

Ethical Leadership, Organizational Culture, Engagement, and Performance of Teachers

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Abstract

This study examined the relationship among ethical leadership, organizational culture, teacher engagement, and teachers' performance in one of the schools division of Negros Island Region during the School Year 2025–2026. Employing a descriptive-correlational research design, the study involved 201 public high school teachers selected through stratified random sampling. Data were collected using a validated researcher-made questionnaire and were analyzed using appropriate statistical tools. The results revealed that school heads demonstrated a high level of ethical leadership, while schools exhibited a strong organizational culture. Likewise, teachers reported a high level of engagement in their professional responsibilities. In terms of performance, teachers generally attained a very satisfactory rating. The findings further showed that there were no significant differences in teachers' performance when grouped according to their perceptions of ethical leadership, organizational culture, and teacher engagement. However, significant relationships were found among ethical leadership, organizational culture, teacher engagement, and teachers' performance. The study highlights the importance of fostering ethical leadership practices, strengthening a positive organizational culture, and promoting teacher engagement to enhance professional effectiveness and improve performance outcomes. These findings may serve as a basis for developing policies and programs that support a productive and supportive educational environment.

INTRODUCTION

The study's background, theoretical and conceptual frameworks, problem statement, study hypotheses, significance, scope and limitations, and terminology definition are all presented in this chapter.

Background of the Study

Ethical leadership has become a central focus in contemporary educational research because of its strong influence on teachers' professional attitudes and performance. When school leaders model fairness, accountability, and transparency, teachers are more likely to feel valued and aligned with institutional goals (Yasir et al., 2020). Studies indicate that ethical leadership reduces negative behaviors such as cynicism, silence, and emotional exhaustion while promoting motivation, job satisfaction, and organizational engagement among teachers (Bedi et al., 2021; Çetin et al., 2024). These leadership practices help create supportive environments where teachers are cognitively, emotionally, and behaviorally committed to their roles, ultimately improving teachers' performance in instructional and professional responsibilities.

Organizational culture plays a critical role in strengthening the effects of ethical leadership by shaping shared values, norms, and professional practices within schools. A positive culture that emphasizes collaboration, respect, and continuous learning encourages teachers to go beyond basic job requirements and actively engage in school initiatives (Deal et al., 2021). Research suggests that organizational culture often acts as a mediator between leadership and teacher engagement, transforming ethical practices into meaningful outcomes in teachers' performance (Manluyang & Apostol, 2025). Moreover, increased teacher engagement has been consistently associated with improved instructional effectiveness and sustained professional growth, reinforcing the importance of cultivating both ethical leadership and a supportive organizational culture (Perera et al., 2023).

In the Philippine educational context, leadership and organizational culture significantly influence teachers' performance and engagement. Ethical leadership has been linked to higher levels of teacher motivation, self-

efficacy, and commitment, while positive school culture and authentic leadership practices strongly predict work engagement (Banidgan & Salva, 2025). Additionally, organizational culture has been found to mediate teacher engagement, highlighting how trust, collaboration, and shared values contribute to better teaching practices and outcomes (Nogadas & Apostol, 2025). These findings underscore the importance of strengthening leadership approaches and school culture to enhance teachers' overall performance in the local education system.

However, many public schools in the Philippines continue to face challenges related to inconsistent leadership practices and varying school cultures, which directly affect teachers' engagement and performance. Empirical studies reveal that ethical leadership behaviors of school heads are significantly associated with positive teacher outcomes such as motivation, self-efficacy, and organizational citizenship behaviors (Flores & Zacarias, 2024; Zacarias & Flores, 2025). At the same time, the mediating role of organizational culture in fostering teacher engagement and instructional commitment has been emphasized in local research. These realities suggest the need for structured and context-specific interventions that promote ethical leadership and strengthen school culture to improve teachers' performance.

Despite the growing body of research, gaps remain in understanding how ethical leadership, organizational culture, and teacher engagement collectively influence teachers' performance. While systematic reviews confirm the role of ethical leadership in shaping organizational climate and teacher attitudes, there is still limited consensus on how these variables interact to affect performance outcomes (Moshel, 2025). Furthermore, existing studies in the Philippine setting often examine leadership styles or cultural factors separately, rather than integrating ethical leadership, organizational culture, and teacher engagement into a unified framework (Banidgan & Salva, 2025; Nogadas & Apostol, 2025; Flores & Zacarias, 2024; Zacarias & Flores, 2024). This fragmentation highlights the need for comprehensive research that examines these interconnected variables to provide a stronger basis for designing programs aimed at enhancing teachers' performance.

THEORETICAL FRAMEWORK

The present study is anchored in Social Learning Theory, Ethical Leadership Theory, and Work Engagement Theory to explain how ethical leadership influences teachers' work engagement and performance within the school setting.

Social Learning Theory, developed by Albert Bandura (1977), serves as one of the primary foundations of this study. The theory explains that individuals acquire behaviors, attitudes, and values by observing and imitating credible role models within their environment. In educational organizations, school heads serve as influential models whose actions, decisions, and interpersonal behaviors shape teachers' professional conduct. When school leaders consistently demonstrate ethical behavior, fairness, integrity, and accountability, teachers are more likely to internalize these positive behaviors and reflect them in their own professional practices. Recent literature further emphasizes that observational learning remains relevant in organizational settings, where leadership behavior significantly influences employee attitudes, motivation, and performance (Bandura, 2020). Thus, Social Learning Theory provides a strong explanation of how ethical leadership can foster greater teacher engagement and improved performance.

The study is further grounded in Ethical Leadership Theory proposed by Brown, Treviño, and Harrison (2005). The theory defines ethical leadership as the demonstration of normatively appropriate conduct through personal actions, interpersonal relationships, and ethical decision-making. Ethical leaders establish trust, fairness, transparency, and respect while promoting accountability and open communication within the organization. In schools, principals who consistently exhibit ethical leadership create a supportive and psychologically safe working environment where teachers feel valued, respected, and motivated to perform their duties effectively. Ethical leadership encourages teachers to demonstrate stronger organizational commitment, collaborate with colleagues, and actively participate in achieving school goals. Consequently, ethical leadership serves as a significant predictor of teachers' work engagement and performance.

The framework is also supported by the Work Engagement Theory of Schaufeli and Bakker (2004), which conceptualizes work engagement as a positive and fulfilling psychological state characterized by vigor,

dedication, and absorption. According to the theory, employees become more engaged when they experience supportive leadership, adequate resources, meaningful work, and a positive organizational climate. Engaged teachers exhibit higher levels of enthusiasm, commitment, persistence, and energy in carrying out instructional and professional responsibilities. These positive psychological conditions enable teachers to improve classroom practices, collaborate effectively with colleagues, and consistently demonstrate higher levels of performance. The theory therefore explains the mechanism through which ethical leadership contributes to improved teachers' performance by enhancing teachers' work engagement.

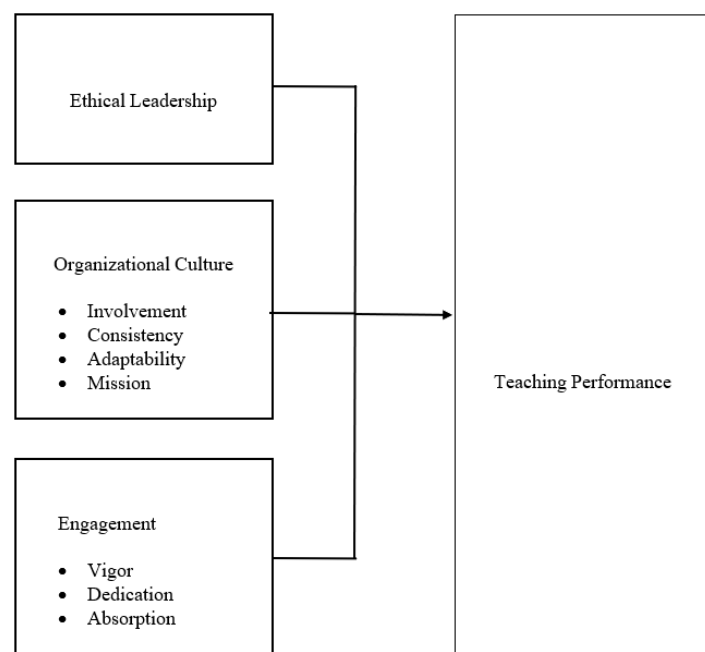
Taken together, these theories provide a comprehensive explanation of the relationships examined in this study. Social Learning Theory explains how teachers adopt positive professional behaviors through observing ethical school leaders. Ethical Leadership Theory emphasizes the role of school leaders in creating a fair, trustworthy, and supportive work environment that motivates teachers. Finally, Work Engagement Theory explains how such leadership practices cultivate teachers' vigor, dedication, and commitment, leading to improved performance. Collectively, these theories support the study's objective of determining the relationship between ethical leadership, teachers' work engagement, and teachers' performance while providing a strong theoretical basis for understanding how ethical leadership contributes to enhanced educational outcomes in the Philippine school context.

CONCEPTUAL FRAMEWORK

This study examined the relationship between ethical leadership, organizational culture, and teachers' engagement and the performance of public high school teachers. The independent variable is ethical leadership, which considers how school leaders' ethical behavior, decision-making, and integrity influence the teaching environment. The second independent variable is organizational culture, evaluated through the dimensions of involvement, consistency, adaptability, and mission, reflecting how a school's shared values, practices, and adaptability impact teachers' effectiveness. The third independent variable is teachers' engagement, analyzed in terms of vigor, dedication, and absorption, emphasizing the influence of teachers' enthusiasm, commitment, and immersion in their work.

The dependent variable is teachers' performance, which serves as the outcome that the research aims to examine and explain. Together, these independent variables are proposed to directly affect organizational performance, suggesting that higher ethical leadership, a strong organizational culture, and greater teacher engagement are associated with improved performance outcomes in the educational setting.

Figure 1. Schematic Diagram of the Study



Statement of the Problem

This study sought to determine the levels of ethical leadership, organizational culture, and teachers' engagement and their relationship to performance: basis for program development.

Specifically, it sought to answer the following questions:

1. What is the level of ethical leadership of teachers?
2. What is the level of organizational culture of teachers when taken as a whole and when grouped according to:
 - a. involvement;
 - b. consistency;
 - c. adaptability; and
 - d. mission?
3. What is the level of teachers' engagement when taken as a whole and when grouped according to:
 - a. vigor;
 - b. dedication; and
 - c. absorption?
4. What is the level of teachers' performance?
5. Is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of ethical leadership?
6. Is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of organizational culture?
7. Is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of engagement?
8. Is there a significant relationship between the level of ethical leadership of teachers and the level of performance?
9. Is there a significant relationship between the level of organizational culture of teachers and the level of performance?
10. Is there a significant relationship between the level of teachers' engagement and the level of performance?

Hypotheses of the Study

The following hypotheses were developed in relation to the study's proposed problem:

1. There is no significant difference in the level of performance of teachers when they are grouped in terms of their level of ethical leadership.
2. There is no significant difference in the level of performance of teachers when they are grouped in terms of their level of organizational culture.
3. There is no significant difference in the level of performance of teachers when they are grouped in terms of their level of engagement.
4. There is no significant relationship between the level of ethical leadership of teachers and the level of performance.
5. There is no significant relationship between the level of organizational culture of teachers and the level of performance.
6. There is no significant relationship between the level of teachers' engagement and the level of performance.

Significance of the Study

The result of this study would be beneficial to the following:

Schools Division Superintendent. The study's findings can assist the Superintendent of Schools in making educated decisions to improve school performance throughout the division. By evaluating the influence of ethical leadership, organizational culture, and teacher engagement, the study highlights critical areas for targeted interventions to improve teacher effectiveness and overall educational outcomes.

