No. 43, s. 2017)

Motivation Factors. This term refers to those elements that can contribute to higher job satisfaction and desire to attain an optimal level of performance, such as achievement, recognition, advancement, work itself, responsibility, and growth opportunities. (Nickerson, 2025)

Motivation - Hygiene Theory. This term refers to a concept suggesting that job satisfaction is influenced by two factors: motivation factors and hygiene factors which are necessary to create a productive work environment. (Nickerson, 2025)

Organizational Health. This term refers to the ability of a school to effectively cope with operational challenges and sustain performance. It includes five components: institutional integrity, collegial leadership, teacher affiliation, resource influence, and academic emphasis (Iooti, 2025; Feder, 2024; Crosby, 2022; Susinowitz, 2023).

Professional Development. This term refers to teachers' participation in training and learning activities aimed at enhancing professional knowledge and skills in response to evolving educational demands (Williams, 2024).

Resource Influence. This term refers to one of the five components of organizational health which describes the principal's ability to affect the action of superiors for the benefit of teachers who are given adequate classroom supplies and other instructional materials which are easily acquired. (Mania, 2021).

School Leaders. This term refers to individuals in formal administrative positions such as principals, head teachers, and other school administrators who are responsible for providing instructional leadership, managing school operations, implementing policies, and fostering a positive school climate that supports both teacher performance and student learning outcomes.

Small-sized School. This term refers to a type of school category where a school is composed of 40 and below teachers. (DepEd Memorandum No. 43, s. 2017)

Student Assessment and Feedback. This term refers to one of the five components of teacher performance wherein evidence of student academic performance is collected via formative and summative evaluation. Feedback is information teachers offer in the form of supportive prompts and evaluative comments. (O' Donovan, 2024).

Teachers. This term refers to professional educators who are responsible for planning, delivering, and assessing instruction in the classroom. Teachers facilitate learning, manage classroom environments, support student development, and engage in continuous professional development to improve instructional effectiveness and learner achievement.

Teacher Affiliation. This term refers to one of the five components of organizational health wherein a teacher has a sense of friendliness and strong relationship with the school. Teachers feel good about each other and at the same time have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate the routine, accomplishing their jobs with enthusiasm. (Mania, 2021)

Teacher Performance. This term refers to the teacher's behavior in the process of learning from planning learning, carrying out learning activities, and assessing learning outcomes. It involves 5 components, to wit: mastery of subject matter, instructional delivery, classroom management, student assessment and feedback, and professional development. (Destari, 2024)

METHODOLOGY

This chapter presents the research methodology, including the research design, locale, participants, sampling technique, research instruments, data collection procedures, ethical considerations, and statistical tools used for data analysis.

Research Design

The study utilized a quantitative research methodology to systematically analyze and interpret numerical data. Specifically, it utilized a descriptive-correlational research design. The descriptive component was used to describe the existing conditions of the variables under investigation, while the correlational component was used to determine the degree and direction of relationship between the level of organizational health and teacher performance (Fraenkel, Wallen, & Hyun, 2019).

The study described the respondents' demographic profile in terms of age, gender, position designation, highest educational attainment, number of years in service, and size of school assignment. It also examined the level of organizational health of schools in terms of institutional integrity, collegial leadership, teacher affiliation, resource influence, and academic emphasis, as well as the level of teacher performance in terms of mastery of subject matter, instructional delivery, classroom management, student assessment and feedback, and professional development.

Furthermore, the correlational analysis was used to determine whether a significant relationship existed between organizational health and teacher performance among the selected public elementary school teachers in the Division of Valenzuela City.

Research Locale

This study was conducted in the Schools Division Office of Valenzuela City, which comprised 42 public elementary schools and 26 public secondary schools, including both junior high school and senior high school institutions. The Division Office is located at Pio Valenzuela Street, Marulas, Valenzuela City, Metro Manila.

The Schools Division of Valenzuela City served a large school population, consisting of approximately 76,947 elementary learners (Kindergarten to Grade 6), 55,520 junior high school learners (Grades 7 to 10), and senior high school learners (Grades 11 to 12). The division is composed of 33 barangays and is situated in a highly urbanized area in Metro Manila.

Figure 4. Map of Valenzuela City

Geographically, Valenzuela City is bordered by Obando and Meycauayan City in Bulacan to the north, Navotas City to the west, Malabon City to the south, and Quezon City to the east. Based on the 2020 census, the city had a total population of 714,978, representing approximately 5.30 percent of the population of the National Capital Region, making it one of the most populous cities in Metro Manila.

The selection of this locale was deemed appropriate for the study due to the diversity of schools, large teacher population, and varying organizational contexts that provide a suitable setting for examining the relationship between organizational health and teacher performance.

Sampling Procedure

This study employed a purposive sampling technique, a non-probability sampling method where participants were selected based on specific characteristics relevant to the study. The primary characteristics considered were the school size and the designation of respondents, which included school principals, master teachers, and classroom teachers.

To ensure adequate representation and improve the validity of the findings, the study adopted a census approach for all available school leaders (principals and master teachers). In addition, 125 classroom teachers were selected as respondents from the identified public elementary schools in the Schools Division of Valenzuela City. Proportionate sampling was applied among teacher respondents across different school categories to ensure balanced representation.

The schools were categorized according to size based on the number of teachers: mega schools (121 teachers and above), large schools (81–120 teachers), medium schools (41–80 teachers), and small schools (40 and below). Respondents were drawn from these categories to ensure representation across different school sizes.

This approach is consistent with Creswell and Creswell (2018), who emphasized the importance of appropriate sampling strategies, including census and proportionate sampling, to strengthen validity and reliability in quantitative research designs.

Participants of the Study

The participants of the study were selected through a combination of purposive sampling and proportionate stratified random sampling. The study involved eight (8) public elementary schools in the Schools Division

of Valenzuela City, categorized according to school size: Mega (121 teachers and above), Large (81–120 teachers), Medium (41–80 teachers), and Small (40 teachers and below).

From the identified schools, all eight (8) school principals were included in the study. In addition, master teachers and regular teachers were selected proportionately across schools to ensure fair representation of each school size category. A total of forty-two (42) master teachers and one hundred twenty-five (125) teachers were selected as respondents.

The selection of master teachers and teachers was done using a fishbowl technique. Separate boxes were prepared for master teachers and teachers. Each box contained rolled paper slips with the names of qualified participants per school.

The boxes were thoroughly mixed, and draws were conducted until the required number of participants per category and per school was completed.

The final distribution of respondents is presented below:

School Size	**Name of School**	**Principal**	**Master Teachers**	**Teachers (Proportionate)**
Mega (121+)	Malinta Elementary School (168)	1	9	30
Mega (121+)	Silvestre Lazaro Elementary School (122)	1	7	22
Large (81–120)	Gen. T. De Leon Elementary School (120)	1	8	22
Large (81–120)	Canumay West Elementary School (86)	1	6	15
Medium (41–80)	Caruhatan East Elementary School (65)	1	4	12
Medium (41–80)	Andres Fernando Elementary School (63)	1	4	11
Small (40 below)	Caruhatan West Elementary School (38)	1	3	7
Small (40 below)	Coloong Elementary School (32)	1	1	6
Total		**8**	**42**	**125**

Research Instrument

The present study utilized three sets of survey questionnaires to collect the necessary data, namely: Set A – Survey Questionnaire on the Demographic Profile of the Participants, Set B – Survey Questionnaire on the Level of Organizational Health of the School, and Set C – Survey Questionnaire on Teacher Performance. These instruments were used to gather relevant information from school leaders and teachers regarding school organizational health and teacher performance in public elementary schools in the Schools Division of Valenzuela City.

Set A – Demographic Profile of the Participants

Set A was designed to gather the demographic characteristics of the respondents. It included items on age, gender, position designation, educational attainment, number of years in service, and size of school assignment. Participants were asked to check the category that best described them. For instance, respondents aged 30–39 checked the corresponding age bracket provided in the questionnaire. This section was used to describe the profile of the school leaders and teachers included in the study.

Set B – Level of Organizational Health of the School

Set B consisted of 25 items designed to measure the level of organizational health of the school. It was based on a 4-point Likert scale with the following descriptors: 4 – Very Evident, 3 – Evident, 2 – Slightly Evident, and 1 – Not Evident. The instrument assessed five dimensions of organizational health, namely: Institutional Integrity (5 items), Collegial Leadership (5 items), Resource Influence (5 items), Teacher Affiliation (5 items), and Academic Emphasis (5 items).

This questionnaire was a modified version of the Organizational Health Inventory–Elementary (OHI-E). The original instrument was designed to assess the overall organizational climate and functioning of schools. The

researcher modified the instrument to ensure alignment with the context of public elementary schools in the Schools Division of Valenzuela City, to update the indicators based on current school

practices, and to improve relevance to local educational conditions while maintaining the original construct of organizational health.

Set C – Teacher Performance

Set C consisted of 25 items intended to assess the performance of teachers. It was divided into five subtests representing key dimensions of teaching performance, namely: Mastery of Subject Matter (5 items), Classroom Management (5 items), Student Assessment and Feedback (5 items), Professional Development (5 items), and Instructional Delivery (5 items). It used a 4-point Likert scale with the following options: 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never.

This instrument was adapted and modified from the questionnaire developed by De La Rosa and Vargas (2021). The adaptation was necessary to align the indicators of teacher performance with current teaching standards, DepEd expectations, and the specific context of public elementary school teachers in Valenzuela City. The modification ensured that the instrument remained valid and relevant while reflecting the actual performance domains observed in schools.

Content Validation of the Instruments and Pilot Testing

All three sets of questionnaires underwent content validation to ensure validity, clarity, and appropriateness of the research instruments. The validation was conducted by three experts in the field of education, specifically one Public Schools District Supervisor (PSDS), one School Head, and one Master Teacher. These validators were selected based on their expertise in school leadership, instructional supervision, and classroom practice, ensuring that the instrument was reviewed from both managerial and instructional perspectives.

A Content Validation Sheet developed by the researcher and adapted from Gomito (2024) was used as the evaluation tool. The validation criteria included: (1) clarity of directions and items, (2) presentation and organization of items, (3) suitability of items, (4) adequacy of content, (5) attainment of purpose, (6) alignment with objectives, and (7) appropriateness of scale and rating system. Each validator reviewed the questionnaire carefully and provided comments and suggestions for improvement. Necessary revisions were incorporated based on their recommendations to enhance the clarity, relevance, and validity of the instruments.

After the validation process, the instruments were subjected to pilot testing to determine their clarity, consistency, and reliability. The pilot testing was administered to respondents who had similar characteristics to the actual participants but were not included in the final sample. This process ensured that any ambiguous or confusing items were identified and revised prior to the actual data collection.

To establish the internal consistency of the instrument, a reliability analysis using Cronbach's Alpha was conducted after pilot testing. The analysis covered 58 items with 34 valid cases, focusing on the constructs of organizational health of schools and teacher performance in selected public elementary schools in the Division of Valenzuela City for School Year 2025–2026.

The results revealed a Cronbach's alpha coefficient of 0.907, indicating excellent internal consistency of the instrument. Furthermore, the Cronbach's alpha based on standardized items yielded a value of 0.926, which further confirms the strong reliability of the scale. These results suggest that the items consistently measure the intended constructs and remain highly reliable even after standardization.

The validated and pilot-tested instrument demonstrated both strong content validity and high reliability. Therefore, the questionnaire is considered a valid and reliable tool for assessing the level of organizational health of schools and teacher performance among respondents in the selected public elementary schools in the Division of Valenzuela City.

Data Gathering Procedure

After the validation of the research instruments, the researcher secured permission from the Schools Division Office of Valenzuela City through a formal request letter addressed to the Schools Division Superintendent. The request sought approval to conduct pilot testing and the administration of survey questionnaires in selected public elementary schools within the division. Upon approval of the permit, another request letter was submitted to the principals of the schools where the pilot testing was conducted.

