

Organizational Commitment and Transformational Leadership Style as Determinants of Teaching Performance in Public Elementary Schools

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ABSTRACT

Poor teaching performance persists. The effectiveness of organizational commitment and a transformational leadership style on teaching performance was examined. Using a diagnostic research design with a sample of 148 respondents selected through stratified random sampling, a survey approach, and multiple linear regression for data analysis, the findings revealed that leader commitment and transformational leadership have a significant impact on the criterion. To some degree, this finding confirms the Theory of Planned Behavior. Future studies may include additional variables to explain the remaining 77.7% of the variance in teaching performance that was not explained by organizational commitment and transformational leadership style. Researchers could also see a qualitative research design as an opportunity to investigate teachers' experiences, perceptions, and views in greater detail.

Keywords: Organizational commitment, transformational leadership style, teaching performance, public elementary schools

INTRODUCTION

The Problem and Its Setting

Poor teaching performance remains a problem in education systems globally, as many teachers continue to struggle to maintain consistent instructional quality and effectively engage students in the learning process. According to Nwiyi and Nweke (2022), poor teaching performance is often evident when educators fail to address diverse learner needs, provide meaningful feedback, and create a supportive classroom environment, all of which can hinder student growth and academic success. This issue underscores the critical role of teachers in shaping students' learning outcomes and highlights the importance of understanding the factors that influence their performance. Studies also found that teachers with lower self-confidence in their abilities may find it harder to maintain high instructional quality, which, in turn, affects student outcomes (Nwoko et al., 2023).

Across countries, poor teaching performance among public elementary school teachers remains a widespread concern. In the United States, a national report found that many elementary teachers lack adequate instructional quality, with weaknesses in classroom management and lesson implementation, which negatively affect student achievement (Sutcher et al., 2023). In Nigeria, studies showed that poor pedagogical skills and limited content knowledge among primary teachers contribute to low literacy and numeracy outcomes in public schools (Adeyemi & Adedoyin, 2023). In Indonesia, research indicates that although teacher qualifications have improved, instructional practices in many public elementary schools remain below expected levels, affecting learners' competencies in reading and mathematics (Retnawati et al., 2023). These findings affirm that poor teaching performance among public elementary school teachers is a global issue that transcends educational systems and cultural contexts.

In the Philippine context, poor teaching performance among public elementary school teachers continues to challenge the delivery of quality basic education. Results from the Second Congressional Commission on

Education (EDCOM 2) indicated that a significant proportion of Grade 5 learners are still non-proficient in reading comprehension and mathematics, highlighting persistent gaps in instructional effectiveness (Philippine Institute for Development Studies [PIDS], 2023). Because of this gap, many teachers feel underprepared for the demands of their work. The persistently low passing rates in the Licensure Examination for Teachers (LET) also pointed to weaknesses in how teacher education institutions prepare future educators (Sinsay-Villanueva et al., 2025; PIDS, 2023).

The consequences of poor teaching performance among public elementary school teachers are far-reaching and adversely affect learners, schools, and society. Learners experienced low academic achievement, weak foundational skills, and reduced motivation to learn, which increases the risk of absenteeism and dropping out (World Bank, 2023). Schools faced lower performance ratings and public trust, while communities and the nation suffered from a less competitive workforce and slower socioeconomic development (Darling-Hammond et al., 2023). Addressing poor teaching performance among public elementary school teachers is therefore essential to ensuring quality education and building a more equitable and prosperous future.

Significance of the Study

This study is significant because it examines the influence of organizational commitment and a transformational leadership style on the teaching performance of public elementary school teachers. The findings are expected to help teachers understand how their dedication to their profession and the leadership practices of their school heads contribute to their classroom effectiveness. For school administrators and the Department of Education, the study may provide valuable insights for developing leadership programs and policies that foster teacher motivation, satisfaction, and high performance. Ultimately, this research aligns with Sustainable Development Goal (SDG) 4 – Quality Education, which emphasizes the importance of providing inclusive and equitable quality education and promoting lifelong learning opportunities for all. By highlighting the vital roles of leadership and commitment in improving teaching quality, the study may contribute to the continuous pursuit of educational excellence and sustainable development in the Philippine public school system.