Assistant Schools Superintendent. This study's findings can assist the Assistant Schools Division Superintendent in making educated decisions to promote school performance and teacher development throughout the division. The study identifies areas for focused interventions to enhance teacher effectiveness and overall educational outcomes by analyzing the effects of ethical leadership, organizational culture, and teachers' involvement.

Curriculum Implementation Division Chief. This study's findings can assist the Curriculum Implementation Division Chief in making educated decisions to improve curriculum implementation throughout schools. The study finds important areas for interventions that support teacher effectiveness and enhance learning outcomes by analyzing how organizational culture, teachers' involvement, and ethical leadership affect performance.

School Governance and Operation Division Chief. The outcomes of this study can assist the Curriculum Implementation Division Chief in making educated decisions to improve curriculum implementation across schools. The study finds important areas for interventions that support teacher effectiveness and enhance learning outcomes by looking at how organizational culture, ethical leadership, and teacher engagement affect performance.

Education Program Supervisor. The study's findings can assist the Education Program Supervisor in making educated decisions to improve the planning and delivery of educational programs across several schools. By looking at how teachers' involvement, organizational culture, and ethical leadership affect performance, the study identifies areas that need focused assistance to improve student learning outcomes and teacher effectiveness.

School Head. The school head can use the study's findings to guide well-informed decisions that will enhance overall performance and fortify school leadership. Understanding how ethical leadership, organizational culture, and teacher engagement influence outcomes helps the study identify specific areas for interventions to improve teacher effectiveness and student learning.

Teachers. The study's findings can assist teachers in understanding how their participation, combined with ethical leadership and the school's organizational culture, affects overall performance. The study offers recommendations for improving teaching methods, professional development, and student learning outcomes by pointing out areas that require improvement.

Parents. The findings of this research can assist parents in comprehending how instructors' involvement, corporate culture, and moral leadership affect their children's academic achievement. Being aware of these issues enables parents to better support their children's education and engage with the school to improve learning results.

Pupils. The study's findings can assist students in understanding how school leadership, culture, and teacher engagement affect their learning experiences and academic success. Recognizing these effects enables students to actively participate in their education and make the most of the learning possibilities available.

Future Researchers. The study's findings can be used as a resource for future researchers interested in the linkages between ethical leadership, corporate culture, teacher engagement, and school success. It offers insights into possible areas for program growth and educational enhancement, as well as a basis for more research.

Scope and Limitations of the Study

The study sought to determine the levels of ethical leadership, organizational culture, and teachers' engagement among public high school teachers in the Division of La Carlota City and examine their relationship with teachers' performance. Teachers' performance was measured using their Individual Performance Commitment

and Review Form (IPCRF) ratings for the applicable school year. The findings served as the basis for the development of a proposed program.

Definition of Terms

Conceptual and operational definitions of the words are provided for the benefit of the study:

Absorption. describes a state of deep concentration and immersion in teaching tasks, where teachers become fully focused and find it difficult to detach from their work. It reflects a high level of cognitive engagement and enjoyment in professional activities (Schaufeli, 2021; Bakker & Demerouti, 2021).

In this study, absorption is measured through teachers' responses regarding their level of focus, immersion, and time engagement in teaching-related tasks, as indicated in the research instrument

Adaptability. Refers to the school's ability to respond effectively to internal and external changes, encouraging innovation and flexibility among teachers. It reflects openness to new ideas, continuous improvement, and responsiveness to learners' needs and educational demands. Teachers in adaptive environments are more likely to embrace change and refine their teaching practices (Denison, 2020; Fullan, 2020).

In this study, adaptability is measured through teachers' perceptions of how the school responds to change, supports innovation, and encourages problem-solving, as indicated in their responses to structured survey items.

Consistency. pertains to the presence of shared values, agreement, and coordinated systems within the school that guide teachers' behavior. It emphasizes stability, coherence, and alignment in practices, which help create a predictable and supportive working environment. When consistency is strong, teachers are more likely to experience clarity in expectations and alignment with organizational goals (Denison, 2020; Schein & Schein, 2021).

In this study, consistency is assessed based on teachers' perceptions of shared values, agreement in school policies, and the level of coordination among staff, as measured through selected indicators in the survey instrument.

Dedication. refers to a strong sense of significance, enthusiasm, and pride in one's teaching role. It reflects teachers' emotional connection to their work and their commitment to achieving meaningful outcomes for students and the school community (Schaufeli, 2021; Saks, 2022).

Dedication is assessed based on teachers' reported sense of purpose, enthusiasm, and commitment to their profession, using survey indicators aligned with established engagement measures.

Ethical Leadership. Conceptually, it is a leadership strategy that incorporates moral ideals, integrity, and ethical behavior into leaders' actions and influence over followers. It entails acting as an ethical role model and actively establishing an ethical organizational environment via communication, reinforcement, and decision-making (Rubab et al., 2025).

Operationally, this study is characterized as school leaders' decision-making and relationships with teachers, demonstrating justice, integrity, transparency, and moral behavior.

Involvement. refers to the extent to which teachers actively participate in school activities, decision-making processes, and collaborative practices. It reflects a sense of ownership and belonging within the organization, where teachers feel their voices matter and their contributions are valued. A high level of involvement often leads to stronger commitment and a willingness to contribute beyond assigned duties (Denison, 2020; Saks, 2022).

In this study, involvement is measured through teachers' self-reported participation in school programs, collaboration with colleagues, and engagement in decision-making activities, as reflected in survey responses using a Likert-scale questionnaire adapted for the research context.

Mission. Mission represents the school's clear sense of purpose, direction, and long-term goals that guide teachers' actions and priorities. It provides a shared understanding of what the institution aims to achieve and helps align individual efforts with broader educational objectives. A strong mission fosters unity and clarity among teachers (Denison, 2020; Hallinger, 2020).

Operationally, mission is measured by assessing teachers' awareness and understanding of the school's vision, goals, and strategic direction, based on their responses to specific items in the research questionnaire.

Organizational Culture. Refers to the common values, attitudes, customs, and behaviors that influence how people inside an organization think, act, and communicate. It guides how work is done and how employees interact with one another, impacting decision-making, attitudes, and performance (Zhang et al., 2023).

In this study, the common values, beliefs, conventions, and practices that influence instructors' relationships, behaviors, and attitudes toward their jobs.

Performance. Refers to the extent to which an institution effectively and efficiently uses its resources to accomplish its set goals, fulfill its mission, and produce desired outcomes that satisfy stakeholders' expectations, as evidenced by the achievement of targets and continuous improvement in key results (Conțu, 2020).

Operationally, refers to a school's total success in accomplishing its educational objectives, which include meeting institutional goals, improving student academic performance, and enhancing teacher effectiveness.

Teachers' Engagement. Refers to the cognitive, emotional, and behavioral commitment that teachers make in their professional duties, demonstrating dedication, enthusiasm, and interest in teaching and school activities (Wang et al., 2024).

In this study, it is defined as teacher passion, engagement, and excitement for their teaching obligations and school-related activities.

Vigor. s characterized by high levels of energy, mental resilience, and persistence in teaching tasks. It reflects teachers' willingness to invest effort in their work despite challenges and their ability to remain enthusiastic in fulfilling their responsibilities (Schaufeli, 2021; Bakker & Demerouti, 2021).

In this study, vigor is measured through teachers' self-assessment of their energy levels, persistence, and resilience at work, as captured through adapted engagement scale items.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides research and literature that are relevant to the current topic of study. The purpose of this literature is to provide a clear context and understanding of the topic under study.

Ethical Leadership

Research on moral leadership in the classroom has repeatedly shown how crucial it is for influencing educators' attitudes and organizational results. Özdoğru and Güçlü (2024) discovered that ethical leadership demonstrated by school principals had a significant positive impact on teachers' organizational trust, job satisfaction, motivation, and commitment—important precursors to performance in school environments—in a meta-analysis involving more than 18,000 participants. These findings show that ethical leadership not only promotes good teacher perceptions and attitudes, but it also helps to create a supportive organizational climate, which can improve overall school effectiveness and performance.

The connection between moral leadership and teacher engagement and motivation is further supported by empirical research. In his study of Portuguese public schools, Neves (2025) found that teachers who thought their leaders were morally upright expressed greater organizational commitment and intrinsic motivation, two traits that are closely linked to improved work engagement and professional efficacy in learning environments. This study emphasizes the importance of ethical leadership in inspiring educators and strengthening their dedication to school objectives, implying that moral behavior at the top can have a cascading effect on the entire organization to enhance teacher effectiveness.

Furthermore, new research on ethical leadership demonstrates how it affects a number of work-related outcomes for teachers, including behaviors connected to performance. The ethical leadership demonstrated by school principals is strongly linked to positive organizational behaviors, including trust, justice, motivation, and job satisfaction among teachers—all of which are important factors in teacher performance and professional engagement, according to a 2024 meta-analysis with over 18,000 participants. The study highlights the significance of ethical leadership as a foundational feature in educational institutions that influences teacher attitudes and school performance results.

Organizational Culture

Organizational culture has been highlighted as a key driver of teacher performance in educational contexts, impacting how instructors interact, carry out their duties, and contribute to school success. According to research done in state senior high schools in South Sumatra, Indonesia, organizational culture has a major impact on teachers' performance, accounting for a significant amount of the variance in performance outcomes and highlighting the significance of shared norms, values, and practices in promoting effective teaching behaviors (Toyib et al., 2025). Teachers are more likely to perform at greater levels when organizational culture is in line with professional standards and encouraging behaviors, according to this study, indicating that culture might be a useful tool for school development and improvement programs.

Similarly, descriptive quantitative research on madrasah teachers found a positive relationship between organizational culture and teacher performance, with aspects such as teamwork, shared values, and responsibilities leading to higher levels of achievement, satisfaction, and job persistence (Santosa, 2022). According to the findings, a strong and supportive organizational culture not only improves teachers' professional conduct, but also generates an environment that strengthens instructional quality and dedication to school goals, which is crucial for enhancing educational outcomes. These findings confirm that spending money on organizational culture development can have a real positive impact on school performance and teacher effectiveness.

Organizational culture influences teacher engagement and the work environment, which in turn affects performance results indirectly, in addition to having a direct impact on teacher performance. A quantitative survey of teachers in Indonesian schools found that organizational culture and the work environment had a mutual impact on teacher performance, implying that instructors perform better in schools where the culture promotes collaboration and participation (Chalim et al., 2023). Together, these findings show that organizational culture is an active component of increasing teacher effectiveness rather than just a contextual aspect, and it should be taken into account when developing programs to raise student achievement.

The impact of organizational culture on communication, teamwork, and creativity in schools also affects teacher effectiveness. According to a study by Rakhmani and Hartini (2021), schools that foster transparency, collaborative decision-making, and teacher support showed greater levels of teacher satisfaction and instructional efficacy. According to the findings, teachers are more likely to be interested, dedicated, and productive when they feel supported and included in school procedures. This eventually improves both their professional performance and the general standard of education.

Furthermore, corporate culture can serve as a bridge between leadership behaviors and teacher performance. According to research conducted in Indonesian public schools by Setiawan et al. (2023), a supportive school culture enhanced the influence of moral and transformative leadership on teachers' performance and engagement.

To put it another way, leadership on its own might not be sufficient to improve teacher performance unless it is integrated within a clear and encouraging company culture. This emphasizes how crucial it is to maintain a positive school culture as the cornerstone of any program designed to raise student achievement and teacher effectiveness.

Organizational Culture in terms of Involvement

Research shows that teacher participation in school programs and professional activities improves teacher performance and overall school success. A descriptive study of teachers in the Sorsogon West District found that teachers who participated in more school-based and national programs, like reading interventions and Learning Action Cell sessions, were also more involved in school initiatives and collaborative practices. This suggests that professional contribution and active involvement are related (Carillo & Janer, 2022).