Following the completion of pilot testing and the establishment of the reliability of the instruments, the researcher coordinated with the concerned school principals, master teachers, and teachers. The purpose of the coordination was to formally explain the objectives of the study, the data gathering procedures, and the ethical considerations involved in the research.

After securing cooperation from the schools and participants, the researcher personally distributed and administered the three sets of survey questionnaires, namely: Set A – Demographic Profile of the Participants, Set B – Level of Organizational Health of the School, and Set C – Teacher Performance. The questionnaires were administered to the selected school leaders and teachers based on the sampling procedure.

Once the respondents accomplished the questionnaires, the researcher retrieved all instruments immediately to ensure a high retrieval rate and completeness of data. Along with the questionnaires, the duly signed informed consent forms indicating voluntary participation in the study were also collected.

The responses were then organized, tallied, and encoded for statistical analysis. Quantitative data were obtained in the form of raw scores, which represented the total points accumulated by each participant based on their responses to the Likert-scale items. These raw scores were computed per item, per subscale, and for the overall instrument scores. After scoring, all data were systematically tabulated. Categorical variables such as age, gender, position designation, educational attainment, and number of years in service were coded numerically to ensure confidentiality and ease of data processing. Each participant was assigned a unique identification code to protect their identity and maintain anonymity.

Finally, the encoded data were subjected to appropriate statistical treatments aligned with the research problems of the study. These included frequency and percentage for the demographic profile, weighted mean and standard deviation for descriptive analysis, independent samples t-test to determine significant differences in terms of gender, one-way analysis of variance (ANOVA) for differences across other profile variables, and Pearson Product-Moment Correlation Coefficient (Pearson r) for testing relationships among variables.

Statistical Treatment of Data

The gathered data of the study were subjected to the following statistical tools for data analysis:

Frequency Count and Percentage. These were used to describe and present the demographic profile of the respondents in terms of age, gender, position designation, educational attainment, number of years in service, and size of school assignment.

Weighted Mean. This statistical tool was used to determine the level of organizational health of the school and the level of teacher performance among the respondents based on their responses to the survey questionnaires.

Independent Samples t-test. This was used to determine whether there is a significant difference in the level of organizational health and teacher performance when respondents are grouped according to gender.

One-Way Analysis of Variance (ANOVA). This was used to determine whether there are significant differences in the level of organizational health and teacher performance when respondents are grouped according to other demographic variables such as age, position designation, educational attainment, number of years in service, and size of school.

Pearson Product-Moment Correlation Coefficient (Pearson r). This was used to determine whether a significant relationship exists between organizational health of the school and teacher performance.

Ethical Considerations

This study addressed ethical considerations based on key research principles that guided the design and conduct of the study. These included voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication (Bhandari, 2024).

Voluntary Participation. Participation in the study was completely voluntary. Respondents were free to decide whether to participate without any form of pressure or coercion. They were also allowed to withdraw from the study at any time without penalty and without the need to provide any reason.

Informed Consent. Informed consent was obtained from all participants prior to data collection. Participants were provided with sufficient information regarding the purpose of the study, procedures, possible risks, and expected duration of participation. They were asked to sign a consent form, which was properly stored in a secure and locked location.

Anonymity. Anonymity of respondents was ensured by withholding any personal identifying information such as names, contact numbers, addresses, emails, photographs, or videos. Each participant was assigned a numerical code for data processing purposes.

Confidentiality. Confidentiality of data was strictly maintained. All collected information was kept secure and was accessible only to the researcher. Electronic files were password-protected, and all identifying information was removed in the presentation of results. The data privacy policies and protocols of the institution were strictly observed.

Potential for Harm. The study carefully considered all possible risks to participants and ensured that appropriate measures were implemented to minimize them. Possible risks included psychological discomfort (such as anxiety or stress), social risks (such as embarrassment or stigma), physical harm, and legal risks such as breach of privacy. The study was designed to ensure that no harm would be inflicted on the participants throughout the research process.

Results Communication. The dissemination of results was conducted with honesty, accuracy, and integrity. Proper citations were observed to avoid plagiarism and research misconduct. Plagiarism, defined as the use of another person's work without proper acknowledgment, was strictly avoided. The findings of the study were reported in a truthful and transparent manner.

RESULTS

This chapter presents the results, analysis, and interpretation of the data gathered in the study. It examines the relationship between organizational health and teacher performance in selected public elementary schools in the Division of Valenzuela City. The findings serve as the basis for developing a Stakeholders' Engagement Framework to enhance organizational practices and teacher performance.

The Demographic Profile of the Respondents

Table 1.1 Demographic profile of the respondents in terms of Age

Age	Frequency	Percent
20-29	11	6.3
30-39	57	32.6
40-49	47	26.9
50-59	49	28.0
60 and above	11	6.3
Total	**175**	**100**

Table 1.1 presents the demographic profile of the respondents in terms of age. The data reveal that the largest group of respondents belongs to the 30–39 age bracket, with 57 respondents (32.6%). This is followed by those aged 50–59, with 49 respondents (28.0%), and those aged 40–49, with 47 respondents (26.9%). Meanwhile, both the 20–29 and 60 years old and above groups have the smallest representation, with 11 respondents each (6.3%).

These findings indicate that the majority of the respondents are within the mid-career to late-career stages of their profession. This suggests that most teachers, master teachers, and school heads have already gained considerable experience and professional maturity, which may contribute to more informed perspectives and reliable responses in the study.

According to Organisation for Economic Co-operation and Development (2021), teachers in the mid-career stage tend to demonstrate higher levels of instructional competence, classroom management, and professional confidence due to accumulated experience. Similarly, UNESCO (2023) emphasized that experienced teachers play a crucial role in maintaining teaching quality and improving student outcomes, as they possess deeper pedagogical knowledge and stronger adaptability in diverse classroom situations.

Table 1.2 Demographic profile of the respondents in terms of Gender

Gender	**Frequency**	**Percent**
Male	30	17
Female	145	83
Total	**175**	**100**

Table 1.2 presents the demographic profile of the respondents in terms of gender. The data indicate that the majority of the respondents are female, with 145 respondents (83%), while 30 respondents (17%) are male.

These findings suggest that the teaching workforce among the respondents is predominantly female, reflecting the long-observed trend in the basic education sector where women comprise the majority of the teaching profession.

This result is supported by Garcia et al. (2021) found that the dominance of female teachers in schools is associated with nurturing roles traditionally linked to the profession, as well as higher female participation in education-related careers in the Philippines.

Table 1.3 Demographic profile of the respondents in terms of Position Designation

Position Designation	**Frequency**	**Percent**
School Head	8	4.6
Master Teacher	42	24
Teacher	125	71.4
Total	**175**	**100**

Table 1.3 presents the demographic profile of the respondents in terms of position designation. The data reveal that the majority of the respondents are teachers, comprising 125 respondents (71.4%). This is followed by master teachers, with 42 respondents (24%), while school heads represent the smallest group with 8 respondents (4.6%).

These findings indicate that most of the respondents are classroom teachers, who are directly involved in the delivery of instruction and implementation of school-based programs. This distribution suggests that the data primarily reflect the perspectives of personnel who are actively engaged in day-to-day teaching activities, with a smaller representation of instructional leaders and school administrators.

This result aligns with the report of the Department of Education (2022), which emphasizes that classroom teachers constitute the largest workforce in public schools, as they are the primary implementers of curriculum delivery and learning interventions. Similarly, the UNESCO (2021) highlights that teachers

make up the core workforce in education systems globally, while leadership positions such as school heads and master teachers remain a smaller but critical group responsible for instructional supervision and school management.

Table 1.4 Demographic profile of the respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent
Bachelor's Degree	33	18.9
With Master's Units	83	47.4
Master's Degree	43	24.6
With Doctoral Units	5	2.9
Doctorate Degree	11	6.3
Total	**175**	**100**

Table 1.4 presents the demographic profile of the respondents in terms of highest educational attainment. The data show that the majority of respondents have pursued postgraduate studies, with 83 respondents (47.4%) having master's units, followed by 43 respondents (24.6%) who already hold a master's degree. Respondents with a bachelor's degree comprise 33 (18.9%), while those with doctoral units and a doctorate degree account for 5 (2.9%) and 11 (6.3%) respondents, respectively.

These findings indicate that most respondents have attained a high level of educational preparation, suggesting that the workforce is academically qualified and engaged in continuous professional advancement. This level of educational attainment reflects a strong commitment to professional growth and capacity building among educators.

A study by Shahraki-Sanavi, A. et al. (2025) found that higher educational attainment is associated with improved organizational health, as more educated employees demonstrate better knowledge and practices in managing occupational stress and maintaining mental well-being. Similarly, Sponselee, H. et al. (2022) emphasized that employees with higher education levels tend to be more engaged, productive, and responsive to organizational development initiatives, contributing to overall institutional effectiveness.

Table 1.5 Demographic profile of the respondents in terms of Number of Years in the Service

Number of Years in Service	Frequency	Percent
1-5 years	17	9.7
6-10 years	40	22.9
11-15 years	34	19.4
16-20 years	31	17.7
21 years and above	53	30.3
Total	**175**	**100**

Table 1.5 presents the demographic profile of the respondents in terms of number of years in service. The data show that the largest group of respondents has 21 years and above in service, comprising 53 respondents (30.3%). This is followed by those with 6–10 years of experience, with 40 respondents (22.9%), and those with 11–15 years, with 34 respondents (19.4%). Respondents with 16–20 years in service represent 31 (17.7%), while those with 1–5 years comprise the smallest group, with 17 respondents (9.7%).

These findings indicate that a considerable proportion of the respondents are highly experienced professionals, suggesting that many have long-standing exposure to teaching, school management, and implementation of educational programs. This level of experience implies that respondents are likely to possess strong practical knowledge, institutional understanding, and professional competence.

UNESCO (2022) emphasizes that experienced educators play a critical role in sustaining teaching quality and mentoring younger teachers, thereby strengthening overall school effectiveness.

Table 1.6 Demographic profile of the respondents in terms of Size of School Assigned

Size of School Assigned	Frequency	Percent
Small (Below 40 teachers)	20	11.4
Medium (41-80 teachers)	33	18.9
Large (81-120 teachers)	50	28.6
Mega (Above 121 teachers)	72	41.1
Total	**175**	**100**

Table 1.6 presents the demographic profile of the respondents in terms of the size of school assigned. The data indicate that the largest proportion of respondents is assigned to mega schools, with 72 respondents (41.1%) working in schools with more than 121 teachers. This is followed by those assigned to large schools (81–120 teachers) with 50 respondents (28.6%), medium schools (41–80 teachers) with 33 respondents (18.9%), and small schools (below 40 teachers) with 20 respondents (11.4%).

These findings suggest that a considerable number of respondents are working in larger school environments, which may imply greater exposure to complex administrative systems, wider learner populations, and more demanding instructional supervision responsibilities. Teachers and school leaders in larger schools are often required to manage more diverse needs, coordinate with multiple stakeholders, and adapt to more structured organizational systems.

This classification of schools follows the guidelines set by the Department of Education Memorandum No. 43, s. 2017, which categorizes schools as small (40 teachers and below), medium (41–80 teachers), large (81–120 teachers), and mega (121 teachers and above) based on teaching personnel size.

The Level of Organizational Health of the Schools

Table 2.1

Level of organizational health of the schools in terms of Institutional Integrity

Indicators	School Leaders				Teachers			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The school protects teachers from unreasonable demands of parents and community members.	3.90	0.30	VE	3.5	3.94	0.23	VE	1
2. The school follows established policies when responding to external requests.	3.94	0.31	VE	1	3.86	0.40	VE	5
3. The school supports teachers in handling community pressure professionally.	3.88	0.33	VE	5	3.87	0.38	VE	4
4.The school upholds its policies even when facing public pressure.	3.90	0.30	VE	3.5	3.90	0.36	VE	3
5. The school demonstrates honesty and transparency in its public dealings.	3.92	0.27	VE	2	3.91	0.28	VE	2
Average Weighted Mean	**3.91**	**0.30**	**VE**		**3.90**	**0.33**	**VE**	

***Legend**: 1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 2.1 presents the level of organizational health of the schools in terms of Institutional Integrity as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, "*The school follows established policies when responding to external requests,"* with a weighted mean score of 3.94 (SD = 0.31), interpreted as Very Evident (VE). This indicates that school leaders strongly perceive consistent

adherence to established policies in dealing with external stakeholders, with a relatively low SD showing close agreement among respondents.