Statement of the problem

The primary purpose of this study is to investigate the contributions of organizational commitment and leadership styles as determinants of teaching performance among elementary teachers. Specifically, it achieved the following objectives:

1. To describe the levels of organizational commitment in terms of affective, continuance, and normative commitment; transformational leadership style in terms of individual consideration, inspiration, motivation, intellectual stimulation, and idealized influence; and teaching performance in terms of lesson planning, development, and results.
2. To determine the significance of the correlation between organizational commitment and transformational leadership style, and teaching performance.
3. To determine the significance of the individual and combined influence of organizational commitment and transformational leadership style on teaching performance of public elementary school teachers.

Hypotheses

This research study tested the following null hypotheses at a 0.05 significance level:

Ho₁: Organizational commitment does not significantly correlate with teaching performance

Ho₂: Transformational leadership style does not significantly correlate with teaching performance.

Ho₃: Organizational commitment does not significantly influence teaching performance

Ho4: Transformational leadership style does not significantly influence teaching performance

Ho5: Organizational commitment and transformational leadership style, when combined, do not significantly influence teaching performance.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The present study is anchored on the Theory of Planned Behavior (TPB) developed by Ajzen (1991), which explains that an individual's behavior is primarily influenced by behavioral intention, which in turn is shaped by attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of this study, organizational commitment reflects teachers' positive attitudes toward their profession and institution, while transformational leadership represents the social influence or subjective norms created by school leaders that encourage desirable teaching behaviors. Together, these factors contribute to teachers' intentions to perform their responsibilities effectively, resulting in improved teaching performance.

Although perceived behavioral control was not directly examined in this study, the findings provide partial support for the Theory of Planned Behavior by demonstrating that teachers' attitudes (organizational commitment) and perceived social influences (transformational leadership) significantly contribute to teaching performance. Future studies may include perceived behavioral control and other organizational factors to provide a more comprehensive application of the theory in educational settings.

