A Systematic Review on the Factors Affecting Teacher's Job Performance: Comparative Analysis between the Philippines and the United States of America (2015-2025)

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ABSTRACT

This systematic review analyzed empirical studies (2015–2025) on the major factors influencing teachers' job performance in the Philippines and the United States, focusing on leadership, organizational climate, professional development, and cultural adaptation. Across fifty peer-reviewed studies, findings consistently identified leadership as the strongest predictor of job performance, with positive correlations (r/β=.45-.67 PH; .50-.60 US). In the Philippines, transformational and democratic leadership foster collaboration and motivation, while in the U.S., instructional leadership with feedback and coaching enhances performance outcomes. Teacher competence and self-efficacy act as mediators (r/β=.48-.58 PH; .40-.50 US), indicating that confidence transforms leadership influence into measurable results. Organizational climate showed contrasting patterns: supportive environments in the Philippines (r = .50-.55) improved engagement, whereas high accountability stress in the U.S. (β = -.29) decreased satisfaction and retention. Both contexts affirm the critical role of professional development and cultural responsiveness in sustaining motivation and teacher growth. Framework comparisons revealed that the Philippine Professional Standards for Teachers (PPST) emphasize reflective and developmental growth, while the U.S. model values data-based accountability and performance metrics. Despite philosophical contrasts, both systems aim to improve instructional quality. The evidence suggests that combining the PPST's mentorship-driven framework with the U.S. accountability model can create a balanced system where growth and measurable performance coexist, underscoring that effective leadership, empowerment, and supportive school cultures remain universal foundations for sustaining teacher excellence.

Keywords: Transformational and democratic leadership; Organizational climate; Professional development; Job satisfaction; Philippine Professional Standards for Teachers; Evaluation and Accountability System;

INTRODUCTION

Teachers' job performance remains a central concept in educational research and policy; serving as a link between teacher's quality, student outcomes, and institutional success (Nilsen, 2016, Ozgenel et al., 2025; Eryilmaz et al., 2025). Over the past decades, research has increasingly examine how leadership, organizational climate, and professional development shape teacher performance: in the Philippines, reform such as the Philippines Professional Standards for Teachers (PSST) defined clear competency framework (Cabradilla, 2025) on the other hand, in the United States of America, evaluation and accountability systems dominates performance assessment (D'Brot et al., 2022).

Research paints a clearer picture of how many factors are at play: for example, in the Philippines, Tejero and Aoanan (2024), suggest that leadership-styles and organizational climate jointly influenced teacher's work-engagement, though interestingly leadership style was not a significant independent predictor, while climate was. Meanwhile, an international review developed a model showing how perceived organizational support indirectly influences teacher's job performance, suggesting that school context and systems matter for performance outcomes, beyond teacher's individual attributes.

Beyond above-mentioned structural factors, the experiences of teachers, particularly those working across cultural contexts, reveal how identity formation, adaptation and system readiness, also affect job performance

(Li et al., 2025). In this regard, Modesto (2020) used hermeneutic phenomenological approach to explore the experiences of Filipino immigrant teachers in South Texas, revealing how they perceived their work as opportunities for growth, challenge and transformation, despite systematic and cultural barriers. The narratives reflected resilience, adaptability, and a deep commitment to their students- qualities that are found effective on teaching in diverse environment.

Similarly, Rosales (2024) revealed that many U.S. school systems remain ill-equipped to support immigrant teachers, who face barriers related to credentialing, cultural competence, and institutional inclusion. Using Denzin's interpretive interactionism, the study showed that Filipino immigrant teachers often experience culture shock and limited support systems, which can affect their instructional effectiveness. The findings underscore the need for policies that strengthen onboarding, mentorship, and intercultural training to help international educators integrate successfully.

This study aims to deepen the understanding of how educational systems in the Philippines and the United States influence teachers' job performance by comparing their models of teacher development, evaluation, and professional support. It seeks to identify and synthesize the key factors that affect teacher performance based on empirical studies from 2015 to 2025, analyze how leadership, organizational climate, professional development, and cultural adaptation influence teachers' effectiveness, and evaluate how national frameworks such as: the Philippine Professional Standards for Teachers (PPST) and the U.S. accountability systems, impact their growth, motivation, and overall performance. Ultimately, the study endeavors to generate insights that can help both countries, design more supportive and culturally responsive environments, based on the existing empirical data, that will encourage further research-based initiatives, to enable teachers to thrive and deliver meaningful learning outcomes.