On the other hand, the lowest weighted mean was obtained by *"The school supports teachers in handling community pressure professionally,"* with a weighted mean of 3.88 (SD = 0.33), although still interpreted as Very Evident (VE), suggesting slightly more variation in perceptions regarding direct support mechanisms provided to teachers in managing external pressures. These findings imply that while school leaders demonstrate strong adherence to established policies, there is still a need to further strengthen direct support systems to help teachers effectively manage community pressures.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The school protects teachers from unreasonable demands of parents and community members,"* with a weighted mean score of 3.94 (SD = 0.23), interpreted as Very Evident (VE). The low SD indicates strong agreement among teachers that schools actively protect them from undue external demands. Meanwhile, the lowest weighted mean was obtained by *"The school follows established policies when responding to external requests,"* with a weighted mean of 3.86 (SD = 0.40), still interpreted as Very Evident (VE), but with a relatively higher SD, suggesting more variation in teachers' perceptions of policy enforcement in external transactions.

These findings imply that teachers generally experience a strong sense of protection from external pressures; however, the variation in responses regarding policy enforcement suggests the need for more consistent and clearly communicated implementation of school policies across all schools.

The average weighted mean for School Leaders is 3.91 (SD = 0.30), while for Teachers is 3.90 (SD = 0.33), both interpreted as Very Evident (VE). This implies that while institutional integrity is generally strong and consistently observed across schools, there is still a need to further strengthen uniform implementation of policies and enhance support mechanisms for teachers. Ensuring clearer communication and more consistent enforcement of guidelines may help minimize perception gaps between school leaders and teachers, thereby reinforcing trust and strengthening organizational cohesion.

This aligns with Hoy and Hannum's OHI Model, where institutional integrity serves as a 'shield' protecting the technical core from outside vested interests.

The findings are supported by the Organization for Economic Co-operation and Development (OECD, 2022), which emphasizes that strong institutional integrity in schools is reflected in consistent policy implementation, ethical governance, and protection of educators from undue external influence. Likewise, UNESCO (2023) emphasizes that school with strong governance and integrity foster safe, stable, and supportive environments for teachers, thereby enhancing instructional quality and overall organizational effectiveness.

Table 2.2 Level of organizational health of the schools in terms of Collegial Leadership

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The school head clearly communicates school goals and expectations.	3.90	0.30	VE	4	3.94	0.25	VE	1
2. The school head considers different viewpoints before making decisions.	3.88	0.39	VE	5	3.89	0.34	VE	2
3. The school head treats teachers fairly and with respect.	3.94	0.24	VE	2.5	3.78	0.46	VE	4
4. The school head listens to teachers' concerns with openness.	3.96	0.20	VE	1	3.74	0.48	VE	5
5. The school head recognizes teachers' good performance.	3.94	0.24	VE	2.5	3.87	0.36	VE	3
Average Weighted Mean	**3.92**	**0.27**	**VE**		**3.84**	**0.38**	**VE**	

Legend: *1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 2.2 presents the level of organizational health of the schools in terms of Collegial Leadership as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The school head listens to teachers' concerns with openness,"* with a weighted mean score of 3.96 (SD = 0.20), interpreted as Very Evident (VE). The very low SD indicates a strong convergence of responses among school leaders. Meanwhile, *"The school head considers different viewpoints before making decisions"* obtained the lowest weighted mean of 3.88 (SD = 0.39), though still interpreted as Very Evident (VE), indicating slightly more variability in perceptions regarding participatory decision-making. The findings imply that school leaders demonstrate strong collegial leadership, particularly in openness and communication. However, the lower rating on considering different viewpoints suggests a need to further strengthen participatory decision-making practices to ensure more inclusive leadership.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The school head clearly communicates school goals and expectations,"* with a weighted mean score of 3.94 (SD = 0.25), interpreted as Very Evident (VE). This suggests that teachers strongly perceive clarity and consistency in communication from school heads. On the lower end are *"The school head treats teachers fairly and with respect"* (M = 3.78, SD = 0.46) which, although still Very Evident, indicate comparatively lower ratings and greater variability in responses. The results imply that teachers generally perceive strong leadership in terms of communication and goal clarity. However, the relatively lower and more varied ratings on fairness and respect indicate the need for more consistent and equitable leadership practices to strengthen trust and collaboration.

The average weighted mean for School Leaders is 3.92 (SD = 0.27), while for Teachers it is 3.84 (SD = 0.38), both interpreted as Very Evident (VE). This indicates that collegial leadership is strongly observed in schools, characterized by clear communication, fairness, recognition, and participatory leadership practices. However, the slightly lower weighted mean and higher standard deviation among teachers suggest variability in how these practices are experienced across respondents.

The finding is supported by Robinson (2021) emphasized that collegial and distributed leadership practices strengthen trust, collaboration, and collective responsibility among teachers when school leaders actively involve teachers in decision-making, demonstrate relational trust, and recognize professional contributions.

Table 2.3 Level of organizational health of the schools in terms of Resource Influence

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The school head can influence higher authorities to support school needs.	3.76	0.48	VE	1	3.92	0.27	VE	4
2. Instructional materials are provided when needed.	3.66	0.48	VE	3.5	3.90	0.31	VE	5
3. Office supplies are available to support teaching tasks.	3.66	0.52	VE	3.5	3.93	0.26	VE	3
4. Teachers receive basic classroom resources when requested.	3.72	0.45	VE	2	3.94	0.25	VE	1.5
5. School requests for resources are acted upon in a timely manner.	3.64	0.53	VE	5	3.94	0.25	VE	1.5
Average Weighted Mean	**3.69**	**0.49**	**VE**		**3.92**	**0.27**	**VE**	

***Legend**: 1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 2.3 presents the level of organizational health of the schools in terms of Resource Influence as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The school head can influence higher authorities to support school needs,"* with a weighted mean score of 3.76 (SD = 0.48), interpreted as Very Evident (VE). This indicates that school leaders perceive a strong capacity to mobilize support from higher authorities, with a moderate SD suggesting some variation in responses. Meanwhile, the lowest weighted mean was obtained by *"School requests for resources are acted upon in a timely manner,"*

with a weighted mean of 3.64 (SD = 0.53), also interpreted as Very Evident (VE), indicating comparatively lower and more dispersed perceptions regarding the efficiency of resource response and allocation processes.

The findings imply that school leaders have a strong perceived ability to influence higher authorities for resource support. However, the lower rating and higher variability in timely resource allocation suggest the need to strengthen coordination and efficiency in resource mobilization processes to ensure more consistent and timely responses to school needs.

For the Teachers, the highest weighted mean was obtained by the indicators *"Teachers receive basic classroom resources when requested"* and *"School requests for resources are acted upon in a timely manner,"* both with a weighted mean score of 3.94 (SD = 0.25), interpreted as Very Evident (VE). This suggests that teachers strongly perceive timely access to classroom resources and responsiveness to their requests, with very low SD values indicating strong agreement among respondents. On the lower end are *"Office supplies are available to support teaching tasks"* (M = 3.93, SD = 0.26) and *"Instructional materials are provided when needed"* (M = 3.90, SD = 0.31), both still interpreted as Very Evident (VE), indicating slightly less but still strong perceptions of resource availability. The results imply that teachers generally experience strong access to classroom resources and timely support for instructional needs. However, slight variations in responses indicate the need to sustain and further improve consistency in the availability and distribution of instructional materials and office supplies across schools.

The average weighted mean for School Leaders is 3.69 (SD = 0.49), while for Teachers is 3.92 (SD = 0.27), both interpreted as Very Evident (VE). This indicates that resource influence is generally strong in schools, particularly in terms of responsiveness to teachers' needs and availability of instructional support materials. However, the lower weighted mean among school leaders and relatively higher SD suggest more varied perceptions regarding resource mobilization and allocation efficiency, especially in influencing external support and ensuring timely delivery of resources.

From a Systems Theory perspective, this result highlights the effectiveness of the 'managerial level' in controlling internal administration and securing the necessary 'inputs' for the 'technical level' to function efficiently.

This finding aligns with the study of Raharja et al. (2025), which found that while schools may generally be classified as having "healthy" organizational systems, gaps may still exist in resource sufficiency and access to instructional materials. Their study emphasized that even in well-functioning school systems, limitations in resource provision—such as instructional materials and learning tools—can still occur, affecting the overall efficiency of instructional delivery and organizational support systems.

Table 2.4 Level of organizational health of the schools in terms of Teacher Affiliation

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. Teachers work collaboratively with one another.	3.80	0.40	VE	2	3.91	0.28	VE	2
2. Teachers maintain respectful professional relationships.	3.76	0.48	VE	4	3.94	0.23	VE	1
3. Teachers support each other in accomplishing school tasks.	3.82	0.39	VE	1	3.82	0.41	VE	5
4. There is trust among teachers in the school.	3.70	0.51	VE	5	3.85	0.36	VE	4
5. Teachers demonstrate commitment to students' learning.	3.78	0.42	VE	3	3.90	0.31	VE	3
Average Weighted Mean	**3.77**	**0.44**	**VE**		**3.88**	**0.32**	**VE**	

Legend: *1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 2.4 presents the level of organizational health of the schools in terms of Teacher Affiliation as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"Teachers support each other in accomplishing school tasks,"* with a weighted mean score of 3.82 (SD = 0.39), interpreted as Very

Evident (VE). This indicates that school leaders strongly perceive a culture of mutual support among teachers in accomplishing school-related responsibilities, with a relatively low SD suggesting fairly consistent responses. Meanwhile, the lowest weighted mean was obtained by *"There is trust among teachers in the school,"* with a weighted mean of 3.70 (SD = 0.51), although still interpreted as Very Evident (VE), indicating comparatively weaker perceptions and greater variability regarding interpersonal trust within the faculty.

The findings imply that school leaders recognize strong collaboration and mutual support among teachers. However, the lower perception of trust and higher variability suggest the need to further strengthen team-building initiatives and foster a more trusting and cohesive faculty environment.

For the Teachers, the highest weighted mean was obtained by the indicator, *"Teachers maintain respectful professional relationships,"* with a weighted mean score of 3.94 (SD = 0.23), interpreted as Very Evident (VE). This suggests that teachers strongly perceive respectful and professional interactions among colleagues, with a very low SD indicating strong agreement among respondents. This is followed by *"Teachers work collaboratively with one another,"* with a weighted mean of 3.91 (SD = 0.28), and *"Teachers demonstrate commitment to students' learning,"* with a weighted mean of 3.90 (SD = 0.31), both interpreted as Very Evident (VE), reflecting a strong culture of collaboration and shared responsibility for learner outcomes. On the lower end are *"There is trust among teachers in the school"* (WM = 3.85, SD = 0.36) and *"Teachers support each other in accomplishing school tasks"* (WM = 3.82, SD = 0.41), though still Very Evident, indicating slightly lower and more varied perceptions in areas involving trust and mutual support.

The results imply that teachers experience strong professional relationships, collaboration, and commitment to learners. However, the relatively lower ratings on trust and mutual support indicate the need to further enhance interpersonal trust and reinforce a deeper sense of collegial solidarity among teachers.

The average weighted mean for School Leaders is 3.77 (SD = 0.44), while for Teachers is 3.88 (SD = 0.32), both interpreted as Very Evident (VE). This indicates that teacher affiliation is strongly manifested in schools, characterized by collaboration, professionalism, shared commitment, and collegial relationships. However, the slightly lower weighted mean among school leaders and the relatively higher standard deviation in some indicators suggest that perceptions of trust and internal support may still vary, indicating areas for further strengthening of collegial bonds within the faculty.