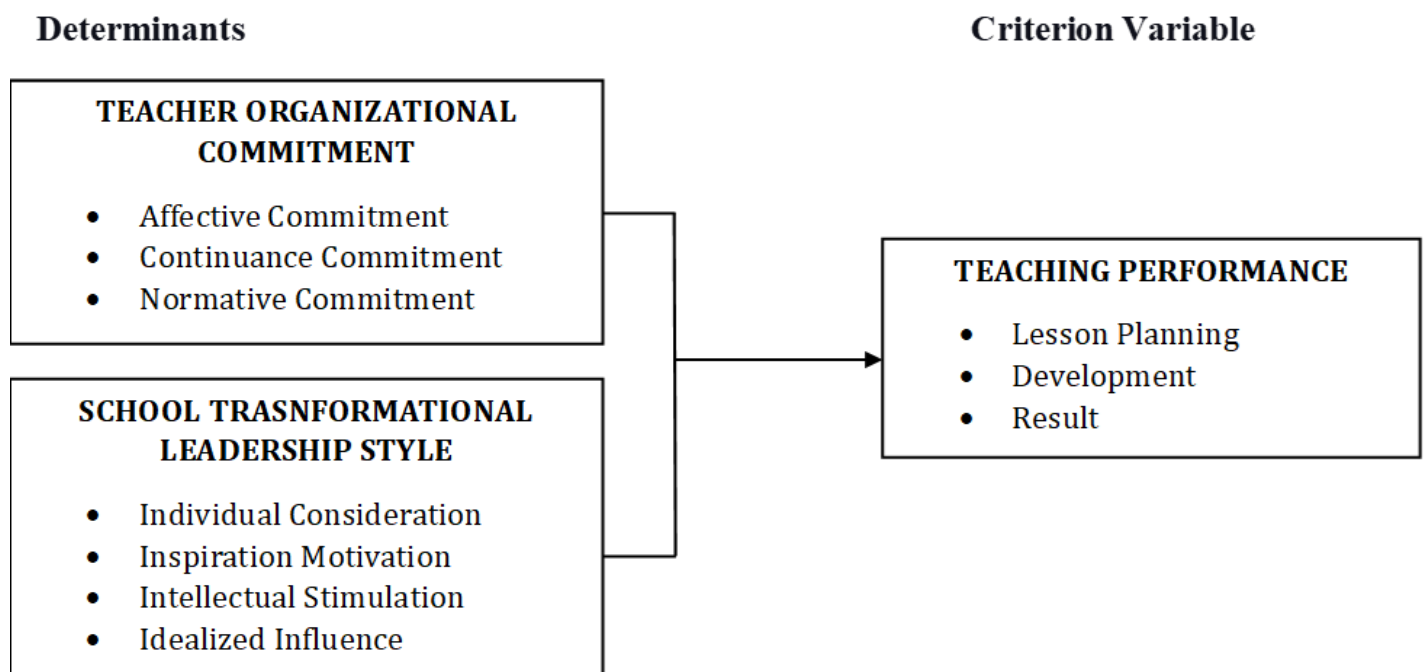


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This chapter presents the research design, study locale, sample and sampling techniques, data-gathering techniques, data analysis techniques, and ethical considerations.

Research Design

This study utilized a diagnostic research design, which is appropriate for examining the extent and nature of relationships between variables without manipulating them. It is a quantitative approach used to determine relationships among variables and identify factors that influence a particular outcome (Fischer et al., 2023).

Through this design, the study analyzed the combined and individual influences of the predictive variables on the criterion variable, thereby providing empirical evidence on which factors significantly enhance teachers' performance in inclusive educational settings.

Locale of the Study

This study took place in one of the districts in the Elementary School of Davao City, which is part of the Department of Education's division in the city. The district is home to several public elementary schools that serve learners from both urban and semi-urban areas. This district was selected as the study's locale because it offers a meaningful setting to explore how transformational leadership style, organizational commitment, and teaching performance are connected. With its diverse school environments and teaching realities, the district provides a rich ground for understanding how transformational leadership can shape teachers' dedication and performance in the classroom.

Sample and Sampling Technique

The respondents of this study were the 148 public elementary school teachers in Davao City. The respondents were chosen because they are directly involved in teaching and can provide relevant insights on how leadership style and organizational commitment affect teaching performance. They were selected through stratified random sampling to ensure fair representation across subgroups, including grade levels, teaching experience, and school assignments. Stratified random sampling, as noted by Creswell and Creswell (2021) and Etikan and Bala (2023), enhances the accuracy and representativeness of findings by dividing a heterogeneous population into strata and randomly selecting participants from each. This method is appropriate for the study since teachers differ in their contexts and experiences, and stratification ensures that these differences are reflected in the sample.

Data Gathering Technique

In this study, the researchers used a survey as the data-gathering technique. A survey is a research method that collects data through structured questionnaires or interviews and is analyzed statistically to identify trends and patterns (Misner & Carr, 2023).

The study used an adapted 4-point Likert-scale questionnaire to measure Organizational Commitment, Transformational Leadership Style, and Teaching Performance. The organizational commitment questionnaire was adapted from Esponda-Perez's (2024) "Extent of Teachers Organizational Commitment among University School Teachers" (18 items, $\alpha = 0.957$). The transformational leadership style questionnaire was adapted from Bass and Avolio's (1995) "Transformational Leadership and Adaptive Performance in the International Schools in the Philippines" (12 items, $\alpha = 0.890$). Lastly, the teaching performance questionnaire was adapted from Belando Pedreño's (2021) "A Questionnaire evaluating teaching competencies in the university environment" (17 items, $\alpha = 0.925$).