Additionally, leadership attitudes and professional activities have been found to influence teachers' participation in school development procedures. The relationship between leadership perception and active teacher participation in improvement efforts was found to be mediated by involvement in boundary-crossing activities, such as collaboration beyond traditional roles, according to a study of teachers across multiple schools. This finding highlights how involvement contributes to professional engagement and may influence performance outcomes (Tatto et al., 2022).

Furthermore, it has been shown that teacher involvement affects student and school outcomes, especially when it comes to engagement and performance. For instance, research conducted in Indonesian schools found that active teacher participation in professional development and program planning was associated with increased engagement in instructional practices and professional growth, both of which are critical components of teacher performance and effectiveness (Maravilla, 2025).

Organizational Culture in terms of Consistency

Consistency in organizational and leadership procedures is essential for influencing teacher performance because it creates a steady and predictable atmosphere that fosters professional dedication and successful instruction. Consistent ethical behavior by school leaders promotes trust and fairness throughout the organization, leading to improved teacher perceptions of justice and trustworthiness in decision-making. Teachers' engagement and performance are positively impacted by leaders who continuously uphold ethical norms and transparent procedures, which also serve to maintain organizational trust (Saleem et al., 2024).

Additionally, maintaining uniformity in school procedures—such as curriculum execution, professional development standards, and performance evaluations—reinforces a continuous improvement culture that improves teacher effectiveness. Consistent organizational procedures help to limit variability in teacher experiences, resulting in more equitable circumstances for professional development and accountability. According to research, instructors who work in settings with clear goals and reliable support systems demonstrate greater autonomy, engagement, and instructional quality—all of which are critical components of successful performance (Frontiers in Education, 2024).

Organizational Culture in terms of Adaptability

Adaptability in educational contexts refers to teachers' ability to adjust to changes in curriculum, policies, instructional practices, and learning environments—a critical talent for maintaining high performance in the face of changing demands. According to research, organizational culture is crucial in building adaptability in teachers by altering their views of change and preparedness to respond successfully. According to Kuramsal Eğitim Bilim Dergisi (2024), a study on adaptive performance in schools found that teachers' openness to change and positive school environments significantly predicted their ability to adapt. This suggests that cultural support for innovation and flexibility enhances adaptive behaviors that are essential for successful teaching performance.

Furthermore, organizational culture indirectly influences adaptability through its impact on job satisfaction and supportive workplace practices, according to quantitative studies on teachers' adaptive performance. In a study

of Indonesian high school teachers, while organizational culture did not have a direct impact on adaptive performance, it did have a significant impact on job satisfaction, which promoted teachers' adaptive readiness in the face of curricular changes and technological integration. These results demonstrate how crucial it is to foster a culture that prioritizes support, fulfillment, and ongoing education as means of enhancing flexibility and, eventually, teacher effectiveness.

Additional research emphasizes the connection between adaptability and the school culture as a whole, which promotes responsiveness and flexibility, in addition to particular teacher traits. Teachers view strong adaptable cultures as beneficial to improving their professional demeanor, engagement, and performance, according to studies that examine organizational cultural aspects such as adaptability, involvement, and mission (Aureo & Baguio, 2025). According to this research, when schools incorporate adaptability as a core cultural value, instructors are better able to manage change, sustain engagement, and improve instructional effectiveness, all of which are important components of performance outcomes.

Organizational Culture in terms of Mission

Schools are given a fundamental direction by a well-articulated mission statement, which directs teacher conduct and educational priorities, ultimately impacting performance results. While studies examining organizational culture emphasize that shared goals and institutional purpose—essential elements of a school's mission—are linked to stronger teacher commitment and engagement patterns, educational research directly connecting mission statements to teacher performance is still in its infancy. According to research, teachers are more likely to demonstrate greater instructional practices and collaborative involvement when they comprehend and support the purpose of their school. This leads to increased performance and increased efficacy. Teachers' professional commitment and instructional quality are supported, for instance, by an organizational culture that upholds a common mission and set of values.

Building on the function of mission, organizational culture research emphasizes that teachers can concentrate their efforts on worthwhile educational objectives when there is a clear institutional direction and purpose, which supports performance outcomes. Research indicates that instructors are more likely to internalize expectations and respond with greater levels of engagement and performance when mission-driven activities are integrated into organizational routines like planning, evaluation, and professional development. According to Osei-Owusu and Kwame (2023), organizations that actively communicate and reinforce mission-aligned values foster work cultures where teachers feel purpose-driven, which bolsters instructional efficacy and consistency.

Furthermore, studies looking at organizational culture aspects reveal that teachers' professional behaviors and adaptability are shaped by the interaction between purpose clarity and other cultural components including learning orientation and collaborative norms. Well-integrated mission frameworks foster a shared sense of purpose and provide chances for staff to contribute to goal development and instructional planning, increasing teachers' ownership of school improvement goals. Higher institutional results and persistent performance increases are associated with teacher participation in continuous improvement activities, which are supported by the mutual reinforcement of mission and culture (Purwanto et al., 2025).

Teachers' Engagement

Teacher involvement is widely acknowledged as a key element impacting teacher effectiveness, job satisfaction, and retention in educational institutions. According to a study done on private secondary school teachers in Santa Rosa, Laguna's City Schools Division, there is a strong correlation between teachers' work engagement and important outcomes like retention and school performance. Statistical analyses revealed that higher levels of engagement significantly explained variance in both teachers' professional outcomes and school performance indicators. Teachers who are emotionally, cognitively, and socially engaged are more likely to perform well and maintain their dedication to the profession, according to this research (Gozon & Yango, 2023).

Additional empirical research from Lithuania supports the idea that work engagement has a major impact on teachers' individual performance via multiple job resources and organizational characteristics. Korsakienė and Stankeviciene (2024) discovered that engagement mediated the relationship between job demands, managerial

support, organizational support, colleague support, and teachers' task performance in a quantitative study of 455 teachers. This suggests that engaged teachers are better equipped to convert workplace resources into improved performance outcomes and professional productivity. This suggests that improving teacher effectiveness and performance in schools can be directly attributed to creating supportive environments that increase teacher engagement.

The significance of individual and group resources in influencing teachers' engagement and professional commitment—both of which are prerequisites for performance—is also highlighted by recent studies. According to a structural survey study conducted with Filipino teachers, high levels of occupational commitment—a crucial component of teacher performance and a long-term contributor to school outcomes—were predicted by teacher engagement, which was positively correlated with both individual and collective resources, including self-efficacy, resilience, and shared goals and collegial support: Anonymous, 2025. These findings highlight the complex nature of involvement and its important impact in improving both teachers' professional fulfillment and performance.

Teachers' Engagement in terms of Vigor

A key component of job engagement, vigor is characterized by high levels of energy and mental fortitude during work, and it has been demonstrated to affect instructors' performance outcomes. In terms of work engagement in education, vigor refers to the mental and physical energy that educators put into their jobs, which helps them to overcome obstacles, keep going, and complete their teaching duties. According to studies, instructors with greater vigor are more likely to be enthusiastic, persistent, and proactive in school activities. These traits are linked to improved performance outcomes and teaching effectiveness (Bakker & Albrecht, 2021; as quoted in Roozeboom, 2024). Such findings show how energized teachers not only bring life to their everyday job, but also contribute to beneficial organizational outcomes through sustained engagement and instructional quality.

Vigor's significance within the larger engagement concept is further supported by an empirical study conducted during the pandemic. Among the three dimensions of engagement—vigor, dedication, and absorption—vigor demonstrated a moderately positive influence on work performance, according to a Romanian study on work engagement among school teachers. This suggests that teachers' physical energy and enthusiasm are important predictors of their professional output under demanding conditions (Lousă et al., 2024). This suggests that vigor is not only a psychological state of the individual but also a feature that transfers into observable performance behaviors, especially in dynamic or stressful educational contexts where teachers must adapt, persevere, and maintain the quality of their instruction.

Teachers' Engagement in terms of Dedication

Teachers' strong commitment, excitement, inspiration, and sense of pride in their professional duties are reflected in their dedication, a fundamental aspect of job engagement that is necessary for successful performance in educational contexts. According to research on work engagement dimensions (Schaufeli et al., as referenced in study on work engagement dimensions, 2026), dedication is defined as instructors' emotional and cognitive commitment to their profession, which contributes to meaningful participation in both instructional and non-instructional responsibilities. According to studies, teachers who exhibit high levels of dedication typically put in more work on lesson planning, student support, and professional collaboration, which improves their overall job performance and instructional outcomes. Such dedication is frequently associated with good psychological states, intrinsic desire, and a sense of purpose, all of which contribute to long-term engagement and productivity in teaching professions.

Empirical studies also demonstrate the precise role that dedication plays in teacher effectiveness and engagement. According to recent research, for instance, among the three dimensions of work engagement—vigor, dedication, and absorption—dedication frequently reflects teachers' emotional attachment and meaningful involvement in their work. This is positively correlated with professional behaviors like classroom innovation, perseverance in difficult tasks, and responsiveness to the needs of students. Teachers' enthusiasm and sense of importance in their work have been linked to better teacher performance outcomes and a lower risk of burnout.

This suggests that encouraging teachers' dedication is essential for long-term school success and high-quality education (Sheridan et al., 2025).

Teachers' Engagement in terms of Absorption

Teachers can maintain attention on instructional duties and preparation for extended periods of time when they are in a state of absorption, which is characterized as being completely focused and contentedly absorbed in their work. In addition to vigor and dedication, studies on job engagement frequently highlight absorption as a key component. Research in educational settings also emphasizes its importance in fostering good professional functioning. For instance, absorption was found to be a significant component of work engagement among Tagum City elementary school teachers, exhibiting high levels of immersion in teaching activities when supported by positive organizational culture and leadership practices (Llorente & Almagro, 2024). Teachers with high absorption tend to retain a strong attention on pedagogical activities and difficult problem solving, which contributes to improved instructional execution and classroom performance outcomes.

Additionally, there is evidence that the absorption dimension of engagement has a positive relationship with job performance, demonstrating how instructors' success is fueled by psychological immersion in their work responsibilities. Correlations between engagement dimensions and performance show that all three—including absorption—are significantly linked to job outputs and professional responsibilities, despite the fact that the majority of engagement studies concentrate on the overall work engagement construct (Research on Teachers' Work Engagement and Job Performance, 2025). A correlational study of secondary school teachers, for example, discovered that absorption, along with vigor and dedication, was positively correlated with performance outcomes, implying that teachers who are more deeply involved and absorbed in their work activities tend to demonstrate higher levels of instructional quality and functional efficiency (Study on Work Engagement and Job Performance, 2025). These results highlight how crucial it is to support teacher involvement through leadership techniques and school regulations to increase absorption and, ultimately, boost performance.

Teachers' Performance

Recent literature highlights that ethical leadership plays a meaningful role in shaping teachers' performance by influencing their attitudes, motivation, and professional behavior. Ethical leaders who demonstrate fairness, transparency, and integrity tend to build trust within schools, which encourages teachers to become more engaged in their work. Empirical evidence shows that ethical leadership has both direct and indirect effects on performance, often mediated by factors such as job satisfaction and commitment (Negiş Işık, 2020). In educational settings, teachers who perceive their leaders as ethical are more likely to exhibit positive work behaviors, which contribute to improved teaching quality and overall professional performance.

Closely related to this is the role of teacher engagement as a key mechanism linking leadership practices to performance outcomes. Engagement reflects the level of energy, dedication, and involvement teachers bring to their roles, and it has been consistently associated with higher levels of effectiveness in instructional tasks. Studies indicate that ethical or value-based leadership enhances teacher engagement by creating a supportive and morally grounded work environment, which in turn improves teachers' performance (Waruwu, 2024). Similarly, research grounded in work engagement theory suggests that engaged teachers are more resilient, committed, and productive, making engagement a critical factor in achieving strong performance outcomes (Bakker & Demerouti, 2021).