Statement of the problem

The study aims to deepen the understanding of how educational systems in the Philippines and the United States influence teachers' job performance by comparing their models of teacher development, evaluation, and professional support. It seeks to identify and synthesize the key factors that affect teacher performance based on empirical studies from 2015 to 2025, analyze how leadership, organizational climate, professional development, and cultural adaptation influence teachers' effectiveness, and evaluate how national frameworks such as: the Philippine Professional Standards for Teachers (PPST) and the U.S. accountability systems, impact their growth, motivation, and overall performance. Ultimately, the study endeavors to generate insights that can help both countries, design more supportive and culturally responsive environments that enable teachers to thrive and deliver meaningful learning outcomes. To address these gaps, this study aims to answer the following questions:

1. What are the major factors that influence teachers' job performance in empirical studies conducted between 2015 and 2025 in the Philippines and the United States of America?

2. How do leadership, organizational climate, professional development, and cultural adaptation collectively or individually affect teachers' job performance in both countries?

3. In what ways do differences in national frameworks: such as the developmental focus of the Philippine Professional Standards for Teachers (PPST) and the accountability-driven evaluation systems in the U.S.A, shape teachers' growth, motivation, and effectiveness?

METHODS

The research aims to identify and compare factors that influence teachers' job performance in two countries: The Philippines and the United States of America. The study utilized quantitative systematic review design guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure rigor, transparency, and replicability (Page et al., 2021). The review focused on empirical, peer-reviewed studies published from 2015 to 2025 that examined measurable factors influencing teacher job performance in the Philippines and the United States. Studies were identified through databases such as: Scopus, ERIC, Frontiers

in Education, Philippine E-Journals, JSTOR, and Google Scholar using keywords like teacher job performance, leadership, organizational climate, professional development, and cultural adaptation.

Inclusion and Exclusion Criteria

This study applied clearly defined inclusion and exclusion criteria to ensure that only relevant, credible, and methodologically sound research was considered in the review. The inclusion criteria were as follows: (1) empirical, peer-reviewed studies published between 2015 and 2025; (2) studies that examined teacher job performance and its related determinants such as leadership, organizational climate, job satisfaction, professional development, or cultural adaptation; (3) research conducted within Philippine and United States educational settings; and (4) studies that employed quantitative research designs, including correlational, descriptive, regression, or comparative analyses, and reported measurable statistical data (e.g., means, correlations, regression coefficients). Studies were excluded if they were (1) published before 2015, as earlier literature may not align with recent educational reforms such as the Philippine Professional Standards for Teachers (PPST) and the ongoing U.S. teacher evaluation reforms; (2) qualitative or theoretical in nature, focusing only on conceptual discussions without measurable data; (3) not conducted within the school or teacher context; or (4) lacking accessible full texts or credible peer-reviewed publication status.

The 2015–2025 time frame was deliberately chosen for its relevance and alignment with major educational reforms and global policy shifts emphasizing teacher quality and performance. For instance, the implementation of the PPST in 2017 in the Philippines marked a significant national effort to professionalize and standardize teacher competencies (Cabradilla, 2025; DepEd, 2017), while in the United States, teacher evaluation and accountability systems continued to evolve following federal initiatives such as Every Student Succeeds Act of 2015. Limiting the review to this period ensures the inclusion of contemporary and policy-aligned research, capturing the most recent developments, methodological advances, and contextual realities affecting teachers' work and performance (Siddaway et al.,2019; Page et al., 2021). This strategic delimitation enhances the validity and applicability of the review findings in understanding current educational systems and teacher performance frameworks

Selection and Data Extraction

A total of 132 records were initially identified across the selected databases. After reviewing titles and abstract, 64 qualitative studies, mixed method, and non-education related studies were excluded. In the eligibility stage, 35 full-text articles were assessed for their relevance and methodological quality, to ensure that only research with clear quantitative design, valid statistical tools, and direct focus on teachers' job performance were considered. At the end of paper assessment, 17 quantitative studies met all inclusion criteria: nine conducted in the Philippines and eight in the United States. Each study, data extraction focused on key variables such as the author and year of publication, locale and sample size, research design, and statistical method, independent variables the predictors, dependent variable teachers' job performance, finally the reported statistical results including correlation coefficients, regression weights or explained variance.

Data Analysis

Data extracted were coded and grouped by country. Statistical relationships were summarized using correlation and regression coefficients reported in each study. Moreover, common predictors were categorized into five domains: leadership, self-efficacy/competence, satisfaction/ motivation, workload/conditions, and evaluation systems. Quantitative patterns were analyzed using cross-tabulation and narrative synthesis.