Data Analysis Technique

In this study, three data analysis methods were utilized, namely, descriptive analysis, correlation analysis, and multiple linear regression. Descriptive analysis is applied to summarize and present the essential features of the data, including measures such as frequency, mean, and standard deviation, to give an overall picture of the respondents and variables examined (Fulk, 2023). In addition, correlation analysis was conducted to assess the strength and direction of relationships between independent and dependent variables, thereby determining whether significant associations exist. The Pearson product-moment correlation coefficient is used as the statistical tool for this analysis (Rizk, 2023). Furthermore, multiple linear regression analysis is employed to evaluate both the combined and individual effects of the independent variables on the dependent variable, enabling the researcher to identify significant predictors and determine the extent to which these variables explain variations in the study's outcome (Roustaei, 2024). The unstandardized Beta coefficient served as the statistical treatment for this analysis.

The matrix below presents the scale, descriptive level, and corresponding interpretation for each variable in this study. This measure was used particularly to describe the levels of organizational commitment, transformational leadership style, and teaching performance of public elementary school teachers.

Scale	Level	Organizational Commitment	Transformational Leadership Style	Teaching Performance
1.0 – 1.74	Very Low	Very Poor	Very Poor	Very Poor
1.75 – 2.49	Low	Poor	Poor	Poor
2.50 – 3.24	High	Good	Good	Good
3.25 – 4.00	Very High	Excellent	Excellent	Excellent

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

For the interpretation scale of r-value, the following scheme was used:

Computed r Descriptive Interpretation

+/- 1.00 Perfect correlation

Between +/- 0.75 – +/- 0.99 High correlation

Between +/- 0.51 – +/- 0.74 Moderately high correlation

Between +/- 0.31 – +/- 0.50 Moderately low correlation

Between +/- 0.01 – +/- 0.30 Low correlation

0.00 No correlation

Ethical Considerations

This study strictly adhered to ethical principles to protect respondents' rights, dignity, and confidentiality. Before data collection, necessary approvals were obtained from the ethics board of the Holy Cross of Davao College, the Society for Moral Integrity and Legal Ethics, and relevant school authorities. Participants were given informed consent forms explaining the study's purpose, voluntary participation, and their right to withdraw at any time. Confidentiality was ensured through the use of codes, with no personal identifiers disclosed in the final report. Data were securely stored, with physical copies kept in a locked cabinet and digital files password-protected, and all data will be disposed of properly after the study. These procedures align with established ethical standards in educational research as specified by Resnik (2023).

RESULTS

This section presents the descriptive, correlation, and regression tabular results, along with the corresponding analysis and interpretation of the statistical results. This chapter ends with a summary of findings.

Descriptive Results

Table 1 presents the descriptive statistics for the variables examined in this study, including the level of organizational commitment, transformational leadership style, and teaching performance among the respondents.

Table 1: Descriptive Statistics (n=148)

Variables	n	Standard Deviation	Mean	Descriptive Level
Organizational Commitment	148	.54	3.19	High
Affective Commitment	148	.65	3.28	Very High
Continuance Commitment	148	.58	3.07	High
Normative Commitment	148	.53	3.22	High
Transformational Leadership Style	148	.53	3.16	High
Individual Consideration	148	.63	3.15	High
Inspirational Motivation	148	.57	3.13	High
Intellectual Stimulation	148	.54	3.17	High
Idealized Behavior	148	.59	3.18	High
Teaching Performance	148	.42	3.20	High
Lesson Planning	148	.34	2.63	Very High
Development	148	.59	3.45	Very High
Result	148	.50	3.51	Very High

Specifically, the table shows that the organizational commitment variable had a mean of 3.19, which is high, indicating that teachers' organizational commitment is very good. All indicators also received a high descriptive level, except affective commitment, which is very high. The corresponding standard deviation (SD) of 0.54 indicates that the respondents' responses are consistent across all other indicators.

Furthermore, the transformational leadership style variable registered a mean of 3.16, indicating a high level. This implies that the school heads' transformational leadership style is very good. All of the indicators also registered a high descriptive level. The standard deviation (SD) of 0.53 indicates that the responses are homogeneous along with other indicators.