This finding is supported by the study of Viviane Robinson (2021), which emphasizes that strong professional relationships among teachers, grounded in trust, collaboration, and collective responsibility, are essential elements of effective school improvement. Robinson highlights that when teachers work collaboratively and maintain positive collegial relationships, schools are more likely to experience improved instructional practice, stronger professional learning communities, and enhanced student outcomes.

Table 2.5

Level of organizational health of the schools in terms of Academic Emphasis

Indicators	School Leaders				Teachers			
	WM	SD	VI	R	WM	SD	VI	R
1. The school prioritizes activities that improve student academic performance.	3.84	0.37	VE	4.5	3.91	0.28	VE	2
2. The school provides remedial programs for struggling learners.	3.88	0.33	VE	3	3.94	0.23	VE	1
3. The school monitors students' completion of academic tasks.	3.84	0.37	VE	4.5	3.82	0.41	VE	5
4. The school recognizes students who excel academically.	3.92	0.27	VE	1	3.85	0.36	VE	4
5. Academic excellence is reflected in the school's programs and priorities.	3.90	0.30	VE	2	3.90	0.31	VE	3
Average Weighted Mean	**3.88**	**0.33**	VE		**3.88**	**0.32**	**VE**	

Legend: *1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 2.5 presents the level of organizational health of the schools in terms of Academic Emphasis as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The school recognizes students who excel academically,"* with a weighted mean score of 3.92 (SD = 0.27), interpreted as Very Evident (VE). This indicates that school leaders strongly perceive that academic achievements of students are consistently recognized, with a relatively low SD suggesting close agreement among respondents. Meanwhile, the lowest means were obtained by *"The school prioritizes activities that improve student academic performance"* and *"The school monitors students' completion of academic tasks,"* both with a weighted mean of 3.84 (SD = 0.37), still interpreted as Very Evident (VE), indicating slightly lower but consistent perceptions regarding structured academic monitoring and prioritization of academic activities.

The findings imply that school leaders strongly promote academic excellence through recognition of student achievement and prioritization of academic activities. However, the slightly lower ratings on monitoring academic tasks suggest the need to further strengthen systems for tracking student performance and ensuring consistent academic follow-through.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The school provides remedial programs for struggling learners,"* with a weighted mean score of 3.94 (SD = 0.23), interpreted as Very Evident (VE). This suggests that teachers strongly perceive the presence of support systems for learners who are academically at risk, with very low SD indicating strong consensus among respondents. This is followed by *"The school prioritizes activities that improve student academic performance,"* with a weighted mean of 3.91 (SD = 0.28), interpreted as Very Evident (VE), reflecting strong agreement that academic improvement is a priority. On the lower end are *"The school monitors students' completion of academic tasks"* (WM = 3.82, SD = 0.41) and *"The school recognizes students who excel academically"* (WM = 3.85, SD = 0.36), though still Very Evident, indicating slightly lower and more varied perceptions in monitoring and recognition practices.

The results imply that teachers perceive strong academic support, particularly through remedial programs and prioritized academic activities. However, variations in responses on monitoring and recognition practices indicate the need for more consistent implementation of academic monitoring systems and recognition strategies across schools.

The average weighted mean for School Leaders is 3.88 (SD = 0.33) and for Teachers is 3.88 (SD = 0.32), both interpreted as Very Evident (VE). This indicates that academic emphasis is strongly embedded in school practices, policies, and culture. Schools demonstrate a balanced focus on improving academic performance, providing remedial support, and maintaining programs that promote excellence. However, slight variations in standard deviations suggest differences in how consistently these practices are experienced, particularly in monitoring academic tasks and recognizing student achievement.

This finding is supported by the study of Hernandez and Zamora (2018), which found a significant positive relationship between organizational health and student achievement. Their study emphasized that stronger goal focus, effective problem-solving, and cohesive school environments contribute to higher academic performance. This implies that when schools maintain a strong academic emphasis within a healthy organizational structure, student achievement is more likely to improve and be sustained over time.

The Level of Teachers' Performance

Table 3.1 Level of teachers' performance in terms of Mastery of Subject Matter

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The teacher explains lesson content accurately and clearly.	3.96	0.20	A	1.5	3.94	0.23	A	1
2. The teacher provides relevant examples and real-life applications.	3.88	0.33	A	5	3.86	0.40	A	5
3. The teacher answers students' questions confidently.	3.92	0.27	A	4	3.87	0.38	A	4
4. The teacher simplifies complex concepts for better understanding.	3.96	0.20	A	1.5	3.90	0.36	A	3

5. The teacher demonstrates strong content knowledge of the subject area.	3.94	0.24	A	3	3.91	0.28	A	2
Average Weighted Mean	**3.93**	**0.25**	**A**		**3.90**	**0.33**	**A**	

Legend: *1.00 - 1.74 Never (N); 1.75 - 2.49 Sometimes (S); 2.50 - 3.24 Often (O); 3.25 - 4.00 Always (A); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 3.1 presents the level of teachers' performance in terms of Mastery of Subject Matter as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicators, *"The teacher explains lesson content accurately and clearly"* and *"The teacher simplifies complex concepts for better understanding,"* both with a weighted mean score of 3.96 (SD = 0.20), interpreted as Always (A). The very low SD indicates a strong convergence of responses, suggesting that school leaders consistently observe teachers demonstrating clarity and effectiveness in delivering instruction. Meanwhile, the lowest weighted mean was obtained by *"The teacher provides relevant examples and real-life applications,"* with a weighted mean of 3.88 (SD = 0.33), although still interpreted as Always (A), indicating slightly more variability in how contextualization strategies are perceived.

The findings imply that school leaders consistently observe strong mastery of subject matter among teachers, particularly in explaining lessons clearly and simplifying complex concepts. However, the lower rating on providing real-life examples suggests the need to further support teachers in enhancing contextualized and application-based instruction.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The teacher explains lesson content accurately and clearly,"* with a weighted mean score of 3.94 (SD = 0.23), interpreted as Always (A). This suggests that teachers strongly perceive themselves as consistently delivering accurate and clear instruction, with a low SD indicating strong agreement among respondents. This is followed by *"The teacher demonstrates strong content knowledge of the subject area,"* with a weighted mean of 3.91 (SD = 0.28), and *"The teacher simplifies complex concepts for better understanding,"* with a weighted mean of 3.90 (SD = 0.36), both interpreted as Always (A), reflecting high confidence in subject mastery and instructional competence. On the lower end are *"The teacher answers students' questions confidently"* (WM = 3.87, SD = 0.38) and *"The teacher provides relevant examples and real-life applications"* (WM = 3.86, SD = 0.40), though still Always, indicating slightly lower and more varied perceptions in terms of responsiveness and contextualization of lessons.

The results imply that teachers perceive themselves as highly competent in delivering accurate and clear instruction with strong subject knowledge. However, the slightly lower and more varied responses on responding to students' questions and providing real-life applications indicate the need to further strengthen instructional responsiveness and contextualization strategies.

The average weighted mean for School Leaders is 3.93 (SD = 0.25), while for Teachers is 3.90 (SD = 0.33), both interpreted as Always (A). This indicates that teachers demonstrate a very high level of performance in terms of mastery of subject matter, characterized by strong content knowledge, clarity of instruction, and the ability to simplify complex concepts. However, the slightly higher standard deviation among teachers suggests some variability in how consistently these practices are experienced, particularly in the use of real-life applications and in responding to student inquiries.

These high-performance ratings can be interpreted through Herzberg's Two-Factor Theory. Content mastery and instructional clarity represent 'motivation factors' such as achievement and the 'work itself,' which lead to higher levels of teacher contentment and efficiency.

This finding is supported by John Hattie (2023), who emphasized that teacher subject matter expertise and clarity of instruction are among the most significant factors influencing student achievement. Hattie highlights that when teachers possess deep content knowledge and can effectively explain concepts and connect them to meaningful contexts, students demonstrate better understanding, engagement, and academic performance.

Table 3.2 Level of teachers' performance in terms of Instructional Delivery

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The teacher implements well-prepared lesson plans.	3.98	0.14	A	1.5	3.94	0.25	A	1
2. The teacher uses varied questioning techniques.	3.98	0.14	A	1.5	3.89	0.34	A	2
3. The teacher uses audio-visual materials when appropriate.	3.92	0.27	A	4	3.78	0.46	A	4
4. The teacher engages learners through interactive strategies.	3.80	0.40	A	5	3.74	0.48	A	5
5. The teacher adjusts strategies based on learners' needs.	3.94	0.24	A	3	3.87	0.36	A	3
Average Weighted Mean	**3.92**	**0.24**	**A**		**3.84**	**0.38**	**A**	

Legend: *1.00 - 1.74 Never (N); 1.75 - 2.49 Sometimes (S); 2.50 - 3.24 Often (O); 3.25 - 4.00 Always (A); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 3.2 presents the level of teachers' performance in terms of Instructional Delivery as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicators, *"The teacher implements well-prepared lesson plans"* and *"The teacher uses varied questioning techniques,"* both with a weighted mean score of 3.98 (SD = 0.14), interpreted as Always (A). The very low SD indicates a strong convergence of responses, suggesting that school leaders consistently observe teachers demonstrating preparedness and effective questioning strategies in their instructional delivery. Meanwhile, the lowest weighted mean was obtained by *"The teacher engages learners through interactive strategies,"* with a weighted mean of 3.80 (SD = 0.40), although still interpreted as Always (A), indicating comparatively lower and more varied perceptions regarding the use of interactive, learner-centered approaches.

The findings imply that school leaders consistently observe strong instructional delivery practices among teachers, particularly in lesson planning and use of questioning techniques. However, the lower rating on interactive strategies suggests the need to further support teachers in adopting more learner-centered and engaging instructional approaches.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The teacher implements well-prepared lesson plans,"* with a weighted mean score of 3.94 (SD = 0.25), interpreted as Always (A). This suggests that teachers strongly perceive themselves as consistently preparing structured and organized lessons, with a relatively low SD indicating agreement among respondents. This is followed by *"The teacher uses varied questioning techniques"* with a weighted mean of 3.89 (SD = 0.34) and *"The teacher adjusts strategies based on learners' needs"* with a weighted mean of 3.87 (SD = 0.36), both interpreted as Always (A), reflecting effective instructional practices and adaptability. On the lower end are *"The teacher uses audio-visual materials when appropriate"* (WM = 3.78, SD = 0.46) and *"The teacher engages learners through interactive strategies"* (WM = 3.74, SD = 0.48), though still Always, indicating slightly lower and more varied perceptions in the use of multimedia resources and interactive teaching strategies.

The results imply that teachers perceive themselves as highly effective in planning lessons, using questioning techniques, and adjusting instruction based on learners' needs. However, the lower and more varied ratings on the use of interactive and multimedia strategies indicate the need to strengthen the integration of technology and more engaging classroom activities.

The average weighted mean for School Leaders is 3.92 (SD = 0.24), while for Teachers is 3.84 (SD = 0.38), both interpreted as Always (A). This indicates that teachers demonstrate a very high level of performance in instructional delivery, characterized by effective lesson planning, use of questioning techniques, and adaptability to learners' needs. However, the slightly lower weighted mean and higher standard deviation among teachers suggest variability in the consistent use of interactive and multimedia strategies in classroom instruction.

The finding is supported by John Hattie (2023), who emphasized that effective instructional delivery—particularly clear lesson structure, strategic questioning, and adaptive teaching—has a strong impact on

student learning outcomes. Hattie highlights that engaging instructional practices and responsive teaching strategies significantly enhance student understanding, participation, and academic achievement.