Organizational culture also emerges as a significant factor influencing teachers' performance. A school culture that promotes collaboration, shared values, and professional growth provides a stable environment where teachers can thrive. When teachers operate within a positive and cohesive culture, they are more likely to align their practices with institutional goals and maintain consistent performance. Research shows that organizational culture can strengthen the impact of leadership by shaping teachers' daily experiences and interactions, ultimately enhancing both engagement and performance (Schein & Schein, 2021). In this sense, culture does not only support teachers but also acts as a system that reinforces productive teaching behaviors.

In the context of leadership and performance, several empirical studies have confirmed that leadership styles significantly influence how teachers carry out their responsibilities. Leadership behaviors that emphasize support, guidance, and ethical conduct have been linked to improvements in teachers' instructional practices and professional effectiveness. For instance, studies reveal that leadership styles directly affect teacher performance and work ethic, suggesting that effective leadership is essential for maintaining high teaching standards (Anisah et al., 2020). However, some findings also indicate that not all forms of leadership have a strong direct impact, highlighting the importance of considering mediating factors such as engagement and organizational context (Samonte & Lo, 2025).

In the Philippine setting and similar educational systems, recent research continues to emphasize the combined influence of leadership, organizational culture, and engagement on teachers' performance. Leadership practices shape teachers' daily work experiences, while school culture provides the environment that sustains or hinders their engagement. Studies suggest that when these elements are aligned—ethical leadership, a supportive culture, and high teacher engagement—teachers are more likely to demonstrate improved performance in terms of pedagogy, classroom management, and professional responsibilities (Yongco, 2026). Despite these insights, existing literature often examines these variables separately, indicating a need for more integrated studies that explore how ethical leadership, organizational culture, and teacher engagement interact to influence teachers' performance.

Relationship between the level of Ethical

Leadership and the level of Performance

Ethical leadership has become an essential area of educational research because it influences how teachers perform their professional responsibilities and contribute to school effectiveness. Ethical leadership is characterized by integrity, fairness, honesty, accountability, transparency, and concern for others. In educational settings, teachers who consistently demonstrate ethical leadership establish positive relationships with colleagues, learners, parents, and school administrators, creating an environment that supports effective teaching and continuous professional growth. Ethical leadership is not merely about complying with professional standards but also about serving as a moral role model whose actions inspire trust, collaboration, and commitment throughout the school community.

Recent literature consistently recognizes ethical leadership as an important predictor of positive organizational and individual outcomes. According to Shakeel et al. (2020), ethical leadership promotes trust, fairness, organizational commitment, and responsible decision-making, all of which contribute to improved employee performance. Their structured review emphasized that ethical leaders establish clear ethical expectations while encouraging accountability and professional responsibility among employees. In educational organizations, these leadership behaviors foster a culture where teachers become more motivated to fulfill their instructional duties effectively and uphold high professional standards.

Within schools, ethical leadership strengthens teachers' attitudes toward their work by creating an ethical climate characterized by fairness, respect, and transparency. Cansoy et al. (2021) found that school principals' ethical leadership positively influenced teachers' job satisfaction through the development of a positive ethical climate. Their study demonstrated that when school leaders consistently exhibit ethical behavior, teachers experience greater confidence in school management, stronger organizational commitment, and increased motivation to perform their responsibilities effectively. These conditions encourage teachers to devote greater effort to instructional planning, classroom management, and learner support, thereby contributing to improved teaching performance.

Similarly, Enwereuzor et al. (2020) examined ethical leadership in a teaching context and reported that perceived leader integrity significantly strengthened the ethical climate within schools. Their findings showed that leaders who consistently demonstrate honesty, fairness, and integrity cultivate an environment where teachers develop greater trust, cooperation, and professional responsibility. Such an ethical climate supports teachers in carrying

out their instructional roles more effectively while encouraging ethical decision-making and collaborative professional practices.

Several empirical studies have also directly examined the relationship between ethical leadership and teacher performance. Yenti et al. (2021) reported that leadership behavior significantly influenced teachers' teaching performance, emphasizing that ethical conduct and responsible leadership practices contribute to better instructional effectiveness. Their findings suggest that teachers working under ethical and supportive leadership are more likely to demonstrate commitment, discipline, and effectiveness in carrying out their professional responsibilities.

A comprehensive systematic review conducted by Capuyan and Tabile (2025) synthesized evidence from studies published between 2010 and 2024 and concluded that ethical leadership consistently produces positive outcomes for teachers and schools. The review found that ethical leadership enhances teacher morale, work engagement, organizational commitment, professional effectiveness, and overall performance while promoting a collaborative and supportive school environment. These findings indicate that ethical leadership creates conditions that enable teachers to perform at higher levels by strengthening both individual motivation and organizational support systems.

Although most studies report a positive association between ethical leadership and performance, some researchers suggest that the strength of this relationship varies depending on contextual factors. For example, Supriharyanti et al. (2025) found that ethical leadership did not have a significant direct effect on teacher performance. Instead, ethical leadership improved performance indirectly by reducing teachers' work stress, demonstrating that psychological and organizational factors may mediate the relationship between leadership and performance. This finding suggests that while ethical leadership remains important, its influence on teaching performance is often strengthened when accompanied by supportive working conditions and teacher well-being initiatives.

Overall, the reviewed literature demonstrates that ethical leadership contributes positively to teachers' performance by fostering trust, fairness, accountability, collaboration, and professional commitment. Schools that promote ethical leadership practices create environments where teachers are encouraged to perform their duties responsibly, engage in continuous professional improvement, and maintain high standards of instructional practice. Nevertheless, existing studies also recognize that teaching performance is influenced by multiple factors, including organizational support, school climate, teacher engagement, professional competence, and psychological well-being. Thus, ethical leadership should be viewed as one of several interconnected factors that collectively enhance teachers' performance and overall school effectiveness.

Relationship between the level of Organizational Culture and the level of Performance

Organizational culture plays a vital role in shaping teachers' attitudes, behaviors, and overall performance within educational institutions. It encompasses the shared values, beliefs, norms, and practices that guide how teachers interact with one another, respond to challenges, and pursue the school's vision and goals. A positive organizational culture fosters collaboration, trust, mutual respect, and continuous professional learning, creating an environment where teachers are motivated to perform their responsibilities effectively. When schools cultivate a culture characterized by open communication, shared leadership, and collective responsibility, teachers are more likely to demonstrate commitment, innovation, and high-quality instructional practices.

According to Schein and Schein (2021), organizational culture serves as the foundation of every organization because it influences employees' behaviors, decision-making, and work practices. In schools, a healthy organizational culture encourages collaboration, professional growth, and shared accountability, all of which contribute to improved teacher effectiveness. The authors emphasized that culture is developed through shared experiences and leadership practices that shape how teachers respond to organizational expectations and educational challenges. As a result, schools with strong organizational cultures are more capable of sustaining teacher motivation and improving overall performance.

Recent empirical evidence likewise demonstrates that organizational culture is a significant predictor of employee and organizational performance. Putra et al. (2023) found that organizational culture positively and significantly influenced employee performance by fostering teamwork, commitment, and organizational support. Their study concluded that employees working in organizations with strong cultural values were more productive, adaptable, and committed to achieving organizational goals. These findings suggest that when teachers work in schools with supportive cultures, they are more likely to perform their instructional duties effectively and contribute to school improvement.

In the educational setting, Aldridge and Fraser (2023) emphasized that positive school culture promotes teacher collaboration, professional learning, and instructional effectiveness. Their findings revealed that schools characterized by trust, collegial relationships, and shared values create conditions that enhance teachers' professional commitment and classroom performance. Teachers who perceive their schools as supportive and collaborative are more willing to engage in innovative instructional practices and continuous professional development, ultimately improving learner outcomes.

Similarly, Fullan (2020) argued that collaborative school cultures strengthen teachers' capacity to improve teaching practices through shared learning, professional dialogue, and collective problem-solving. He explained that schools that foster collaboration and continuous improvement create environments where teachers become more engaged, reflective, and effective in meeting learners' needs. Such cultures encourage educators to work together toward common educational goals while maintaining high standards of professional practice.

Further support comes from Toropova et al. (2021), who examined factors associated with teacher job satisfaction across several countries. Their findings showed that supportive school environments characterized by positive relationships, collaboration, and strong organizational support significantly enhanced teachers' commitment and professional effectiveness. The study highlighted that organizational culture influences not only teachers' satisfaction but also their willingness to invest greater effort in instructional responsibilities, thereby contributing to improved teaching performance.

Although the majority of studies report a positive relationship between organizational culture and performance, researchers acknowledge that organizational culture is only one of several factors affecting teacher effectiveness. Kim and Lee (2021) noted that while organizational culture establishes an environment conducive to high performance, its impact becomes stronger when accompanied by effective leadership, professional development opportunities, adequate instructional resources, and teacher motivation. This suggests that organizational culture provides the foundation for effective teaching but works together with other organizational and individual factors in improving performance.

Overall, the reviewed literature consistently demonstrates that organizational culture contributes positively to teachers' performance by fostering collaboration, trust, shared values, professional learning, and organizational commitment. Schools that maintain supportive and inclusive cultures provide teachers with opportunities to enhance their instructional practices and professional competence. These findings reinforce the view that strengthening organizational culture remains an important strategy for improving teachers' performance and achieving sustainable school effectiveness.

Relationship between the level of Teachers' Engagement and the level of Performance

Teachers' engagement has been widely recognized as a key factor influencing teaching performance and overall school effectiveness. Teacher engagement refers to the extent to which teachers invest their physical, emotional, and cognitive energy in carrying out their professional responsibilities. Engaged teachers demonstrate enthusiasm, dedication, persistence, and commitment to achieving educational goals while maintaining positive relationships with learners, colleagues, and school leaders. When teachers are highly engaged, they are more likely to deliver quality instruction, participate in professional learning activities, and contribute to a positive school environment that supports student achievement.

The Job Demands–Resources (JD–R) Theory explains that employees become more engaged when they have sufficient organizational resources, supportive leadership, opportunities for professional growth, and positive

working relationships (Bakker & Demerouti, 2023). In educational settings, these resources enable teachers to remain motivated and committed despite the demands of the profession. As engagement increases, teachers become more willing to invest effort in lesson preparation, classroom management, assessment, and continuous improvement, resulting in higher levels of teaching performance.

Recent literature consistently identifies teacher engagement as an important predictor of work performance. According to Bakker and Albrecht (2020), work engagement is characterized by vigor, dedication, and absorption, which positively influence employee effectiveness across different professions. They emphasized that engaged employees demonstrate greater initiative, resilience, and persistence in accomplishing work-related tasks. In schools, these characteristics enable teachers to maintain high instructional quality, adapt to changing educational demands, and perform their responsibilities effectively.

Similarly, Schaufeli (2021) explained that engaged employees consistently exhibit enthusiasm, commitment, and energy in performing their duties, leading to higher individual performance and organizational success. The study highlighted that work engagement promotes proactive behavior, continuous learning, and greater accountability, allowing employees to achieve better performance outcomes. Applied to education, engaged teachers are more likely to participate actively in instructional improvement, collaborate with colleagues, and provide meaningful learning experiences for students.

Empirical evidence from educational settings also supports the positive relationship between teacher engagement and performance. Granziera and Perera (2022) found that teachers with higher levels of work engagement demonstrated greater instructional effectiveness, classroom commitment, and professional competence. Their study revealed that engaged teachers maintained positive attitudes toward teaching, effectively managed classroom challenges, and continuously sought opportunities to improve their instructional practices. These findings suggest that teacher engagement directly contributes to better teaching performance and improved educational outcomes.