RESULTS AND DISCUSSION

This section presents the synthesized quantitative findings from the seventeen empirical studies conducted between 2015 until 2025 in the Philippines and the United States that examined factors influencing teachers' job performance. The results are organized based on research questions, focusing on the major factors of performance, the roles of leadership, organizational climate, professional development, and cultural adaptation, and the influence of national frameworks on how performance is defined and measured. The discussion

integrates statistical evidence from correlational, regression, and structural equation modeling (SEM) analysis to highlight both shared and contrasting trends across the two educational systems.

Table 1. Summary of Major Factors influencing Teachers' Job Performance

Factors/Influence	Philippine Context	United States context	Empirical Association
Leadership style	Transformational and democratic leadership significantly predict job performance. (Baluyos, 2019; Al-Husna, 2024; Cabayag, 2024)	Instructional leadership and feedback systems improve observation and evaluation scores (Parveen, 2022; Ma, 2024)	Positive correlation (r) Philippines:.45-.67 USA: .50-.60
Teachers' competence and self-efficacy	Competence and efficacy mediate leadership-performance link. (Canuto,2024; Poralan, 2025)	Self-efficacy and collaboration improve measurable teaching outcomes (Ma, 2024)	Moderate – strong (r/ β) Philippines: .48-.58 USA: .40-.50
Organizational climate and Working condition	Supportive school culture and manageable workload increase performance (Tarraya, 2023;Bacus, 2024)	Turn-over and stress negatively affect performance (Hanusheck, 2016)	Ph positive r= .50-.55 US negative β= -.29
Professional Development and Motivation	Motivation and mentoring predict performance, linked to PPST domains (Pa-alisbo, 2017; Poralan, 2025)	Evaluation feedback loops strengthen professional growth (Wayne et al., 2017; White & Kraft, 2024)	Ph r= .53-.61 US β= .37-.44
Evaluation and Accountability System	PPST and RPMD-based appraisal guide teachers' growth and self-assessment (DepEd, 2017)	State evaluation and policies and student-growth measures define performance (NCTQ, 2019; Backes & Goldhaber, 2023)	Ph β=.42 US β=.30-.37

Table 1 highlights five major factors that influence teachers' job performance across the Philippines and the United States of America, from 2015-2015 : Leadership, Competence and self-efficacy, Organizational climate, Professional development, and evaluation systems. The findings revealed that leadership remains the strongest and the most consistent predictor of teachers' performance in both contexts. In the Philippines, transformational and democratic leadership fosters motivation and collaboration, while in the US, instructional leadership supported by feedback and coaching leads to improved performance outcomes.

Teacher competence and self-efficacy also play a mediating role, showing that when teachers feel capable of and confident, leadership influence translates into measurable gains in job performance. Organizational climate and working conditions produce opposite trends across two contexts: supportive environments in Philippine schools enhance productivity, whereas heavy workloads and teacher turnover in the US systems negatively affect results. Both countries, however, agree on the importance of professional development and motivation – in the Philippines through PPST-aligned mentoring and in the US through structured feedback loops. The difference emerges in evaluation and accountability: in the Philippine framework (PSST and RPMS) emphasized teacher growth and reflection, while the US model relies on data-based accountability and standardized metrics. Despite

contextual contrasts, all findings converge on one conclusion, and that is effective leadership, teacher empowerment, and supportive environments remain the factors that sustain teachers' job performance.

Tabe 2. Comparative Effects of Leadership, Organizational Climate, Professional Development, and Cultural Adaptation on Teachers' Job Performance

Factors/Influence	Philippine Context	United States context	Statistical relationship/Trend
Leadership style	Transformational and democratic leadership significantly predict job performance. (Baluyos, 2019; Al-Husna, 2024; Cabayag, 2024)	Instructional leadership and feedback systems improve observation and evaluation scores (Parveen, 2022; Ma, 2024)	Strong positive (r/ β) Philippines: .45-.67 USA: .50-.60
Organizational Climate	Supportive work culture and manageable workload enhance engagement and reduced burnout (Tarraya, 2023)	High stress, turnover, and accountability pressures lower satisfaction and retention (Hanushek, 2016)	Philippines positive (r=.50-.55) USA negative: (β =.-.29)
Professional Development	PPST-driven mentoring and continuous training build competence and motivation. (Pa-alisbo, 2017; Poralan, 2025)	Structured feedback and evaluation cycles promote professional growth (Wayne et al., 2017; Hutchins, 2024)	Ph positive r= .50-.55 US negative β= -.29
Cultural Adaptation	Filipino teachers abroad perform better when successfully adapting to new teaching culture. (Rosales, 2024)	Culturally responsive practices improve engagement and retention (Gay, 2018)	Positive but context-dependent correlation