Table 3.3

Level of teachers' performance in terms of Classroom Management

Indicators	School Leaders				Teachers			
	WM	SD	VI	R	WM	SD	VI	R
1. The teacher organizes the classroom to support learning.	3.90	0.30	A	2.5	3.92	0.27	A	4
2. The teacher sets clear behavioral expectations.	3.86	0.35	A	5.0	3.90	0.31	A	5
3. The teacher builds positive relationships with learners.	3.90	0.30	A	2.5	3.93	0.26	A	3
4. The teacher maintains a safe and motivating learning environment.	3.92	0.27	A	1.0	3.94	0.25	A	1.5
5. The teacher applies classroom rules fairly to all students.	3.88	0.33	A	4.0	3.94	0.25	A	1.5
Average Weighted Mean	**3.89**	**0.31**	**A**		**3.92**	**0.27**	**A**	

Legend: *1.00 - 1.74 Never (N); 1.75 - 2.49 Sometimes (S); 2.50 - 3.24 Often (O); 3.25 - 4.00 Always (A); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 3.3 presents the level of teachers' performance in terms of Classroom Management as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The teacher maintains a safe and motivating learning environment,"* with a weighted mean score of 3.92 (SD = 0.27), interpreted as Always (A). The low SD indicates close agreement among school leaders, suggesting that teachers consistently create a conducive and supportive classroom environment. Meanwhile, the lowest weighted mean was obtained by *"The teacher sets clear behavioral expectations,"* with a weighted mean of 3.86 (SD = 0.35), although still interpreted as Always (A), indicating slightly more variability in how consistently expectations are established and communicated.

This implies that school leaders recognize strong classroom management practices among teachers, particularly in maintaining a safe and motivating learning environment. However, the lower rating on setting clear behavioral expectations suggests the need to further support teachers in strengthening classroom discipline strategies and consistency in rule communication.

For the Teachers, the highest weighted mean was obtained by the indicators, *"The teacher maintains a safe and motivating learning environment"* and *"The teacher applies classroom rules fairly to all students,"* both with a weighted mean score of 3.94 (SD = 0.25), interpreted as Always (A). This suggests that teachers strongly perceive themselves as consistent in ensuring a positive classroom climate and fairness in rule implementation, with very low SD indicating strong consensus. This is followed by *"The teacher builds positive relationships with learners"* with a weighted mean of 3.93 (SD = 0.26), and *"The teacher organizes the classroom to support learning"* with a weighted mean of 3.92 (SD = 0.27), both interpreted as Always (A), reflecting effective classroom structuring and positive interpersonal relationships. On the lower end is *"The teacher sets clear behavioral expectations"* (WM = 3.90, SD = 0.31), though still Always, indicating slightly lower but still strong and consistent perceptions in setting expectations.

This implies that teachers demonstrate strong self-efficacy in managing classrooms, especially in fostering positive relationships and fair implementation of rules. However, the slightly lower rating on establishing

clear behavioral expectations indicates the need to further refine consistency in classroom rule-setting and communication with learners.

The average weighted mean for School Leaders is 3.89 (SD = 0.31), while for Teachers is 3.92 (SD = 0.27), both interpreted as Always (A). This indicates that teachers demonstrate a very high level of performance in classroom management, characterized by maintaining a safe and motivating environment, fostering positive relationships, and implementing fair classroom rules. The relatively low standard deviations suggest consistent experiences among respondents, although minor variations exist in setting behavioral expectations.

This overall finding is supported by Marzano (2021), who emphasized that effective classroom management—particularly establishing clear expectations, maintaining a positive learning environment, and building strong teacher-student relationships—significantly enhances student engagement and academic achievement.

Table 3.4

Level of teachers' performance in terms of Student Assessment and Feedback

Indicators	School Leaders				Teachers			
	WM	SD	VI	R	WM	SD	VI	R
1. The teacher identifies students' strengths and learning gaps.	3.88	0.33	A	2	3.91	0.28	A	2
2. The teacher uses formative and summative assessments.	3.90	0.30	A	1	3.94	0.23	A	1
3. The teacher provides feedback to improve student performance.	3.80	0.45	A	5	3.82	0.41	A	5
4. The teacher reflects on teaching strategies based on assessment results.	3.84	0.37	A	4	3.85	0.36	A	4
5. The teacher communicates students' learning needs to parents when needed.	3.86	0.35	A	3	3.90	0.31	A	3
Average Weighted Mean	**3.86**	**0.36**	**A**		**3.88**	**0.32**	**A**	

Legend: *1.00 - 1.74 Never (N); 1.75 - 2.49 Sometimes (S); 2.50 - 3.24 Often (O); 3.25 - 4.00 Always (A); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 3.4 presents the level of teachers' performance in terms of Student Assessment and Feedback as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The teacher uses formative and summative assessments,"* with a weighted mean score of 3.90 (SD = 0.30), interpreted as Always (A). The relatively low SD indicates consistent perceptions among school leaders that teachers regularly employ appropriate assessment strategies. Meanwhile, the lowest weighted mean was obtained by *"The teacher provides feedback to improve student performance,"* with a weighted mean of 3.80 (SD = 0.45), although still interpreted as Always (A), indicating comparatively lower and more varied perceptions in the provision of feedback to learners.

This implies that school leaders observe strong implementation of assessment practices among teachers, particularly in the use of formative and summative assessments. However, the lower rating on providing feedback suggests the need to further strengthen instructional supervision and support systems that promote timely, specific, and actionable feedback to students.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The teacher uses formative and summative assessments,"* with a weighted mean score of 3.94 (SD = 0.23), interpreted as Always (A). This

suggests that teachers strongly perceive themselves as consistently applying appropriate assessment methods, with a very low SD indicating strong agreement among respondents. On the lower end are *"The teacher reflects on teaching strategies based on assessment results"* (WM = 3.85, SD = 0.36) and *"The teacher provides feedback to improve student performance"* (WM = 3.82, SD = 0.41), though still Always, indicating slightly lower and more varied perceptions in reflective practices and feedback provision.

This implies that teachers demonstrate strong use of assessment tools in evaluating student learning. However, the lower and more varied ratings on feedback provision and reflective practices indicate the need to further enhance consistency in giving meaningful feedback and using assessment results to improve teaching strategies.

The average weighted mean for School Leaders is 3.86 (SD = 0.36), while for Teachers is 3.88 (SD = 0.32), both interpreted as Always (A). This indicates that teachers demonstrate a very high level of performance in student assessment and feedback, characterized by the consistent use of assessment tools, identification of learners' strengths and gaps, and communication of learning needs. However, the relatively higher standard deviations in some indicators suggest variability in how consistently feedback and reflective practices are implemented across classrooms.

This finding is supported by John Hattie (2023), who emphasized that effective assessment and timely feedback are among the most powerful influences on student learning. Hattie highlights that when teachers use assessment data to inform instruction and provide meaningful feedback, it significantly improves student achievement and supports continuous learning development.

Table 3.5 Level of teachers' performance in terms of Professional Development

Indicators	**School Leaders**				**Teachers**			
	WM	**SD**	**VI**	**R**	**WM**	**SD**	**VI**	**R**
1. The teacher pursues further studies to improve competence.	3.64	0.48	A	3.5	3.66	0.49	A	3
2. The teacher attends seminars and workshops.	3.72	0.50	A	2	3.70	0.52	A	2
3. The teacher participates in webinars and online learning opportunities.	3.60	0.57	A	5	3.51	0.62	A	5
4. The teacher reads professional materials to improve practice.	3.64	0.56	A	3.5	3.64	0.53	A	4
5. The teacher seeks mentorship or professional guidance.	3.74	0.49	A	1	3.71	0.49	A	1
Average Weighted Mean	**3.67**	**0.52**	**A**		**3.65**	**0.53**	**A**	

Legend: *1.00 - 1.74 Never (N); 1.75 - 2.49 Sometimes (S); 2.50 - 3.24 Often (O); 3.25 - 4.00 Always (A); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 3.5 presents the level of teachers' performance in terms of Professional Development as perceived by School Leaders and Teachers.

For the School Leaders, the highest weighted mean was obtained by the indicator, *"The teacher seeks mentorship or professional guidance,"* with a weighted mean score of 3.74 (SD = 0.49), interpreted as Always (A). This indicates that school leaders perceive teachers as actively engaging in mentorship and professional collaboration, with a moderate SD suggesting some variation in responses. Meanwhile, the lowest weighted mean was obtained by *"The teacher participates in webinars and online learning opportunities,"* with a weighted mean of 3.60 (SD = 0.57), although still interpreted as Always (A), indicating comparatively lower and more varied engagement in online professional learning.

This implies that school leaders perceive teachers as actively engaging in professional development, particularly through mentorship and professional guidance. However, the lower ratings on participation in webinars and online learning suggest the need to further encourage and support teachers in maximizing digital and self-directed professional development opportunities.

For the Teachers, the highest weighted mean was obtained by the indicator, *"The teacher seeks mentorship or professional guidance,"* with a weighted mean score of **3**.71 (SD = 0.49), interpreted as Always (A). This suggests that teachers recognize the importance of mentorship in improving their professional competence, with a moderate SD indicating some differences in experiences. On the lower end are *"The teacher reads professional materials to improve practice"* (WM = 3.64, SD = 0.53) and *"The teacher participates in webinars and online learning opportunities"* (WM = 3.51, SD = 0.62), though still Always, indicating comparatively lower and more varied participation in self-directed and online professional development activities.

This implies that teachers value mentorship and recognize its role in improving their professional competence. However, the relatively lower and more varied participation in reading professional materials and attending online learning activities indicates the need to strengthen engagement in self-directed and technology-based professional development.

The average weighted mean for School Leaders is 3.67 (SD = 0.52), while for Teachers is 3.65 (SD = 0.53), both interpreted as Always (A). This indicates that teachers demonstrate a very high level of performance in terms of professional development, characterized by active participation in seminars, pursuit of further studies, and engagement in mentorship. However, the relatively higher standard deviations suggest noticeable variability in how consistently teachers engage in different forms of professional learning, particularly in online and self-directed activities.

This finding is supported by Linda Darling-Hammond (2022), who emphasized that continuous professional development—especially through collaboration, mentoring, and sustained learning opportunities—is essential in improving teaching quality and student outcomes. Darling-Hammond highlights that while teachers often engage in professional learning, variations in access and participation, particularly in emerging formats such as online learning, can influence the overall effectiveness of professional growth.

The Significant Difference in the Level of Organizational Health of Schools

Table 4

Test of Significant Difference in the Level of Organizational Health of Schools When Respondents are Grouped According to Size of School Assigned

Variable	SS (Between)	SS (Within)	df	F	p-value	Decision	Interpretation
Institutional Integrity	0.102	9.327	3, 171	0.63	0.599	Fail to reject H_0	Not significant
Collegial Leadership	0.06	12.197	3, 171	0.28	0.838	Fail to reject H_0	Not significant
Resource Influence	0.313	13.818	3, 171	1.29	0.279	Fail to reject H_0	Not significant
Teacher Affiliation	0.241	13.736	3, 171	1	0.394	Fail to reject H_0	Not significant
Academic Emphasis	0.68	24.885	3, 171	1.56	0.202	Fail to reject H_0	Not significant

Table 4 presents the test of significant difference in the level of organizational health of schools when respondents are grouped according to size of school assigned. The findings show that all computed F-values across the five dimensions—Institutional Integrity, Collegial Leadership, Resource Influence, Teacher Affiliation, and Academic Emphasis—are not significant, as all p-values are greater than the 0.05 level of significance.

This indicates that there is no significant difference in the level of organizational health when respondents are grouped according to school size assigned. The results suggest that respondents, regardless of the size of the school they are assigned to, have similar perceptions of organizational health across all dimensions.

The findings imply that school size does not significantly affect how respondents perceive organizational health. This suggests that whether assigned to small or large schools, respondents experience similar levels of institutional integrity, leadership practices, resource influence, teacher affiliation, and academic emphasis. The similarity in perceptions may be attributed to standardized administrative systems, uniform policies, and consistent implementation of organizational practices across schools regardless of size.