Likewise, Collie (2021) reported that teachers who experience greater engagement are more motivated to perform effectively because they perceive stronger support from school leaders, colleagues, and the organization. The study found that engaged teachers exhibited higher levels of professional commitment, innovation, and resilience, enabling them to sustain high-quality teaching even in demanding educational environments. These findings indicate that supportive working conditions strengthen teacher engagement, which subsequently enhances performance.

In addition, Skaalvik and Skaalvik (2021) emphasized that teachers' engagement is closely associated with motivation, job satisfaction, and professional well-being. Their findings showed that engaged teachers are more likely to demonstrate commitment to school goals, maintain effective classroom practices, and remain dedicated to continuous professional development. The study further explained that teacher engagement reduces burnout while promoting greater effectiveness in teaching responsibilities.

Although research consistently reports a positive relationship between engagement and performance, scholars recognize that engagement alone does not fully determine teachers' effectiveness. Bakker and Demerouti (2023) noted that the influence of work engagement on performance becomes stronger when teachers receive adequate organizational support, instructional resources, professional development opportunities, and supportive leadership. This suggests that teacher engagement works together with other organizational factors in enhancing overall teaching performance.

Overall, the reviewed literature provides substantial evidence that teachers' engagement positively influences teaching performance by increasing motivation, dedication, resilience, professional commitment, and instructional effectiveness. Schools that prioritize teacher well-being, collaborative work environments, leadership support, and opportunities for professional growth are more likely to cultivate highly engaged teachers who consistently demonstrate high levels of performance. These findings underscore the importance of strengthening teacher engagement as an essential strategy for improving educational quality and achieving school effectiveness.

RESEARCH METHODOLOGY

This chapter provides the research design, subject and respondents of the study, population and sample size, sampling technique, data gathering instrument, validity and reliability of the instrument, data gathering procedures, and data analyses.

Research Design

The study utilized a descriptive–correlational research design to examine the relationship among ethical leadership, organizational culture, teacher engagement, and teachers’ performance. This approach was appropriate because it allowed the researcher to describe the existing conditions of these variables as they naturally occurred while also determining the degree of relationship among them. It did not involve manipulation of variables but instead focused on identifying patterns and associations within real school settings, making it suitable for educational research (Creswell & Creswell, 2021).

Data were collected through structured questionnaires administered to teachers, capturing their perceptions of leadership, culture, engagement, and performance. The responses were analyzed using statistical measures such as mean and correlation coefficients to describe trends and examine relationships. This method ensured that the findings reflected actual experiences while providing a basis for understanding how these variables were connected in influencing teachers’ performance (Mertler, 2021).

Subject and Respondents of the Study

The subject and respondents of this study are the public high school teachers in one of the schools division of Negros Island Region for the Academic Year 2025–2026.

Population and Sample Size

The total population of the public high school teachers in the one of the schools division of Negros Island Region is 403. To obtain the sample size, Yamane’s formula was used with the formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n – sample size

N – total population

e – margin of error (0.05)

Below is the computation to obtain the sample size.

$$\begin{aligned} n &= \frac{N}{1 + N(e)^2} \\ n &= \frac{403}{1 + 403(0.05)^2} \\ n &= \frac{403}{2.0075} \\ n &\approx 200.75 \end{aligned}$$

$$n = 201$$

Thus, the sample size used in this study is 201.

Sampling Techniques

Stratified random sampling was utilized in this study to ensure that specific subgroups within a population are proportionately and suitably represented, improving the accuracy and generality of the results. Each stratum shall be selected equally to guarantee adequate representation and reduce bias. The formula below was utilized to compute the sample for each school.

$$n_i = \frac{N_i}{N} (n)$$

Where:

n_i – sample size per group

N_i – population per group

N – total population

n – total sample size

The table below shows the distribution of respondents per school.

Table 1. Distribution of the Respondents per school.

School	N	n
A	273	137
B	45	22
C	38	19
D	18	9
E	9	4
F	8	4
G	12	6
Total	403	201

Data Gathering Instrument

The researcher utilized a researcher-made questionnaire. The instruments were composed of three parts. Part I is the ethical leadership with 10 items. Part II is the organizational culture with 36 items, and was divided into four parts: a. involvement, b. consistency, c. adaptability, and d. Mission. The respondents chose from the given choices, such as (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. Part III has 14 items and was divided into three parts: a. vigor, b. dedication and c. absorption. The respondents chose from the given choices, such as (5) always, (4) often, (3) sometimes, (2) seldom, and (1) never, as to the level of teacher engagement of public high school teachers for S.Y. 2025-2026, Division of La Carlota City.

Validity and Reliability of the Instruments

The research instrument used in this study underwent a rigorous validation process to ensure that all items were relevant and appropriate for measuring ethical leadership, organizational culture, and teachers' engagement. The questionnaire was reviewed by a panel of five experts composed of three Education Program Supervisors and two school principals with substantial experience in educational leadership and research. Each validator evaluated the clarity, relevance, and alignment of the items with the study variables. Using the content validity

approach developed by C.H. Lawshe (1975), the computed Content Validity Ratio (CVR) for each construct was 1.00, indicating strong content validity, as all items were rated as essential by the panel. This confirmed that the questionnaire adequately measured the intended constructs of ethical leadership, organizational culture, and teachers' engagement.

To establish reliability, the questionnaire was pilot-tested among 30 respondents who were not included in the actual study. The responses were analyzed using Cronbach's Alpha to determine the internal consistency of each construct. The ethical leadership scale obtained a reliability coefficient of 0.965, the organizational culture scale yielded 0.958, and the teachers' engagement scale recorded 0.886. These coefficients indicate excellent internal consistency for ethical leadership and organizational culture and good internal consistency for teachers' engagement, demonstrating that the questionnaire produced stable and dependable results. Based on the established strong content validity and high reliability, the instrument was considered appropriate for the actual data collection. Teachers' performance was not measured through the questionnaire but was obtained from the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for the applicable school year.

Data Gathering Procedures

For the data collection of the study, a letter of approval from the Schools Division Superintendent was secured prior to the administration of the questionnaire among all teachers of the Division of La Carlota City for Academic Year 2025–2026 (see Appendix B).

On the day of the survey, the researcher personally retrieved the accomplished questionnaires with the assistance of the school administration. The questionnaires were promptly collected to ensure completeness and proper handling of the data.

To ensure that the respondents properly understood and accurately accomplished the instrument, the researcher explained the purpose of the study before the distribution and administration of the questionnaire.

After retrieval, the collected data were tallied, organized, and subjected to appropriate statistical analysis in order to address the specific problems stated in the study.

Data Analyses

The following statistical tools were used to examine the data in accordance with the objectives of the study.

To answer the statement of the problem number 1, which states, what is the level of ethical leadership of teachers, the mean was used, with the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ – mean

Σ – summation notation

x – scores

n – number of scores or sample size

To interpret the mean scores describing the ethical leadership of teachers, the table below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Interpretation
5	Strongly Agree	4.21 – 5.00	Very High	The respondents have a very high level of ethical leadership in their school.
4	Agree	3.41 – 4.20	High	The respondents have a high level of ethical leadership in their school.
3	Neutral	2.61 – 3.40	Moderate	The respondents have a moderate level of ethical leadership in their school.
2	Disagree	1.81 – 2.60	Low	The respondents have a low level of ethical leadership in their school.
1	Strongly Disagree	1.00 – 1.80	Very Low	The respondents have a very low level of ethical leadership in their school.

To answer the statement of the problem number 2, which states, what is the level of organizational culture of teachers when taken as a whole and when grouped according to involvement, consistency, adaptability, and mission, the mean was used.

To interpret the mean scores describing the organizational culture of teachers, the table below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Interpretation
5	Strongly Agree	4.21 – 5.00	Very High	The respondents have a very high level of organizational culture in their school.
4	Agree	3.41 – 4.20	High	The respondents have a high level of organizational culture in their school.
3	Neutral	2.61 – 3.40	Moderate	The respondents have a moderate level of organizational culture in their school.
2	Disagree	1.81 – 2.60	Low	The respondents have a low level of organizational culture in their school.
1	Strongly Disagree	1.00 – 1.80	Very Low	The respondents have a very low level of organizational culture in their school.

To answer the statement of the problem number 3, which states, what is the level of teachers' engagement when taken as a whole and when grouped according to vigor, dedication, and absorption, the mean was used.

To interpret the mean scores describing the teachers' engagement, the table below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Interpretation
5	Strongly Agree	4.21 – 5.00	Very High	Teachers have a very high level of engagement in their school.
4	Agree	3.41 – 4.20	High	The teachers have a high level of engagement in their school.
3	Neutral	2.61 – 3.40	Moderate	Teachers have a moderate level of engagement in their school.
2	Disagree	1.81 – 2.60	Low	Teachers have a low level of engagement in their school.
1	Strongly Disagree	1.00 – 1.80	Very Low	Teachers have a very low level of engagement in their school.

To answer the statement of the problem number 4, which states, what is the level of teachers' performance, the mean was used.

To interpret the mean scores describing the organizational culture of teachers, the table below was utilized.

Scale	Mean Score Range	Interpretation	Verbal Description
5	4.50 – 5.00	Outstanding	Teacher performance is outstanding, demonstrating exemplary competence and consistently exceeding the standards of the PPST.
4	3.50 – 4.49	Very Satisfactory	Teacher performance is very satisfactory, demonstrating a high level of competence and consistently meeting the standards of the PPST.
3	2.50 – 3.49	Satisfactory	Teacher performance is satisfactory, demonstrating acceptable competence and adequately meeting the standards of the PPST.
2	1.50 – 2.49	Unsatisfactory	Teacher performance is unsatisfactory, demonstrating limited competence and not consistently meeting the standards of the PPST.
1	1.00 – 1.49	Poor	Teacher performance is poor, demonstrating very limited competence and failing to meet the standards of the PPST.

To answer the statement of the problem 5, which states, is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of ethical leadership, the Kruskal-Wallis H-Test was used with the formula:

$$H = \frac{12}{n(n+1)} \sum \frac{R_i^2}{n_i} - 3(n+1)$$

where:

n = Total number of participants

R_i^2 = Total rank for each group

n_i = No. of participants in each group

To answer the statement of the problem 6, which states, is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of organizational culture, the Kruskal-Wallis H-Test was used.

To answer the statement of the problem 7, which states, is there a significant difference in the level of performance of teachers when they are grouped in terms of their level of engagement, the Kruskal-Wallis H-Test was used.

To answer the statement of the problem 8, which states, is there a significant relationship between the level of ethical leadership of teachers and the level of organizational performance, Spearman's Rank Order Coefficient Correlation was used with the formula:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

where:

r_s = Spearman Rank Order Coefficient Correlation

$\sum D^2$ = sum of the squares of the difference between rank x and rank y

n = number of data pairs

6 = constant

To answer the statement of the problem 9, which states, is there a significant relationship between the level of organizational culture of teachers and the level of organizational performance, Spearman's Rank Order Coefficient Correlation was used.

To answer the statement of the problem 10, which states, is there a significant relationship between the level of teachers' engagement and the level of organizational performance, Spearman's Rank Order Coefficient Correlation was used.

Presentation, Analysis, And Interpretation Of Data

This chapter presents, analyzes, and interprets the gathered data systematically to address the research problems using appropriate statistical tools.

Level of Ethical Leadership of Teachers

Table 2 below presents the level of teachers' ethical leadership.

Table 2. Level of Ethical Leadership of Teachers.