Table 2 presents that leadership, organizational climate, professional development, and cultural adaptation all significantly influence teachers' job performance, though their effects differ by context. In the Philippines, transformational leadership, supportive climates, and PSST-driven mentoring show strong positive impacts, fostering motivation and engagement. In contrast, US teachers benefit from instructional leadership and structured feedback but face challenges from high stress and accountability pressures, leading to lower satisfaction. Cultural adaptation is shown to enhance both performance and retention when teachers and schools value cultural responsiveness. The findings suggest that leadership and culture are universal influence of teachers' success, while rigid systems can weaken morale and long-term effectiveness.

Table 3. Comparison of National Framework and their effects on the Teachers' Job Performance

Framework Aspect	Philippine Professional Standards for Teachers (PPST)	U.S Teacher Evaluation System
Orientation	Developmental - focused on teachers' growth, reflection, and continuous improvement.	Accountability-based – focused on measurable outcomes, test data, and evaluation scores

Core Emphasis	Mentoring, collaboration, and self-assessment	Student achievement, observation scores, and standardized evaluation
Effect on Performance	Enhance motivation, competence and reflective teaching	Improves measurable performance but increases pressure and stress
Leadership Role	Transformational and supportive; principals as mentors and learning leaders.	Instructional and date-driven; principals as evaluators and coaches" change the word date-driven to data-driven
Overall Impact	Sustains long-term teacher growth and well-being	Promotes short-term measurable gains but risks burnout if not balanced.

Table 3 presents the comparison of National framework and their effects on teachers' job performance. The Philippine's PPST framework reflects a developmental orientation, emphasizing reflection, mentoring, and professional growth. Studies links this approach to increased motivation, self-efficacy, and long-term performance stability. In contrast, the US evaluation framework embodies an accountability model that values qualifiable outcomes such as test scores and classroom observation data. While this structure ensures measurable progress, it can heighten stress and teacher turnover.

Despite the philosophical difference, both frameworks share the common goal of improving instructional quality. The evidence suggest that the most effective systems combine the developmental support of the PPST with data-informed accountability of the US model, creating a balanced approach where growth and performance coexist. Such integration acknowledges teachers as both learners and professionals- responsible for results yet deserving of mentorship care.

CONCLUSION AND RECOMMENDATION

The synthesis of studies from 2015 to 2025 revealed that teachers' job performance in both the Philippines and the United States is significantly shaped by four interrelated factors: leadership, organizational climate, professional development, and cultural adaptation., all of which are statistically supported across context. Leadership remains the most consistent predictor of job performance, showing strong positive correlation ($r/ \beta=$ .45-.67 in the Philippines;.50-.60 in the US), confirming that effective leadership directly enhances teacher motivation, collaboration, and instructional quality. Teacher competence and self-efficacy further mediate these relationships ($r/ \beta=.48$-.58 Ph; .40-.50 US), highlighting that when educators feel confident and capable, leadership influence transforms into measurable classroom gains. Organizational climate also demonstrates contrasting but significant effects: positive correlations ($r=.50$-.55) in the Philippines show that supportive and collegial environments boost engagement, while negative coefficients ($\beta= -.29$) in the US reflect how stress and accountability pressures reduce job satisfaction and retention. Moreover, both systems affirm that continuous professional development and cultural adaptation sustain long-term teacher growth. The PPST's development orientation nurtures reflection and self-efficacy, while U.S evaluation frameworks ensure performance accountability through quantifiable data. The findings affirm that effective leadership, supportive climate, and culturally responsive professional development statistically and practically sustain teacher performance across educational systems.

Grounded in the research statistical insights, several evidence-based directions are proposed. Philippines schools may strengthen the PPST framework by integrating data-driven evaluation metrics to complement reflective practices, ensuring measurable growth without compromising teacher's autonomy. Conversely, US institutions should consider adopting mentorship-based professional development to balance accountability pressures with human-centered support, mitigating burnout and turnover. Furthermore, both systems must embed cultural adaptation programs- as studies indicate that teachers who experience cultural belonging show higher motivation and retention score ($r=.40$-.52). Teacher performance flourishes where quantitative evidence aligns with human understanding: when schools lead with empathy, assess with fairness, and cultivate an environment where every teacher feels valued, supported, and inspired to perform their best.

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