Lastly, teaching performance had a mean of 3.20, indicating that teachers' teaching performance is very good. Additionally, all of its indicators gained a very high descriptive level. The standard deviation (SD) of 0.42 indicates that the responses are consistent with those of other indicators.

Correlation Results

Shown in Table 2 is the correlation analysis between predictive variables and criterion variables. Also shown in the table are the r-value, p-value, decision on the null hypothesis, and its corresponding interpretation.

Table 2: Correlation Table (n=148)

Variables	Teaching Performance			
	r-value	p-value	Decision on H_0	Interpretation
Organizational Commitment	.400	.000	Reject H_0	Moderately low positive significant correlation
Transformational Leadership Style	.405	.000	Reject H_0	Moderately low positive significant correlation

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

This table shows that the correlation between organizational commitment and teaching performance variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates a statistically significant correlation. The corresponding r-value of 0.400 suggests a moderately low correlation, indicating a positive but modest relationship between organizational commitment and teaching performance, with higher levels of organizational commitment associated with slight increases in

teaching performance. Similarly, the transformational leadership style variable yielded a p-value of 0.000, lower than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The corresponding r-value of 0.405 suggests a moderately low correlation, indicating a positive but modest relationship between transformational leadership and the variable of interest, such that increases in transformational leadership tend to be associated with slight increases in the outcome variable.

Both organizational commitment and transformational leadership style variables have statistically significant correlations with teaching performance, as indicated by p-values below 0.05. Their correlation coefficients suggest moderately low but positive relationships. While both variables demonstrated similar strength in association, transformational leadership showed a slightly higher correlation, indicating it may have a marginally stronger relationship with the criterion variable.

Regression Results

Presented in Table 3 is the regression analysis of the predictive variables on the criterion variable. The table also has the unstandardized beta coefficients, standard error, t-value, p-value, decision on the null hypothesis, and its corresponding interpretation.

Table 3: Regression Table (n=148)

Variables	Unstandardized Coefficients		t	P value	Decision on H_o	Interpretation
	B	Std. Error				
(Constant)	1.798	.220	8.185	.000	Reject H_o	Significant
Organizational Commitment	.216	.065	3.320	.001	Reject H_o	Significant
Transformational Leadership Style	.226	.066	3.446	.001	Reject H_o	Significant

Model Summary: $R^2 = 0.223$; $F = 20.857$; $p = 0.000$

Level of Significance: 0.05;

Decision Rule: Reject H_o if $p < 0.05$

The table shows that the influence of the organizational commitment variable on teaching performance received a p-value of 0.001, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This implies that organizational commitment significantly influences teaching performance. The unstandardized Beta coefficient of 0.216 indicates that for every one-unit increase in organizational commitment, teaching performance is expected to increase by 0.216 units, holding all other variables constant. This suggests that organizational commitment is a meaningful, though moderate, determinant of teaching performance, with improvements in commitment associated with corresponding increases in performance. Likewise, the influence of transformational leadership style on teaching performance obtained a p-value of 0.001, which is lower than the 0.05 level of significance; therefore, the null hypothesis was rejected. This implies that transformational leadership style significantly influences teaching performance. The unstandardized Beta coefficient of 0.226 indicates that for every one-unit increase in transformational leadership style, teaching performance is expected to increase by 0.226 units, holding all other variables constant. This suggests that transformational leadership style contributes positively to teaching performance, serving as a meaningful, though moderate, influence in the model.

Furthermore, the combined influence of organizational commitment and transformational leadership style on teaching performance yielded a p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This implies that the combined influence of the predictor variables is statistically significant. The R^2 value of 0.223 indicates that approximately 22.3% of the variance in teaching performance

is explained by the combined effects of organizational commitment and transformational leadership style, while the remaining 77.7% is attributed to other variables not included in the model.

SUMMARY OF FINDINGS

Based on the results of the statistical analysis, the following findings were obtained:

1. Organizational commitment significantly correlates with teaching performance.
2. Transformational leadership style significantly correlates with teaching performance.
3. Organizational commitment significantly influences teaching performance.
4. Transformational leadership style significantly influences teaching performance.
5. Organizational Commitment and Transformational Leadership Style have a (22.3%) significantly combined influence on teaching performance.