Statements	Mean	SD	Interpretation
1. The leader of the organization demonstrates honest and transparent behavior, which increases employees' trust.	4.31	0.84	Very High
2. The leader of the organization adheres to ethical principles without exception.	3.93	0.91	High
3. The leader of the organization ensures fairness and efficiency simultaneously in decision-making.	4.14	0.92	High
4. The manager of the organization reinforces ethical behavior through a system of rewards and punishments.	4.19	0.80	High
5. In the workplace, the leader clearly communicates ethical issues and expects employees to adhere to these principles.	4.19	0.74	High
6. The manager of the organization defines success not only by results but also by the methods used to achieve them.	4.15	0.78	High
7. The manager of the organization provides a model for conducting tasks in a correct and ethical manner.	4.15	0.78	High
8. The manager of the organization reinforces ethical behavior through a system of rewards and punishments.	4.02	0.88	High
Table 2 continuation...			
9. The leader of the organization ensures transparency and accountability in all activities.	4.41	0.82	Very High
10. The leader of the organization promotes a culture of fairness and justice in the workplace.	4.26	0.91	Very High
Overall Mean_Ethical Leadership	4.18	0.53	High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 2 presents the level of ethical leadership of teachers as perceived by the respondents. The findings indicate that teachers generally demonstrate ethical leadership practices in their workplace through honesty, fairness, accountability, and adherence to ethical standards. Among the indicators, transparency and accountability in all activities obtained the highest mean ($M = 4.41$, $SD = 0.82$), interpreted as Very High. This suggests that teachers are highly recognized for being open, responsible, and trustworthy in carrying out their duties and responsibilities. Similarly, honest and transparent behavior that increases employees' trust ($M = 4.31$, $SD = 0.84$) and the promotion of fairness and justice in the workplace ($M = 4.26$, $SD = 0.91$) also received very high ratings, showing that ethical conduct and professionalism are strongly observed among teachers. On the other hand, adherence to ethical principles without exception ($M = 3.93$, $SD = 0.91$) received the lowest mean, although still interpreted as High, implying that there are still situations where consistency in ethical practices may vary depending on circumstances and challenges encountered in the workplace.

The results imply that ethical leadership plays a significant role in creating a positive and trustworthy organizational environment within educational institutions. Teachers who consistently practice transparency, fairness, and accountability help strengthen professional relationships, improve workplace morale, and encourage respect among colleagues and students.

Overall, the findings reveal that the level of ethical leadership of teachers was generally rated High, with an overall ($M = 4.18$, $SD = 0.53$). This indicates that teachers are perceived to practice ethical leadership effectively, particularly in maintaining transparency, fairness, and accountability in their professional responsibilities.

These findings support the study of Shahab et al. (2021), which emphasized that honesty, fairness, and accountability are core dimensions of ethical leadership that contribute to organizational trust and effective professional behavior. Likewise, Gurley and Dagley (2021) highlighted that ethical leadership among educators promotes responsible decision-making and strengthens professional integrity in schools. The findings further suggest that school administrators and educational institutions should continue reinforcing ethical standards through leadership development programs, mentoring, and policies that encourage fairness, accountability, and consistency in professional conduct. Strengthening ethical leadership practices among teachers may contribute to a more positive school climate, improved collaboration, and higher levels of trust within the educational community.

Level of Organizational Culture of Teachers when taken As a Whole and when Grouped According to Involvement, Consistency, Adaptability, and Mission

Table 3 below shows the level of organizational culture of teachers when taken as a whole and when grouped according to involvement, consistency, adaptability, and mission.

Table 3. Level of Organizational Culture of Teachers when taken As a Whole and when Grouped According to Involvement, Consistency, Adaptability, and Mission.

Statements	Mean	SD	Interpretation
Involvement	4.38	0.49	Very High
1. Decides are made at the level where the best information is available.	4.44	0.68	Very High
2. Shares information widely so that everyone can access what they need when it's needed.	4.34	0.79	Very High
3. Organizes planning to involve everyone in the process to some degree.	4.40	0.84	Very High
4. Cooperates across different parts of the organization are actively encouraged.	4.17	0.83	High

5.	Works with personnel as though they are part of a team.	4.17	0.77	High
6.	Organizes work so that each person can see the connection between their job and the organization's goals.	4.37	0.81	Very High
7.	Delegates responsibility so that personnel can act independently.	4.51	0.60	Very High
8.	Improves constantly the "bench strength" (capability of personnel).	4.49	0.67	Very High
9.	Invests continuously in the skills of employees.	4.52	0.65	Very High
Consistency		4.06	0.62	High
1.	Shares a common perspective among personnel from different parts of the organization.	4.47	0.69	Very High
2.	Coordinates activities across different parts of the organization.	3.86	0.91	High
Table 3 continuation...				
3.	Aligns goals across grade levels and units.	3.89	0.93	High
4.	Achieves "win-win" solutions.	3.85	0.87	High
5.	Reaches consensus, even on difficult issues.	3.70	0.86	High
6.	Agrees on the right way and the wrong way to do things.	4.07	0.91	High
7.	Practices what leaders and managers preach.	4.22	0.85	Very High
8.	Governs with a clear and consistent set of values that guide the way we serve our clientele.	4.30	0.93	Very High
9.	Holds people accountable when they ignore core values.	4.22	0.94	Very High
Adaptability		4.05	0.61	High
1.	Views failure as an opportunity for learning and improvement.	4.50	0.68	Very High
2.	Encourages and rewards innovation and risk-taking.	4.02	0.77	High
3.	Learns important objectives in day-to-day work.	3.89	0.98	High
4.	Comments and recommendations from stakeholders often lead to changes.	3.77	0.95	High
5.	Inputs from stakeholders directly influence decisions.	3.75	0.87	High
6.	Wants and needs of all personnel reflect a deep understanding of the client.	4.14	0.93	High
7.	Views the way things are done as flexible and easy to change.	3.96	0.98	High
8.	Improves by continually adopting new ways to do work.	3.91	1.01	High
9.	Organizes cooperation among different parts of the organization to create change.	4.50	0.62	Very High
Mission		4.01	0.64	High
1.	Delivers purpose and direction through a clear long-term vision.	4.30	0.73	Very High
2.	Shows a well-defined strategy for the future.	4.27	0.80	Very High
3.	Makes a clear mission that gives meaning and direction to our work.	3.82	0.94	High
Table 3 continuation...				
4.	Agrees widely on organizational goals.	3.78	0.90	High
5.	Sets leaders' goals that are ambitious yet realistic.	3.76	0.90	High
6.	Tracks progress against stated goals.	3.95	0.88	High
7.	Shares a vision of what the organization will be like in the future.	4.05	0.88	High

8.	Creates excitement and motivation among employees.	4.08	0.92	High
9.	Meets short-term demands without compromising the long-term vision.	4.04	0.94	High
Overall Mean_ Organizational Culture		4.12	0.47	High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low				

Table 3 presents the level of organizational culture of teachers when grouped according to involvement, consistency, adaptability, and mission. Among the four dimensions, involvement obtained the highest mean ($M = 4.38$, $SD = 0.49$), interpreted as Very High. This suggests that teachers feel actively engaged in organizational processes, decision-making, and professional development activities. In particular, investing continuously in employees' skills ($M = 4.52$, $SD = 0.65$), delegating responsibilities so personnel can act independently ($M = 4.51$, $SD = 0.60$), and improving the "bench strength" or capability of personnel ($M = 4.49$, $SD = 0.67$) received the highest ratings. These findings imply that teachers value empowerment, teamwork, and continuous learning within the organization.

This supports the study of Soomro and Shah (2022), which emphasized that employee involvement and empowerment contribute significantly to organizational commitment and work performance.

In terms of consistency, ($M = 4.06$, $SD = 0.62$) was interpreted as High. Teachers perceived that shared values, accountability, and clear organizational practices are generally observed within the institution. The highest-rated indicators under consistency were sharing a common perspective among personnel ($M = 4.47$, $SD = 0.69$), governing with a clear and consistent set of values ($M = 4.30$, $SD = 0.93$), and practicing what leaders and managers preach ($M = 4.22$, $SD = 0.85$), all interpreted as Very High. However, reaching consensus even on difficult issues ($M = 3.70$, $SD = 0.86$) received the lowest mean, although still interpreted as High. This suggests that while teachers recognize the presence of shared values and accountability, challenges may still exist in decision-making and conflict resolution processes.

These findings align with the study of Bamidele and Olumide (2021), which highlighted that consistency in organizational values and leadership practices strengthens trust, cooperation, and institutional effectiveness.

For adaptability, ($M = 4.05$, $SD = 0.61$) was interpreted as High, indicating that teachers perceive the organization as capable of responding to changes and encouraging innovation. Viewing failure as an opportunity for learning and improvement ($M = 4.50$, $SD = 0.68$) and organizing cooperation among different parts of the organization to create change ($M = 4.50$, $SD = 0.62$) obtained very high ratings, suggesting that the organization promotes learning, flexibility, and collaboration during periods of change. Nevertheless, stakeholder influence on decisions ($M = 3.75$, $SD = 0.87$) and comments from stakeholders often leading to changes ($M = 3.77$, $SD = 0.95$) received relatively lower means, implying that external participation in decision-making may still be limited.

This finding is consistent with the study of Denison (2020), which stated that adaptability and openness to innovation are important indicators of effective organizational culture, particularly in educational institutions facing continuous change.

Lastly, the mission dimension ($M = 4.01$, $SD = 0.64$) is interpreted as High. Teachers generally agreed that the organization has a clear sense of direction, goals, and long-term vision. Delivering purpose and direction through a clear long-term vision ($M = 4.30$, $SD = 0.73$) and showing a well-defined strategy for the future ($M = 4.27$, $SD = 0.80$) received very high ratings, indicating that teachers understand the institution's goals and future direction. However, setting leaders' goals that are ambitious yet realistic ($M = 3.76$, $SD = 0.90$) received the lowest mean under this dimension, suggesting that some teachers may perceive certain organizational goals as difficult to attain.

These findings support the study of Schein (2021), which emphasized that organizations with a clear mission and shared vision are more likely to achieve stronger employee engagement and institutional effectiveness.

Overall, the findings revealed that the organizational culture of teachers was generally rated High, with an overall ($M = 4.12$, $SD = 0.47$). This indicates that teachers perceive their organization as supportive, collaborative, adaptable, and guided by clear values and goals. The results further suggest that strengthening employee involvement, maintaining consistent leadership practices, encouraging adaptability, and reinforcing organizational vision may contribute to a more positive and productive educational environment.

The findings support the study of Soomro and Shah (2022), which emphasized that a strong organizational culture positively influences employee engagement, teamwork, and workplace performance. Similarly, the result is consistent with the study of Schein (2021), which highlighted that organizations with clear values, supportive leadership, and shared goals tend to promote stronger commitment and effectiveness among employees. These findings suggest that maintaining a healthy organizational culture is essential in fostering a productive, motivated, and collaborative educational environment for teachers.

Level of Teachers' Engagement when taken As a Whole and when Grouped According to Vigor, Dedication, and Absorption

Table 4 below presents the level of teachers' engagement when taken as a whole and when grouped according to vigor, vigor, and absorption.

Table 4. Level of Teachers' Engagement when taken As a Whole and when Grouped According to Vigor, Dedication, and Absorption.