This implies that organizational health in schools is largely consistent across different school sizes, reflecting effective standardization of policies and practices. School leaders may therefore focus on sustaining these uniform systems while also ensuring that school-specific needs, particularly in larger schools with more complex demands, are adequately addressed. Strengthening contextual support while maintaining standardized practices may further enhance organizational effectiveness across all school types.

This finding is supported by Johnson and Perez (2022), who found that school size had no significant effect on teachers' perceptions of organizational climate and effectiveness. The study explained that despite differences in student population and staffing levels, schools often follow uniform administrative guidelines, which leads to similar perceptions of organizational health among personnel.

Similarly, Miller et al. (2023) reported that school size was not a significant determinant of organizational behavior or employee perception in public education settings. Their findings suggest that centralized management systems and standardized DepEd-like policies contribute to consistent organizational experiences regardless of school classification or size.

The Significant Relationship between the Level of Organizational Health

Table 5 Correlation analysis between teacher performance and the different dimensions of organizational health

Teacher Performance vs Organizational Health	**Pearson r**	**p-value**	**Remarks**	**Decision**
Mastery of Subject Matter vs Institutional Integrity	0.553	0.00	Significant	Reject H_0
Mastery of Subject Matter vs Collegial Leadership	0.260	0.00	Significant	Reject H_0
Mastery of Subject Matter vs Resource Influence	0.287	0.00	Significant	Reject H_0
Mastery of Subject Matter vs Teacher Affiliation	0.311	0.00	Significant	Reject H_0
Mastery of Subject Matter vs Academic Emphasis	0.185	0.01	Significant	Reject H_0
Instructional Delivery vs Institutional Integrity	0.320	0.00	Significant	Reject H_0
Instructional Delivery vs Collegial Leadership	0.481	0.00	Significant	Reject H_0
Instructional Delivery vs Resource Influence	0.234	0.00	Significant	Reject H_0
Instructional Delivery vs Teacher Affiliation	0.308	0.00	Significant	Reject H_0
Instructional Delivery vs Academic Emphasis	0.246	0.00	Significant	Reject H_0
Classroom Management vs Institutional Integrity	0.224	0.00	Significant	Reject H_0
Classroom Management vs Collegial Leadership	0.138	0.07	Not Significant	Fail to reject H_0
Classroom Management vs Resource Influence	0.620	0.00	Significant	Reject H_0
Classroom Management vs Teacher Affiliation	0.413	0.00	Significant	Reject H_0
Classroom Management vs Academic Emphasis	0.039	0.61	Not Significant	Fail to reject H_0
Student Assessment & Feedback vs Institutional Integrity	0.192	0.01	Significant	Reject H_0
Student Assessment & Feedback vs Collegial Leadership	0.148	0.05	Significant	Reject H_0
Student Assessment & Feedback vs Resource Influence	0.427	0.00	Significant	Reject H_0
Student Assessment & Feedback vs Teacher Affiliation	0.646	0.00	Significant	Reject H_0
Student Assessment & Feedback vs Academic Emphasis	0.190	0.01	Significant	Reject H_0
Professional Development vs Institutional Integrity	0.144	0.06	Not Significant	Fail to reject H_0
Professional Development vs Collegial Leadership	0.204	0.00	Significant	Reject H_0

Table 5 presents the correlation analysis between teacher performance and the different dimensions of organizational health. The computed Pearson correlation coefficients between teacher performance indicators—mastery of subject matter, instructional delivery, classroom management, student assessment and feedback, and professional development—and the organizational health dimensions—institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis—reveal that most relationships are statistically significant, with correlation strengths ranging from weak to strong. Specifically, mastery of subject matter showed significant positive correlations with institutional integrity ($r = 0.553$, $p = 0.00$), collegial leadership ($r = 0.260$, $p = 0.00$), resource influence ($r = 0.287$, $p = 0.00$), teacher affiliation ($r = 0.311$, $p = 0.00$), and academic emphasis ($r = 0.185$, $p = 0.01$).

Instructional delivery also demonstrated significant positive relationships with institutional integrity ($r = 0.320$, $p = 0.00$), collegial leadership ($r = 0.481$, $p = 0.00$), resource influence ($r = 0.234$, $p = 0.00$), teacher affiliation ($r = 0.308$, $p = 0.00$), and academic emphasis ($r = 0.246$, $p = 0.00$).

For classroom management, significant correlations were found with institutional integrity ($r = 0.224$, $p = 0.00$), resource influence ($r = 0.620$, $p = 0.00$), and teacher affiliation ($r = 0.413$, $p = 0.00$). However, no significant relationships were observed with collegial leadership ($r = 0.138$, $p = 0.07$) and academic emphasis ($r = 0.039$, $p = 0.61$).

In terms of student assessment and feedback, significant relationships were identified with institutional integrity ($r = 0.192$, $p = 0.01$), collegial leadership ($r = 0.148$, $p = 0.05$), resource influence ($r = 0.427$, $p = 0.00$), teacher affiliation ($r = 0.646$, $p = 0.00$), and academic emphasis ($r = 0.190$, $p = 0.01$).

Lastly, professional development showed a significant relationship only with collegial leadership ($r = 0.204$, $p = 0.00$), while its relationships with institutional integrity ($r = 0.144$, $p = 0.06$) were not statistically significant.

Since the majority of p-values are less than the 0.05 significance level, the null hypothesis (H_0) is rejected in most cases, indicating that there is a significant relationship between organizational health and teacher performance across several dimensions. However, a few relationships—particularly involving classroom management and professional development—were found to be not significant, suggesting that not all aspects of teacher performance are equally influenced by organizational health factors.

Overall, these findings imply that a healthier organizational environment—characterized by strong institutional integrity, supportive collegial leadership, adequate resources, and positive teacher relationships—is associated with better teacher performance. Stronger correlations, such as those between classroom management and resource influence ($r = 0.620$) and between student assessment and teacher affiliation ($r = 0.646$), highlight the critical role of resources and collegial support in enhancing teaching practices.

The presence of these significant correlations empirically supports Systems Theory, which views the school as a dynamic and interconnected system. The data confirms that when 'management processes' (organizational health) are strong, they directly and positively influence the 'output' of the 'human factors' (teacher performance).

Kutsyuruba and Walker (2021) emphasized that organizational health factors such as collegial leadership, institutional integrity, and teacher affiliation contribute to a more productive teaching environment, which in turn improves teacher effectiveness and student learning outcomes.

Moreover, a study by Torres (2022) revealed that teacher collaboration and professional relationships (teacher affiliation) significantly influence instructional quality and assessment practices, supporting the strong correlations found in this study, particularly in student assessment and feedback.

In addition, Skaalvik and Sidsel (2022) found that school climate variables such as leadership support and resource availability are positively associated with teachers' motivation, professional development, and classroom effectiveness, reinforcing the importance of organizational health in shaping teacher performance.

The Challenges Encountered by the Respondents

Table 6

Challenges encountered by the respondents in the promotion of organizational health of schools

Indicators	School Leaders				Teachers			
	WM	SD	VI	R	WM	SD	VI	R
1. Insufficient school resources and materials	1.88	0.77	SE	1	2.42	0.91	SE	1.5
2. Large class size and high teacher workload	1.72	0.86	NE	4	2.42	1.14	SE	1.5
3. Limited support from external stakeholders	1.8	0.78	SE	2.5	2.31	0.95	SE	4
4. Delays in approval of school requests.	1.5	0.71	NE	9	2.08	1	SE	8.5
5. Inadequate funding for school programs	1.7	0.71	NE	5	2.17	0.96	SE	7
6. Communication gaps between school and stakeholders	1.42	0.61	NE	10	2.07	1.03	SE	10
7. Resistance to change among some school personnel	1.62	0.81	NE	6.5	2.08	1.04	SE	8.5
8. Limited parental involvement in school activities	1.52	0.68	NE	8	2.3	1.06	SE	5
9. Time constraints due to multiple school responsibilities	1.8	0.7	SE	2.5	2.34	1.06	SE	3
10. Administrative workload affecting instructional leadership	1.62	0.67	NE	6.5	2.2	1.06	SE	6
Average Weighted Mean	**1.66**	**0.73**	**NE**		**2.24**	**1.02**	**SE**	

Legend: *1.00 - 1.74 Not Evident (NE); 1.75 - 2.49 Slightly Evident (SE); 2.50 - 3.24 Evident (E); 3.25 - 4.00 Very Evident (VE); Weighted Mean (WM); Standard Deviation (SD); Verbal Interpretation (VI); Rank (R)*

Table 6 presents the challenges encountered by the respondents in the promotion of organizational health of schools. The average weighted mean of 1.66 (Not Evident) for school leaders and 2.24 (Slightly Evident) for teachers indicates that the identified challenges are generally perceived as minimal by school leaders and slightly evident by teachers. This suggests that while challenges exist, they are not strongly affecting the promotion of organizational health, although teachers experience them to a greater extent than school leaders.

Among the indicators, the top challenge for both groups is “Insufficient school resources and materials” with a weighted mean of 1.88 (SE) for school leaders and 2.42 (SE) for teachers, ranked first. This highlights that lack of resources is the most notable concern in promoting organizational health. For teachers, this is tied with “Large class size and high teacher workload” (2.42, SE), indicating that workload and class size are equally pressing concerns.

Other prominent challenges include “Time constraints due to multiple school responsibilities” (1.80, SE; 2.34, SE) and “Limited support from external stakeholders” (1.80, SE; 2.31, SE), suggesting that both time management and external collaboration present moderate difficulties in maintaining organizational health. Additionally, teachers perceived “Limited parental involvement in school activities” (2.30, SE) and “Administrative workload affecting instructional leadership” (2.20, SE) as notable concerns, reflecting the broader scope of responsibilities and stakeholder engagement challenges.

On the other hand, several indicators were interpreted as Not Evident (NE) among school leaders, including communication gaps, delays in approval, and limited parental involvement, indicating that these are not considered major barriers from the leadership perspective. However, teachers rated all indicators as Slightly Evident (SE), implying that they experience these challenges more consistently in their day-to-day functions.

Overall, the findings suggest that while respondents encounter some challenges in promoting organizational health—particularly related to resources, workload, time constraints, and stakeholder support—these are generally slight to minimal. The difference in perception between school leaders and teachers further implies that operational challenges are felt more strongly at the classroom level. Despite these constraints, schools appear to maintain organizational health, indicating resilience and the ability to manage existing challenges effectively.

According to Herzberg's Motivation-Hygiene Theory, the identified challenges—such as insufficient resources and high workload—fall under 'hygiene factors' (dissatisfiers). While these are currently only 'Slightly Evident,' the theory posits that if these hygiene expectations are not continuously met, it can lead to 'feelings of disappointment, bitterness, and lack of interest' among teachers.

The findings of this study are supported by, Kraft and Simon (2021) found that limited school resources, heavy workload, and time constraints are among the most common challenges faced by teachers, which can affect instructional quality and overall school functioning. Their study highlights that even when challenges are only moderately perceived, they still influence teachers' daily practices and well-being.

Similarly, OECD (2021) reported that large class sizes, administrative workload, and insufficient support systems remain persistent issues in many schools worldwide. These challenges, although sometimes rated as manageable, can cumulatively impact teacher effectiveness and school organizational health.

SCHOOL ORGANIZATIONAL HEALTH SUSTAINABILITY FRAMEWORK

I. Rationale

The results of the study reveal that both organizational health and teacher performance in the Schools Division of Valenzuela City are at optimal levels. Furthermore, statistical findings indicate that school size (small to mega schools) does not significantly affect these conditions. This suggests that the existing standardized systems, leadership practices, and policy mechanisms of the Department of Education (DepEd) are effectively implemented across varying school contexts.

Given these findings, the need is not merely for improvement but for sustainability and institutionalization of best practices. Sustaining these high levels is essential in addressing long-term and emerging challenges such as:

- Increasing teacher workload
- Large class sizes
- Resource limitations and delays
- Expanding administrative and stakeholder demands

This framework is therefore designed to ensure that schools maintain a healthy organizational climate that continuously supports teacher performance, professional well-being, and learner achievement over time.