DISCUSSIONS

Discussed in this chapter are the descriptive, correlational, and regression analysis results of the study. Included here as well are the conclusion and recommendations based on the results and discussions.

Relationship and Influence of Organizational Commitment and Transformational Leadership Style on Teaching Performance

The results revealed that both organizational commitment and transformational leadership style have a significant positive relationship with teaching performance. This indicates that teachers who demonstrate higher levels of commitment and experience effective leadership tend to exhibit better instructional performance. This finding supports the study of Nguyen et al. (2023), which found that organizational commitment significantly contributes to employee performance. It also supports the study of Khan et al. (2022), who emphasized that transformational leadership enhances teacher effectiveness and engagement.

Moreover, the regression analysis showed that organizational commitment and transformational leadership style significantly influence teaching performance, collectively explaining a substantial portion of its variance. This suggests that both teachers' internal motivation and school heads' leadership practices play important roles in improving teaching effectiveness. The current findings align with those of Putra et al. (2023), who found that organizational commitment and transformational leadership jointly predict teacher performance. Similarly, Garcia and Weiss (2024) highlighted that supportive leadership and strong commitment lead to improved instructional outcomes. Although the regression model showed that organizational commitment and transformational leadership style significantly predicted teaching performance, these variables explained only 22.3% of the total variance. This indicates that teaching performance is influenced by many other personal, organizational, and contextual factors not included in the present study. Future studies may investigate variables such as school culture, teacher motivation, workload, professional development, instructional resources, and job satisfaction to develop a more comprehensive model of teaching performance. This supports the Theory of Planned Behavior (Ajzen, 1991), which posits that both individual attitudes and social factors influence behavior.

In this study, organizational commitment reflects teachers' attitudes, while transformational leadership represents social influence, both of which contribute to improved teaching performance. However, the current findings contradict the study of Recaña et al. (2022), which reported that organizational commitment did not have a significant effect on teachers' job performance. Despite teachers exhibiting strong commitment to their profession and institution, the results indicated that this factor was not a key predictor of performance outcomes. This finding contradicts the present study, which found that organizational commitment is a significant determinant of teaching performance.

Limitation of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study employed a purely quantitative research design using self-reported survey questionnaires. While this approach allowed for statistical analysis of the relationships among variables, it did not capture teachers' lived experiences, perceptions, and contextual factors that may influence teaching performance. Second, the regression model explained only 22.3% of the variance in teaching performance, indicating that other important factors not included in the study may also contribute to teacher effectiveness. Variables such as school culture, teacher motivation, workload, resource availability, and professional development opportunities may further explain teaching performance. Lastly, because the data were collected through self-report measures, responses may have been influenced by social desirability or response bias. Future research may adopt mixed-methods designs to provide a more comprehensive understanding of the factors affecting teaching performance.

CONCLUSION

Based on the findings, organizational commitment and transformational leadership style significantly influence teaching performance among public elementary school teachers. Together, these variables explained 22.3% of the variance in teaching performance, while the remaining 77.7% may be attributed to other organizational, personal, and contextual factors not included in the model. The findings provide partial support for the Theory of Planned Behavior, demonstrating that teachers' attitudes and perceived social influence contribute to teaching performance. However, future studies may incorporate perceived behavioral control and other relevant variables to strengthen the explanatory power of the model.

RECOMMENDATIONS

Based on the findings and limitations of this study, future researchers are encouraged to include additional variables such as school culture, teacher motivation, workload, instructional resources, professional development, and job satisfaction to better explain the remaining 77.7% of the variance in teaching performance. A mixed-methods research design that combines quantitative and qualitative approaches is likewise recommended to capture both statistical relationships and teachers' lived experiences. Furthermore, future studies may strengthen the theoretical framework by fully integrating all components of the Theory of Planned Behavior, including perceived behavioral control, or by combining it with complementary leadership theories to provide a broader explanation of teaching performance.

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