Statements	Mean	SD	Interpretation
Vigor	4.00	0.65	High
1. I feel energetic at work.	3.98	0.89	High
2. I am willing to put extra effort into my teaching tasks.	3.98	0.83	High
3. I can work for long periods without feeling exhausted.	3.93	0.84	High
4. I feel strong and resilient while doing my work as a teacher.	4.10	0.78	High
Dedication	4.25	0.69	Very High
1. I am enthusiastic about my teaching work.	4.51	0.81	Very High
2. I feel proud of the work that I do as a teacher.	4.07	0.92	High
3. My teaching job inspires me.	4.16	0.97	High
4. I find my work as a teacher meaningful and purposeful.	4.13	1.02	High
Table 4 continuation...			
5. I view my teaching work as challenging in a positive way.	4.35	1.00	Very High
Absorption	4.28	0.52	Very High
1. I am deeply focused when teaching.	4.41	0.83	Very High
2. I feel happy when I am intensely involved in my teaching.	4.18	0.82	High
3. I am deeply immersed in my teaching activities.	4.17	0.77	High
4. Time passes quickly when I am teaching or preparing lessons.	4.25	0.86	Very High
5. I get carried away when I am working as a teacher.	4.39	0.70	Very High
Overall Mean_ Teachers' Engagement	4.17	0.39	High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 4 presents the level of teachers' engagement as a whole and when grouped into vigor, dedication, and absorption. In terms of vigor ($M = 4.00$, $SD = 0.65$), the results show a high level of engagement. Teachers reported feeling energetic at work ($M = 3.98$, $SD = 0.89$) and willing to invest effort in their teaching tasks ($M = 3.98$, $SD = 0.83$), both interpreted as high. They also indicated the ability to work for long periods without feeling exhausted ($M = 3.93$, $SD = 0.84$) and demonstrated resilience in their teaching responsibilities ($M = 4.10$, $SD = 0.78$). These findings imply that teachers possess the physical and mental stamina necessary to sustain their professional duties. This further implies that while teachers are generally energetic and resilient, schools should still prioritize wellness programs, manageable workloads, and mental health support to sustain and enhance teachers' energy levels over time.

This aligns with studies suggesting that vigor is a key component of work engagement, contributing to sustained energy and persistence in teaching (Schaufeli, 2021).

For dedication ($M = 4.25$, $SD = 0.69$), the level was interpreted as very high. Teachers expressed strong enthusiasm about their work ($M = 4.51$, $SD = 0.81$) and viewed teaching as meaningful and purposeful ($M = 4.13$, $SD = 1.02$). They also felt proud of their profession ($M = 4.07$, $SD = 0.92$) and considered their work inspiring ($M = 4.16$, $SD = 0.97$). Additionally, they perceived teaching as a positive challenge ($M = 4.35$, $SD = 1.00$), which further supports a very high level of dedication. These results indicate a deep emotional attachment to the profession, suggesting that teachers are not only committed but also find personal fulfillment in their roles. This implies that schools can leverage this strong sense of dedication by providing leadership opportunities, recognizing achievements, and involving teachers in decision-making processes to further strengthen their commitment and professional identity.

This supports recent findings that dedication enhances job satisfaction and strengthens professional identity among educators (Bakker et al., 2021).

In terms of absorption ($M = 4.28$, $SD = 0.52$), the results also reflect a very high level of engagement. Teachers reported being deeply focused during teaching ($M = 4.41$, $SD = 0.83$) and often feeling happy when fully immersed in their tasks ($M = 4.18$, $SD = 0.82$). They also indicated being deeply engaged in teaching activities ($M = 4.17$, $SD = 0.77$), with time passing quickly during lessons ($M = 4.25$, $SD = 0.86$). Moreover, they reported getting carried away with their work ($M = 4.39$, $SD = 0.70$), which is another indicator of strong absorption. This implies that maintaining supportive classroom environments, reducing unnecessary interruptions, and providing adequate teaching resources can help sustain teachers' focus and enhance the quality of instruction.

These findings suggest that teachers experience a state of deep concentration and enjoyment while teaching, which is essential for effective instructional delivery. This is consistent with research highlighting that absorption contributes to higher teaching effectiveness and improved classroom experiences (Salanova et al., 2020).

The overall ($M = 4.17$, $SD = 0.39$) indicates a high level of engagement among teachers. This suggests that, in general, teachers are actively involved, committed, and psychologically connected to their work. Such a level of engagement reflects a positive work environment where teachers are motivated to perform their roles effectively and consistently. This implies that schools are fostering conditions that support teacher motivation and involvement; however, maintaining this level of engagement requires continuous administrative support, recognition, and opportunities for professional growth to prevent possible declines over time.

This is consistent with the findings of Bakker and Demerouti (2020), who emphasized that high levels of work engagement are associated with improved job performance, motivation, and overall well-being among employees. This implies that schools are fostering conditions that support teacher motivation and involvement; however, maintaining this level of engagement requires continuous administrative support, recognition, and opportunities for professional growth to prevent possible declines over time.

Level of Teaching Performance

Table 5 on the next page presents the level of teaching performance.

Table 5. Level of Teaching Performance.

Level of Teaching Performance	f	Mean	SD	Interpretation
Outstanding	105	4.36	.41	Very Satisfactory
Very Satisfactory	83			
Satisfactory	14			
Unsatisfactory	0			
Poor	0			
Total	202			

Legend: (4.50-5.00)-Outstanding; (3.50-4.49)-Very Satisfactory; (2.50-3.49)-Satisfactory; (1.50-2.49)-Unsatisfactory; (below 1.49)-Poor

Table 5 presents the level of teaching performance of teachers. The distribution of responses further supports this result, with the majority of teachers rated as outstanding ($f = 105$) and very satisfactory ($f = 83$), while only a small number fall under satisfactory ($f = 14$), and none were rated unsatisfactory or poor. The overall mean ($M = 4.36$, $SD = 0.41$) is interpreted as very satisfactory, indicating that teachers consistently demonstrate a strong level of effectiveness in delivering instruction and fulfilling their professional responsibilities.

This implies that schools are effectively supporting teachers in achieving high performance; however, continuous professional development and performance monitoring should be sustained to maintain and further enhance teaching quality.

These findings suggest that teachers are generally performing at a high standard, reflecting competence, preparedness, and commitment in their teaching roles. This is consistent with the study of Bakker and Demerouti (2020), which highlights that high levels of performance are often associated with strong engagement, adequate resources, and supportive work environments.

Difference in the Level of Performance of Teachers when they are grouped according to their Level of Ethical Leadership

Table 6 below shows the difference in the level of performance of teachers when they are grouped according to their level of ethical leadership.

Table 6. Difference in the Level of Performance of Teachers when they are grouped according to their Level of Ethical Leadership.

Performance of Teachers	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Very High	4.844	0.304	Fail to Reject H_0	Not Significant
High				
Moderate				
Low				
Very Low				

Table 6 presents the results of the Kruskal–Wallis test examining the difference in the level of teaching performance when teachers are grouped according to their level of ethical leadership. The analysis yielded ($H = 4.844$, $p = 0.304$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no significant difference in teaching performance across the different levels of ethical leadership. In other words, variations in ethical leadership levels do not appear to create measurable differences in how teachers perform in their roles.

This implies that although ethical leadership remains important in shaping school culture, other factors such as individual competence, teaching experience, and access to resources may play a more direct role in influencing teaching performance.

This suggests that teachers are generally able to maintain consistent performance regardless of perceived differences in leadership ethics. This finding is supported by the study of Babalola et al. (2020), which noted that while ethical leadership contributes to a positive organizational climate, its direct influence on individual performance outcomes may not always be statistically significant.

Difference in the Level of Performance of Teachers when they are grouped according to their Level of Organizational Culture

Table 7 below shows the difference in the level of performance of teachers when they are grouped according to their level of organizational culture.

Table 7. Difference in the Level of Performance of Teachers when they are grouped according to their Level of Organizational Culture.

Performance of Teachers	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Very High	7.283	0.063	Fail to Reject H_0	Not Significant
High				
Moderate				
Low				
Very Low				

Table 7 presents the results of the Kruskal–Wallis test examining the difference in the level of teaching performance when teachers are grouped according to their level of organizational culture. The analysis yielded ($H = 7.283$, $p = 0.063$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no significant difference in teaching performance across the different levels of organizational culture. In other words, variations in how teachers perceive organizational culture do not result in statistically measurable differences in their level of performance.

This implies that although a positive organizational culture is important, it may not be the sole factor influencing teaching performance, and schools should also consider other contributing elements such as teacher competence, experience, and available resources.

This suggests that teachers are generally able to sustain consistent performance regardless of differences in the organizational environment. This finding is supported by Schein and Schein (2021), who emphasized that while organizational culture shapes shared values and norms, its direct impact on individual performance may not always be immediately evident or statistically significant.

Difference in the Level of Performance of Teachers when they are grouped according to their Level of Engagement

Table 8 below shows the difference in the level of performance of teachers when they are grouped according to their level of engagement.

Table 8. Difference in the Level of Performance of Teachers when they are grouped according to their Level of Engagement.

Performance of Teachers	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Very High				Not Significant
High				

Moderate	5.411	0.067	Fail to Reject H_0	
Low				
Very Low				

Table 8 presents the results of the Kruskal–Wallis test examining the difference in the level of teaching performance when teachers are grouped according to their level of engagement. The analysis yielded ($H = 5.411$, $p = 0.067$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no significant difference in teaching performance across the different levels of engagement. This suggests that teachers are able to maintain a consistent level of performance regardless of their level of engagement.

This implies that schools should continue supporting teacher engagement while also strengthening other factors, such as skills development and instructional support, to further enhance teaching performance.

This finding supports the idea that while engagement contributes to positive work behavior, it may not always directly translate into measurable differences in performance outcomes (Bakker & Demerouti, 2020).

Relationship between the Level of Ethical Leadership of Teachers and the Level of Teaching Performance

Table 9 below shows the relationship between the level of ethical leadership of teachers and the level of teaching performance.

Table 9. Relationship between the Level of Ethical Leadership of Teachers and the Level of Teaching Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Ethical Leadership vs. Teaching Performance	0.140	0.046	Reject H_0	Significant

Table 9 presents the relationship between the level of ethical leadership of teachers and the level of teaching performance using Spearman's rho correlation. The analysis revealed a correlation coefficient of $r_s = 0.140$ with a p-value of 0.046. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates a statistically significant positive relationship between ethical leadership and teaching performance. Although the relationship is weak, the result suggests that teachers who consistently demonstrate ethical leadership practices tend to exhibit better teaching performance.

The finding implies that ethical leadership contributes to improved teaching performance by promoting integrity, accountability, fairness, and professionalism in the workplace. However, because the relationship is weak, teaching performance is also influenced by other factors such as instructional competence, school resources, professional development opportunities, and administrative support.

This finding is supported by the work of Yukl et al. (2020), who found that ethical leadership promotes positive employee behaviors and enhances work performance by fostering trust, fairness, and commitment within organizations. Similarly, Bedi et al. (2021), in their meta-analysis of ethical leadership research, concluded that ethical leadership is positively associated with individual job performance because ethical leaders encourage responsible behavior, strengthen professional commitment, and create supportive working environments. These studies support the present finding that ethical leadership contributes to teaching performance, although its influence is complemented by other organizational and professional factors.

Relationship between the Level of Organizational Culture of Teachers and the Level of Teaching Performance

Table 10 below shows the relationship between the level of organizational culture of teachers and the level of teaching performance.

Table 10. Relationship between the Level of Organizational Culture of Teachers and the Level of Teaching Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Organizational Culture vs. Teaching Performance	0.169	0.016	Reject H_0	Significant

Table 10 presents the relationship between the level of organizational culture and the level of teaching performance using Spearman's rho correlation. The analysis yielded a correlation coefficient of $r_s = 0.169$ with a p-value of 0.016. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates a statistically significant positive relationship between organizational culture and teaching performance. While the relationship is weak, the findings suggest that a positive school culture contributes to better teaching performance.

This implies that schools with supportive leadership, shared values, collaboration, and a positive working environment provide conditions that encourage teachers to perform their duties more effectively. Nevertheless, organizational culture alone cannot fully explain teachers' performance, as other individual and organizational factors also influence instructional effectiveness.