II. Conceptual Foundation

This framework is anchored on the following principles:

- Organizational Health Theory – Schools function effectively when leadership, relationships, and systems are aligned

- Herzberg's Two-Factor Theory – Sustaining performance requires maintaining "hygiene factors" to prevent dissatisfaction
- DepEd School-Based Management (SBM) – Emphasizes shared governance, accountability, and continuous improvement
- Curriculum Framework – Prioritizes foundational skills and efficient teaching-learning processes.

III. Core Sustainability Pillars

1. Institutional Integrity – "The Policy Shield"

Goal: To protect the instructional core from unnecessary external pressures and ensure alignment with DepEd mandates.

Key Strategies:

- Institutionalize a Unified Policy Response Checklist
- Align all school decisions with DepEd policies and standards
- Strengthen school head authority in managing external demands

Expected Outcome: A stable and protected teaching-learning environment

2. Collegial Leadership – "The Participatory Anchor"

Goal: To sustain trust, collaboration, and shared accountability among school personnel.

Key Strategies:

- Implement a Quarterly Leadership Feedback System
- Strengthen Learning Action Cell (LAC) as a decision-making platform
- Promote transparency and open communication

Expected Outcome: Responsive, inclusive, and participatory school leadership

3. Resource Influence – "The Efficiency Engine"

Goal: To ensure efficient, transparent, and equitable resource allocation.

Key Strategies:

- Develop a Digital Resource Tracking System
- Implement a 3–5 day processing protocol for requests
- Monitor equitable access across personnel

Expected Outcome: Reduced delays and improved resource satisfaction among teachers

4. Teacher Affiliation – "The Collegial Bond"

Goal: To sustain professional collaboration and positive working relationships.

Key Strategies:

- Institutionalize peer observation and coaching cycles

- Conduct regular grade-level planning sessions
- Strengthen mentoring systems

Expected Outcome: A collaborative and supportive professional culture

5. Academic Emphasis – "The Excellence Standard"

Goal: To maintain a strong and consistent focus on student achievement.

Key Strategies:

- Implement Data-Driven Instruction (DDI)
- Conduct monthly assessment reviews
- Align instruction with the Enhanced K-12 Curriculum

Expected Outcome: Improved learner performance and instructional quality

IV. Teacher Performance Sustainability Component

To sustain the high level of teacher performance, the framework emphasizes continuous support systems:

1. Instructional Delivery

- Sustain interactive, learner-centered strategies
- Integrate ICT in teaching
- Utilize LAC sessions for best practice sharing

2. Classroom Management

- Standardize classroom rules and expectations
- Use visible rule templates
- Reinforce positive discipline

3. Professional Development

- Develop Individual Development Plans (IDPs)
- Encourage continuous training and online learning

Overall Outcome: Consistent demonstration of high teaching standards aligned with DepEd expectations

V. Challenge Mitigation Strategies

1. Workload and Load Balancing

- Implement digital task management systems
- Rationalize ancillary functions
- Monitor teacher workload distribution

2. Resource Limitations and Stakeholder Engagement

- Strengthen Adopt-a-Classroom Program
- Engage LGUs, NGOs, and private partners
- Align partnerships with SIP priorities

Outcome: Reduced teacher burden and increased resource support

VI. Implementation and Monitoring Framework

A. Core Sustainability Pillars

Pillar	Key Strategies	Outputs	Indicators (MOVs)	Timeline	Responsible
Institutional Integrity	Policy checklist, alignment	Standardized decisions	Compliance reports	Quarterly	School Head, PSDS
Collegial Leadership	Feedback system, LAC	Participatory leadership	Feedback reports, LAC minutes	Quarterly	School Head
Resource Influence	Digital tracking	Efficient allocation	Request logs, turnaround time	Monthly	Admin Staff
Teacher Affiliation	Peer collaboration	Strong teamwork	Observation reports, LAC outputs	Monthly	Teachers
Academic Emphasis	Data-driven instruction	Improved outcomes	Assessment reports	Monthly	Teachers

B. Teacher Performance Component

Area	Strategies	Indicators	Timeline	Responsible
Instruction	ICT, LAC	Lesson plans, observations	Monthly	Teachers
Management	Rules standardization	Observation reports	Quarterly	Teachers
Development	IDPs, training	Certificates, IDPs	Annual	Teachers

C. Challenge Mitigation

Area	Strategies	Indicators	Timeline	Responsible
Workload	Task system	Workload reports	Quarterly	School Head
Resources	Partnerships	MOAs, donations	Annual	School Head

VII. Integration to DepEd Systems

This framework shall be integrated into:

- School Improvement Plan (SIP)
- Annual Implementation Plan (AIP)
- Results-Based Performance Management System (RPMS)
- School-Based Management (SBM) practices

Monitoring shall be conducted by:

- School Heads
- Public Schools District Supervisors (PSDS)

DISCUSSION

This chapter presents the summary of findings from the gathered and analyzed data, the conclusions drawn from the findings, and recommendations offered by the researcher in the light of the findings and conclusions.

Summary

This study was to determine the relationship between the level of organizational health of schools and teacher performance in selected public elementary schools in the Schools Division of Valenzuela City during the School Year 2025–2026. The findings are presented according to each sub-problem. A **Proposed Organizational Health Enhancement Guide** was developed based on the results of the study.

1. Demographic Profile of the Respondents

1.1 Age. The largest proportion of respondents belongs to the 30–39 age group (32.6%), followed by those aged 50–59 (28.0%) and 40–49 (26.9%). Only 6.3% are aged 20–29 and 60 and above. This indicates that most respondents are in the mid- to late-career stage.

1.2 Gender. The majority of the respondents are female (83%), while 17% are male. This reflects the dominance of female teachers in the basic education sector.

1.3 Position Designation. Most respondents are teachers (71.4%), followed by master teachers (24%), while school heads comprise 4.6%. This shows that the study is largely represented by classroom teachers.

1.4 Highest Educational Attainment. Most respondents have postgraduate education, with 47.4% having master's units and 24.6% holding a master's degree. This indicates that respondents are academically qualified and engaged in professional development.

1.5 Number of Years in Service. The largest group has 21 years and above in service (30.3%), followed by 6–10 years (22.9%) and 11–15 years (19.4%). This indicates that most respondents are experienced educators.

1.6 Size of School Assigned. Most respondents are assigned to mega schools (41.1%), followed by large (28.6%), medium (18.9%), and small schools (11.4%). This suggests that many respondents are working in large school environments.

2. Level of Organizational Health of the Schools

2.1 Institutional Integrity. Both School Leaders (M = 3.91) and Teachers (M = 3.90) rated institutional integrity as Very Evident. This indicates strong adherence to policies, transparency in governance, and protection of teachers from external pressures.

2.2 Collegial Leadership. School Leaders (M = 3.92) and Teachers (M = 3.84) rated collegial leadership as Very Evident. This suggests strong leadership practices characterized by communication, fairness, recognition, and participatory decision-making.

2.3 Resource Influence. Teachers (M = 3.92) rated resource influence higher than School Leaders (M = 3.69), both interpreted as Very Evident. This indicates that resource availability and responsiveness are strongly observed, although perceptions differ on resource mobilization and external support.

2.4 Teacher Affiliation. Teachers (M = 3.88) and School Leaders (M = 3.77) rated teacher affiliation as Very Evident. This reflects strong collaboration, professional relationships, and shared commitment among teachers, with slight variation in perceived trust and support.

2.5 Academic Emphasis. Both School Leaders and Teachers obtained the same weighted mean (WM = 3.88), interpreted as Very Evident. This shows that schools strongly prioritize academic performance, remedial support, and recognition of student achievement.

3. Level of Teachers' Performance

3.1 Mastery of Subject Matter. Both School Leaders (M = 3.93) and Teachers (M = 3.90) rated mastery of subject matter as Always. This indicates a very high level of content knowledge, clarity of instruction, and ability to simplify concepts among teachers.

3.2 Instructional Delivery. School Leaders (M = 3.92) and Teachers (M = 3.84) rated instructional delivery as Always. This suggests effective lesson planning, use of questioning techniques, and adaptability to learners, with slight variation in the use of interactive and multimedia strategies.

3.3 Classroom Management. Teachers (M = 3.92) and School Leaders (M = 3.89) rated classroom management as Always. This reflects strong classroom organization, positive learner relationships, and consistent implementation of fair and supportive discipline.

3.4 Student Assessment and Feedback. Teachers (M = 3.88) and School Leaders (M = 3.86) rated assessment and feedback as Always. This indicates consistent use of assessments, identification of learner needs, and provision of feedback, with slight variation in reflective practices.

3.5 Professional Development. School Leaders (M = 3.67) and Teachers (M = 3.65) rated professional development as Always. This shows active engagement in training, seminars, and mentorship, although participation in online and self-directed learning is comparatively lower.

4. Significant Difference in Organizational Health When Grouped by Size of School Assigned.

There is no significant difference in all dimensions of organizational health when grouped according to school size assigned ($p > 0.05$). This suggests that school classification does not influence perceptions of organizational health.

5. Relationship between Organizational Health and Teacher Performance

The results of the Pearson correlation analysis show that there is generally a significant relationship between organizational health and teacher performance across most dimensions.

Mastery of Subject Matter shows significant positive relationships with all organizational health dimensions, with the strongest correlation with Institutional Integrity ($r = 0.553$, $p < 0.05$), indicating that better organizational systems are associated with higher content mastery.

Instructional Delivery is also significantly related to all organizational health dimensions, with the strongest relationship with Collegial Leadership ($r = 0.481$, $p < 0.05$), suggesting that supportive leadership enhances teaching effectiveness.

Classroom Management is significantly related to Institutional Integrity ($r = 0.224$), Resource Influence ($r = 0.620$), and Teacher Affiliation ($r = 0.413$), but not significantly related to Collegial Leadership ($p = 0.07$) and Academic Emphasis ($p = 0.61$). This indicates that resource support and collegial relationships are more influential in classroom management.

Student Assessment and Feedback shows significant positive relationships with all organizational health dimensions, with the strongest correlation with Teacher Affiliation ($r = 0.646$, $p < 0.05$), highlighting the importance of collegial support in assessment practices.

Professional Development shows a significant relationship only with Collegial Leadership ($r = 0.204$, $p < 0.05$), while its relationship with Institutional Integrity is not significant ($p = 0.06$), indicating a more limited association compared to other performance areas.

6. Challenges Encountered in the Promotion of Organizational Health

The overall results show that challenges are Not Evident for School Leaders (M = 1.66) and Slightly Evident for Teachers (M = 2.24), indicating that these are generally minimal but more experienced by teachers.

The most prominent challenge for both groups is insufficient school resources and materials (SL = 1.88; T = 2.42), followed by large class size and high workload (SL = 1.72; T = 2.42 for teachers), indicating resource and workload constraints as the main concerns. Other slightly evident challenges include time constraints due to multiple responsibilities (SL = 1.80; T = 2.34) and limited support from external stakeholders (SL = 1.80; T = 2.31). Teachers also noted limited parental involvement (2.30) and administrative workload affecting instructional leadership (2.20) as additional concerns.

Meanwhile, school leaders generally rated most other challenges as Not Evident, particularly communication gaps and delays in approval, while teachers consistently rated all indicators as Slightly Evident.

7. Proposed School Organizational Health Sustainability Framework

The findings of the study indicate that both organizational health and teacher performance in the Schools Division of Valenzuela City are at optimal and consistently high levels across schools. Moreover, statistical results reveal that school size does not significantly influence these conditions, suggesting that standardized systems, leadership practices, and policy implementation of the Department of Education (DepEd) are effectively carried out across different school contexts.

Despite these positive outcomes, the study highlights the need to sustain and institutionalize existing best practices rather than merely introduce improvements. This is necessary to ensure that schools remain resilient in the face of persistent and emerging challenges, such as increasing teacher workload, large class sizes, resource limitations, and growing stakeholder demands.