The present finding is supported by Schein and Schein (2021), who emphasized that organizational culture shapes employees' attitudes, behaviors, and commitment by establishing shared values and norms that guide workplace practices. Likewise, Fullan (2020) explained that schools with collaborative cultures, strong professional relationships, and continuous learning environments are more likely to improve teacher effectiveness and overall school performance. These studies reinforce the present finding that a healthy organizational culture creates conditions that support higher teaching performance.

Relationship between the Level of Teachers' Engagement and the Level of Teaching Performance

Table 11 below shows the relationship between the level of teachers' engagement and the level of teaching performance.

Table 11. Relationship between the Level of Teachers' Engagement and the Level of Teaching Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Teachers' Engagement vs. Teaching Performance	0.145	0.039	Reject H_0	Significant

Table 11 presents the relationship between the level of teachers' engagement and the level of teaching performance using Spearman's rho correlation. The analysis revealed a correlation coefficient of $r_s = 0.145$ with a p-value of 0.039. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates a statistically significant positive relationship between teachers' engagement and teaching performance. Although the relationship is weak, the result suggests that teachers with higher levels of engagement tend to demonstrate better teaching performance.

This finding implies that engaged teachers are more committed to their work, invest greater effort in instructional activities, and maintain positive relationships with learners and colleagues. However, teaching performance is also influenced by factors such as professional competence, leadership support, school climate, and the availability of instructional resources.

The finding is consistent with Bakker and Albrecht (2020), who emphasized that work engagement enhances employee performance by increasing motivation, energy, and dedication toward work responsibilities. Similarly,

Schaufeli (2021) explained that engaged employees demonstrate higher levels of persistence, enthusiasm, and effectiveness, leading to improved work outcomes across different organizational settings. These studies support the present finding that teachers' engagement contributes positively to teaching performance, although it operates alongside other organizational and professional factors.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study's findings, discusses the conclusions drawn from the results, and provides recommendations based on the researcher's conclusions.

Summary of Findings

Based on the results gathered in this study, the following summary of findings was formulated:

1. The level of ethical leadership among teachers was generally rated high, with an overall mean of 4.18, indicating that teachers effectively demonstrate ethical practices in their professional responsibilities. Among the indicators, transparency and accountability in all activities obtained the highest mean ($M = 4.41$), showing that teachers were highly recognized for being responsible, open, and trustworthy in the workplace. Honest and transparent behavior that increases employees' trust ($M = 4.31$) and the promotion of fairness and justice in the workplace ($M = 4.26$) were also rated very high, reflecting that teachers consistently observe professionalism, integrity, and fairness in dealing with colleagues and students. However, adherence to ethical principles without exception received the lowest mean ($M = 3.93$), although still interpreted as high, suggesting that consistency in ethical practices may sometimes vary depending on workplace situations and challenges. Overall, the findings imply that teachers' ethical leadership contributes positively to building trust, strengthening professional relationships, and maintaining a positive and respectful school environment.
2. The organizational culture of teachers was generally rated high, with an overall mean of 4.12, indicating that teachers perceive their workplace as supportive, collaborative, and guided by clear values and goals. Among the dimensions, involvement obtained the highest mean ($M = 4.38$), showing that teachers feel actively engaged in organizational activities, decision-making, and professional growth opportunities. Indicators such as continuously investing in employees' skills ($M = 4.52$), delegating responsibilities to encourage independent action ($M = 4.51$), and improving personnel capabilities ($M = 4.49$) received the highest ratings, reflecting a strong culture of empowerment, teamwork, and continuous learning. Consistency ($M = 4.06$) and adaptability ($M = 4.05$) were also rated high, suggesting that teachers recognize the presence of shared values, accountability, flexibility, and openness to change within the organization. Meanwhile, the mission dimension ($M = 4.01$) indicated that teachers generally understand the institution's direction, goals, and long-term vision. However, some indicators such as reaching consensus on difficult issues, stakeholder participation in decision-making, and setting ambitious yet realistic goals received relatively lower ratings, implying that challenges may still exist in communication, collaboration, and goal attainment. Overall, the findings suggest that a strong organizational culture contributes positively to teacher engagement, cooperation, adaptability, and the creation of a productive educational environment.
3. The level of teachers' engagement was generally rated high, with an overall mean of 4.17, indicating that teachers are actively involved, committed, and psychologically connected to their work. Among the dimensions, absorption obtained the highest mean ($M = 4.28$), interpreted as very high, showing that teachers are deeply focused and fully immersed in their teaching responsibilities. Indicators such as being deeply focused during teaching ($M = 4.41$), getting carried away with work ($M = 4.39$), and feeling that time passes quickly while teaching ($M = 4.25$) received the highest ratings, reflecting strong concentration and enjoyment in instructional tasks. Dedication ($M = 4.25$) was also rated very high, indicating that teachers feel enthusiastic, inspired, and proud of their profession. In particular, strong enthusiasm about work ($M = 4.51$) and viewing teaching as a positive challenge ($M = 4.35$) showed that teachers have a deep sense of commitment and fulfillment in their roles. Meanwhile, vigor ($M = 4.00$) was rated high, suggesting that teachers generally possess the energy, resilience, and willingness to exert effort in their teaching responsibilities. However, some indicators related to working for long periods without exhaustion received relatively lower ratings, implying that teachers may still experience fatigue and workload-related

challenges. Overall, the findings suggest that teachers demonstrate a strong level of engagement, which contributes positively to motivation, teaching effectiveness, and the creation of a productive and supportive learning environment.

4. The teaching performance of teachers was generally rated very satisfactory, with an overall mean of 4.36, indicating that teachers consistently demonstrate effectiveness in delivering instruction and fulfilling their professional responsibilities. The distribution of responses further showed that the majority of teachers were rated outstanding ($f = 105$) and very satisfactory ($f = 83$), while only a few were rated satisfactory ($f = 14$), and none received unsatisfactory or poor ratings. These findings suggest that teachers exhibit a high level of competence, preparedness, and commitment in performing their teaching duties. The results further imply that schools provide a supportive environment that helps teachers maintain strong performance in the workplace. However, the findings also highlight the importance of sustaining professional development programs, monitoring performance, and providing continuous support to further improve the quality of teaching and maintain high standards in educational practice.
5. The results of the Kruskal–Wallis test revealed that there was no significant difference in the level of teaching performance when teachers were grouped according to their level of ethical leadership, with ($H = 4.844$, $p = 0.304$). Since the p -value was greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that differences in ethical leadership levels did not significantly affect teachers' teaching performance. The findings suggest that although ethical leadership contributes to creating a positive and professional school environment, it may not directly determine how teachers perform in their instructional responsibilities.
6. The results of the Kruskal–Wallis test showed that there was no significant difference in the level of teaching performance when teachers were grouped according to their level of organizational culture, with ($H = 7.283$, $p = 0.063$). Since the p -value was greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that differences in teachers' perceptions of organizational culture did not significantly affect their teaching performance. The findings suggest that although organizational culture plays an important role in shaping the school environment, it may not be the only factor that influences teacher performance.
7. The results of the Kruskal–Wallis test revealed that there was no significant difference in the level of teaching performance when teachers were grouped according to their level of engagement, with ($H = 5.411$, $p = 0.067$). Since the p -value was greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that differences in teachers' level of engagement did not significantly affect their teaching performance. The findings suggest that teachers are generally capable of maintaining consistent performance regardless of variations in their level of engagement.
8. The results of the Spearman's rho correlation analysis revealed a significant relationship between the level of ethical leadership and teaching performance, with ($r_s = 0.140$, $p = 0.046$). Since the p -value was less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that ethical leadership is significantly associated with teaching performance. The findings suggest that teachers who demonstrate ethical leadership practices such as honesty, fairness, accountability, and professionalism are more likely to exhibit better teaching performance.
9. The results of the Spearman's rho correlation analysis showed a significant relationship between organizational culture and teaching performance, with ($r_s = 0.169$, $p = 0.016$). Since the p -value was less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that organizational culture is significantly related to teaching performance. The findings suggest that a positive organizational culture characterized by shared values, collaboration, support, and clear goals may contribute to better teaching performance among teachers.
10. The results of the Spearman's rho correlation analysis revealed a significant relationship between teachers' engagement and teaching performance, with ($r_s = 0.145$, $p = 0.039$). Since the p -value was less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that teachers' engagement is significantly related to their teaching performance. The findings suggest that teachers who demonstrate higher levels of vigor, dedication, and absorption tend to perform better in their teaching roles.

Conclusions

From the results of the study, the following conclusions were reached:

1. Teachers demonstrate a high level of ethical leadership, particularly in terms of transparency, accountability, fairness, and professionalism. However, consistency in applying ethical principles may still vary depending on certain workplace situations, even if overall ethical practice contributes positively to a respectful and trustworthy school environment.
2. The organizational culture of teachers is generally perceived as high, characterized by strong involvement, collaboration, and shared values. Teachers feel empowered and supported in their workplace, although aspects such as consensus-building, stakeholder participation, and goal alignment still need further strengthening.
3. Teachers show a high level of work engagement, especially in terms of dedication and absorption. They are emotionally and mentally invested in their work, finding teaching meaningful and fulfilling, although some indicators suggest that workload and fatigue may still affect their overall energy levels.
4. Teachers demonstrate a very satisfactory level of teaching performance, with many even rated as outstanding. This reflects strong competence, preparedness, and commitment in delivering instruction and fulfilling professional responsibilities in the classroom.
5. There is no significant difference in teaching performance when grouped according to ethical leadership levels, suggesting that teachers tend to perform consistently regardless of differences in perceived ethical leadership within the school environment.
6. There is no significant difference in teaching performance when grouped according to organizational culture, indicating that variations in how teachers perceive their work environment do not strongly affect their actual classroom performance.
7. There is no significant difference in teaching performance when grouped according to engagement, showing that teachers are generally able to maintain consistent performance even if their levels of engagement vary.
8. Ethical leadership has a significant relationship with teaching performance, suggesting that ethical behavior supports better teaching outcomes and contributes meaningfully to how teachers perform in their professional roles.
9. Organizational culture has a significant relationship with teaching performance, indicating that a positive and supportive school environment helps enhance teachers' effectiveness and overall performance in the classroom.
10. Teachers' engagement has a significant relationship with teaching performance, implying that more engaged teachers tend to perform better, while other factors such as skills, experience, and instructional support also play an important role in shaping performance outcomes.

Recommendations

Based on the findings of the study, the following recommendations are proposed for the appropriate action of the concerned parties:

1. School leaders may continue strengthening ethical leadership among teachers by consistently promoting honesty, fairness, accountability, and professionalism in everyday school practices.
2. It is important for schools to further develop a healthy organizational culture by encouraging teamwork, open communication, shared values, and meaningful participation in decision-making.
3. Schools may continue finding ways to improve teacher engagement by supporting their motivation, dedication, and active involvement in both teaching and school-related activities.
4. Ongoing professional development programs are recommended to help maintain and further enhance teachers' already strong teaching performance.
5. Regular feedback and monitoring systems may be sustained to ensure that ethical leadership practices are consistently observed across all levels of the school.
6. Greater attention may be given to improving areas of organizational culture, such as reaching agreements, involving stakeholders, and aligning school goals more clearly.
7. Schools may consider programs that help reduce teacher fatigue and workload stress to maintain their energy, well-being, and effectiveness in teaching.

8. Stronger instructional support systems should be provided to help teachers further improve their classroom strategies and teaching outcomes.
9. Collaboration among administrators, teachers, and stakeholders should be continuously encouraged to strengthen the overall school environment and learning outcomes.
10. Since teaching performance is influenced by several factors, schools are encouraged to take a balanced approach by addressing leadership, culture, engagement, and professional growth together rather than in isolation.
11. Future researchers may explore other related variables or conduct studies in different settings to gain a deeper understanding of the factors affecting teacher performance and to enrich existing findings further.

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