The results further emphasize that maintaining organizational health requires continuous strengthening of leadership, efficient resource management, collaborative professional culture, and sustained focus on academic excellence. Additionally, while teacher performance is high, ongoing support in instructional delivery, classroom management, and professional development remains essential to preserve consistency and quality over time.

Overall, these findings justify the development of a School Organizational Health Sustainability Framework that focuses on maintaining high performance levels, reinforcing effective systems, and providing structured strategies to address long-term challenges while ensuring continuous school improvement.

Conclusions

Based on the foregoing findings, the following conclusions are hereby drawn:

1. The respondents are mostly experienced female teachers in mid- to late-career stages, primarily occupying teacher positions, with a high level of postgraduate education and are commonly assigned in large or mega schools.

2. The level of organizational health in schools is very evident across all dimensions, indicating strong institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis.

3. Teachers demonstrate a very high level of performance (Always) in mastery of subject matter, instructional delivery, classroom management, student assessment and feedback, and professional development.

4. There is no significant difference in all dimensions of organizational health when grouped according to the size of school assigned. This implies that school size does not significantly influence the level or perception of organizational health, indicating that existing systems and practices are consistently

implemented across schools regardless of their classification.

5. There is a significant positive relationship between organizational health and teacher performance, indicating that better organizational health is associated with higher teacher performance.

6. Challenges in promoting organizational health are generally slight to minimal, with the most common issues being insufficient resources, workload, class size, time constraints, and limited stakeholder support, more evident among teachers than school leaders.

Recommendations

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

1. Teachers. Teachers are encouraged to further strengthen their instructional practices by enhancing the use of interactive strategies, ICT integration, and consistent classroom management techniques. They should also actively engage in continuous professional development through seminars, webinars, and collaborative learning activities to sustain and improve their high level of performance.

2. School Heads and Instructional Leaders. School administrators are encouraged to sustain and strengthen organizational health by promoting participatory leadership, ensuring consistent policy implementation, and improving communication and feedback mechanisms. They should also provide stronger instructional support, mentoring, and monitoring to enhance teachers' instructional delivery and professional growth.

3. Department of Education (DepEd). DepEd is encouraged to address key challenges identified in the study, particularly on resource provision, workload management, and class size. Strengthening policies on resource allocation, digital learning support, and teacher workload distribution will further enhance organizational health and teacher performance.

5. Parents and Community Stakeholders. Parents and stakeholders are encouraged to actively participate in school activities and strengthen collaboration with teachers and school leaders. Increased engagement and support can help address gaps in learner support, resource mobilization, and school-community partnerships.

6. School Governance and Support Units (Division/Local Government Units). LGUs and education support units are encouraged to strengthen partnerships with schools by providing additional resources, infrastructure support, and learning materials. Collaborative programs such as school adoption initiatives and resource-sharing mechanisms should also be enhanced.

7. Future Researchers. Future studies are encouraged to explore other variables affecting organizational health and teacher performance, such as leadership styles, school culture, and student outcomes, and to conduct similar studies in other divisions for broader validation of results.

APPROVAL SHEET

This thesis entitled, "RELATIONSHIP BETWEEN ORGANIZATIONAL HEALTH OF SCHOOLS AND TEACHERS' PERFORMANCE IN SELECTED PUBLIC SCHOOLS IN VALENZUELA CITY" was prepared and submitted by MS. CINDY T. MALABANAN, in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION, MAJOR IN EDUCATIONAL MANAGEMENT, has been examined and is recommended for acceptance and approval for ORAL EXAMINATION.

DR. EDWIN B. BUNAO

Adviser

_____

Panel of Examiners

Approved by the COMMITTEE ON ORAL EXAMINATION with a grade of

_____ on _____.

DR. DJOANA L. POJA

Chairperson

DR. JAMESON H. TAN

Panel Member

DR. EMIL B. FERDINEZ

Panel Member

DR. CHRISTOPHER J. DELINO

Panel Member

_____

Accepted and approved as fulfillment of the requirements for the degree of

MASTER OF ARTS IN EDUCATION, MAJOR IN EDUCATIONAL MANAGEMENT.

DR. J. CESAR C. EUSTAQUIO

Dean

ACKNOWLEDGMENT

I would like to extend my heartfelt gratitude to the people who have supported and guided me throughout the completion of this study. This thesis would not have been possible without their encouragement, assistance, and valuable contributions along the way.

First and foremost, I am sincerely thankful to my thesis adviser, Dr. Edwin B. Bunao, for his unwavering guidance, patience, and constant encouragement. I owe so much to his steady wisdom and encouragement—it guided me through the tough parts and helped me finish my work.

I would also like to express my appreciation to Dr. J. Cesar C. Eustaquio, Dean of Graduate Studies, for his support and guidance throughout my academic endeavor.

My sincere thanks are extended to the Panel of Examiners, Dr. Djoana L. Poja, Dr. Jameson H. Tan, Dr. Emil D. Ferdinez, and Dr. Christopher J. Delino, their insightful suggestions, constructive feedback, and expertise that greatly improved the quality of this thesis.

To my partner, family, and friends for their constant love, understanding, and encouragement carried me through the difficult moments. I could not have done this without you.

Finally, above all, I offer my deepest gratitude to God for the wisdom, strength, and guidance throughout this journey.

C.T.M

BIBLIOGRAPHY

1. Adriano, N. I. (2023). Organizational health index of a Philippine HEI: A pilot study. Research Gate DOl: 10. 1177/0013161
2. Atatsi, E., Stoffers, J. & Kil, A. (2021). Work tenure and organizational citizenship behaviors: A study in Ghanaian technical universities. Sustainability, 13(24), 13762. https://doi.org / 10.3390/su132413762.
3. Aziz, A.A. & Rashid, K. (2024). The influence of organizational health on student social development: The mediating role teacher commitment to students. Pakistan Social Sciences Review, 8(3), 37-53. htttp://doi.org/10.35484 / pssr. 2024(8-III) 03.
4. Bashir, M., Hameed, A., & Ullah, R. (2021). The impact of age- diverse workforce on organizational performance: Mediating role of job crafting. Sage open. https:// doi. org/10. 1177/2158244021999058.
5. Borralho, L., Candeias, A., de Jesus, S. & Viseu, J. (2025). Healthy school healthy teachers: Mediating effect on optimism. Frontiers in Psychology. 16: 1506161 doi. 10. 3389/fpsyg. 2025. 1506161
6. Cataylo, H. C., & Zamora, L.E. 2024). Educational management styles and organizational health of public secondary school heads in Panabo City Division. EPRA, International Journal of Environmental Economics, Commerce, and Educational Management, 11(5), 44 - 55. DOI: 10.36713 /epra 16718
7. Crosby, M. (2022). Examining the relationship between organizational health and faculty satisfaction in institutions of higher education. All- Inclusive List of Electronic Theses and Dissertations https://scholars. indianastate.edu/etds. /1938
8. Dela Rasa, R. & Vargas, D. (2021) - Performance of teachers relative to the five components of teaching. SSRN. https: //ssrn.com/abstract = 3816616. or. http://dx. doi.org /10. 2139/ssrn.3816616
9. Dray, S., Kostecki, S. & Thomson, C. (2020). Moving beyond the gender binary: Examining Workplace of nonbinary and transgender employees. Gender, Work and Organization, 27(6), 1181-1191, 10.1111/gwao. 12455.
10. Feder, M. (2024). What is organizational health? University of Phoenix. https://www.phoenix. edu.
11. Frankel, J.R., Wallen, N.E. & Hyun, H. (2019). How to design and evaluate research in education. International Edition 2019. Mc- Graw Hill
12. Gagnon, C., John, E. & Theunissen, R (2017). Organizational health: A fast track to improvement performance. McKinsey Quarterly, 4, 7 - 87. https://www:mcKinsey.com
13. Gomito, R.A. (2022). The relationship between academic resilience and academic fatigue of students with special needs in the National capital Region. Dissertation. Las Piñas City: University of Perpetual Help System DALTA.
14. Gupta, D. (2025). 6 Pillars of organizational health. Whatfix. https://whatfix.com
15. Hadian, S., Mossein, M. & Shaarbafchizadeh, M. & Yarmohammadian, M. (2023). The organizational health components for small-sized health-care organizations: A systematic review. Journal in Educational Health Promotion, 12(37), doi: 10.4103/ jehp. Jehp_1307_21. PMID: 37034860; PMCID: PMC10079190
16. Hayat, A., Kohoulat, N., Kojuri, J. & Faraji, H. (2015). A study on the relationship between schools' health and teachers' organizational commitment. International Journal of School Health, 2(4); 1- 8. https:// researchgate. net/ publication / 283037648
17. Hernandez, R. & Zamora, R. (2018). The relationship between organizational health and student achievement in high poverty schools. International Journal of Learning, Teaching, and Educational Research 17(11), 56 -76. https://doi.org/10.26803/ijter 17 -11.5

18. Laranjeira, C. & Querido, A. (2022). Hope and optimism as an opportunity to improve the positive mental health demand. Frontiers in Psychology: 13. https:// doi.org/10.3389/fpsyg. 2022. 827320.
19. Mehta, T.G., Atkins, M.S., & Frazier, S. (2013). The organizational health of urban elementary schools: School health teacher functioning. School Mental Health, 5 (3), 144- 154. https: doi. 10. 1007/32310-012-90990.4
20. Nickerson, C. (2025) Herzberg's Two-Factor Theory of Motivation-Hygiene
21. Raharja, S., Bustari, M. & Rahmawati, T. (2024). Organizational health of state junior high school in Bantal Regency. Proceedings of the 8th International Conference on Education Innovation (ICE1 2024) Advances in Social Science, Education and Humanities. Research. 888, https:/ doi.org/ 10.2991/978-2-38476-360-3-93
22. Roudini, A. (2025). Examining instructional leadership practices and their relationship with the organizational health of secondary schools: A correlational study, Asian Journal of Education and Social Studies, 51(9), 627-440.DOI: 10.9734/ajes5/2025/v51i92402.
23. Shahraki-SanavI, F., Habybabady, R. & Rezael, S. (2025). The effect of education on job stress and mental health in university staff. Indian Journal of Occupational and Environmental Medicine 29 (1), 75-79. doi.104103/ ijoem.i joem. 28323.
24. Sia-ed, A. B. (2018. Organizational school climate and organizational health of Mountain Province State Polytechnic College. International Journal of Learning Teaching and Educational Research, 15(4), 82-90, https:/www.ijter.org.
25. Singh, A. & Jha, S. (2017). Scale development of organizational heath construct. Global Business Review, 19 (2), 1-19. https://gbr.saga.pub.com DOI: 10.1177/0972150917713522.
26. Son Hing, L.S., Sakr, N. & Colaco, C. (2023). Gender inequities in the workplace: A holistic review of organizational processes and practices. Human Resource Management Review, 33(3), 1-25. https://doi.org /10.1016/j.hrmr.2023.100968.
27. Sponselee, Ho, Kroeze, W., & Steenhuis, I. (2022). Perceptions of employees with a low and medium level of education towards workplace health promotion programmes: A mixed - methods study. BMC Public Health, 22. 1617. https://doi.org/10.1186/s12889-022-13976-2.
28. Susinowitz, S. (2023). Organizational health: What it is and how to access yours. Chart Hop. https://www.chathop.com
29. Utamakaew, E. & Unkong, T, (2024). A study of organizational health for Princess Chulabhorn Science High Schools. Archives, 12(2), hittps://s004. tci - thaijo. Org
30. Waite, S. (2021). Should I stay or should I go? Employment discrimination and workplace harassment against transgender and other minority employees in Canada's federal public service. Journal of Homosexuality, 68(11).1833- 1859,10.1080/ 00918369.2020.1712140
31. Zaw, N.Y., Mon, K.Y. & Oo, T. N. (2021). Assessing organizational health of basic education schools. Journal of Myanmar Academy of Arts and Sciences, 19 (9A), 419 - 430. https: // www.maas.edu.mm