



School Culture, Job Performance of Teachers, and Academic Achievement of Students

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Abstract

This study investigated the influence of school culture on teacher performance and how teacher performance impacts student academic achievement in the Division of Masbate Province for the 2024-2025 school year. It focused on: (1) the level of school culture; (2) teacher performance along with PPST domains; (3) student academic achievement for the 2023-2024 school year; (4) the relationship between school culture, teacher performance, and student achievement; (5) the influence of school culture on teacher performance and of teacher performance on student achievement; and (6) the development of a strategic plan to improve school culture, teacher performance, and student achievement. The study used a descriptive-correlational method and statistical tools such as Pearson's r and Coefficient of Determination. Results showed positive relationships and strong influences between school culture, teacher performance, and academic achievement. The study recommends a strategic plan focusing on professional development, data-driven instruction, and collaborative learning to enhance these areas.

Keywords: School culture, teacher performance, academic achievement, strategic plan

Introduction

School culture, which includes the values, beliefs, and behaviors that shape how a school functions, plays a crucial role in the job performance of teachers. When teachers work in a positive school culture, they often feel more supported and motivated. For instance, if a school encourages collaboration among teachers and celebrates their achievements, educators are likely to be more enthusiastic about their work. This support can lead to better teaching practices, as teachers feel empowered to share ideas and try new methods in the classroom.

Furthermore, job performance of teachers is one of the key things that may affect school culture. When teachers are not motivated or supported, it can create a negative culture in schools. This can lead to poor academic achievement among students. School culture is an important element of a school and plays the most important role in the success of the school. It not only surrounds the teacher's perspective but also affects their decisions and actions. The culture of the school can influence the teaching-learning process; therefore, a school with a positive culture is a place where teachers want to be.

Moreover, academic achievement is a big concern for students all over the world. Students face many challenges like lack of resources, difficult subjects, and pressure to perform well. These issues can affect their grades and future opportunities. Students engage better in understanding lessons when they have positive relationships with their peers and teachers, and when they are encouraged to express themselves and be listened to. This enables teachers to identify and address students' problems, learning gaps, and needs. A positive school culture provides a healthy learning environment for children to have fun while fully utilizing their potential.

Globally, school culture, job performance of teachers, and student academic achievement is interconnected. When teachers perform well, their students are more likely to succeed academically. A vibrant school culture that values learning not only boosts teacher morale but also creates a stimulating environment for students. When students feel encouraged and engaged, they are more motivated to learn. This cycle of positivity reinforces itself; as teachers get results from their students, they feel more fulfilled in their roles, leading to even better job performance. Consequently, a strong school culture, effective teaching, and high student achievement all work together to create a thriving educational environment, benefiting everyone involved.

This framework underscores the urgent need to address systemic inequalities in the Philippine education system by fostering an inclusive school culture. Aligning educational practices with the diverse cultural experiences, aspirations, and challenges of all students, this policy aims to create an environment where every learner feels valued and supported which also emphasized in the Sustainable Development Goal (SDG) 4.

This further caters for students' connection with the school community, supporting them to develop a sense of belonging. As a result, students become more active participants in academic and extracurricular activities (Varthana, 2023). This has prevented students and even teachers from different cultural backgrounds from feeling heard and understood, limiting the connection between their experiences and what is taught in schools. It is crucial for students to feel a sense of value and respect for their culture in their learning environment.

Teachers' performance talks about carrying out effective teaching, satisfying the learners with his or her teaching quality and style, managing the time effectively in the classroom, discipline the class, carry out the tasks assigned, motivating the students, and assuring their academic achievement. In this light, the department mandates the DepEd Memorandum No. 050, series 2020 entitled; DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023 which states that:

Each student brings uniqueness to schools when educators, parents, and policymakers understand how these contribute to their achievement; culture being one of those factors, fair and equitable practices can be developed to benefit the students (Arbelo, 2016). Sustainable teaching pedagogies practices are being expressed as key to

students' success. When students can adapt to the dominant culture and at the same time maintain their cultural heritage, they are more successful academically (Makarova & Birman, 2015). Academic achievement is generally regarded as the display of knowledge attained or skills developed, and the exhibition of knowledge attained, or skills developed in the school subject. In this light, the department requires the DepEd Order No. 21 series 2019 entitled: Policy Guidelines on the K to 12 Basic Education Program that provides its contexts, features, and program for the learners.

The interplay between school culture, job performance of teachers, and students' academic achievement is crucial for several reasons. First, a positive school culture fosters an environment conducive to learning, which can significantly enhance teacher motivation and effectiveness. Conversely, a toxic or negative culture can lead to teacher burnout, high turnover rates, and ultimately, poor student outcomes. Moreover, the lack of alignment between a school's values and its practices can create confusion and disengagement among both teachers and students which is somehow present in the Division of Masbate Province, may hinder academic success. Additionally, the growing diversity in classrooms necessitates an examination of how inclusive practices within school culture can impact various student groups differently. Furthermore, with the increasing focus on accountability and performance metrics in education, it is essential to uncover how a collaborative, supportive culture can drive better results and engagement in both teachers and students.

Methodology

This study used a descriptive-correlational research design to examine the influence of school culture on teacher performance and student academic achievement. Data were gathered from secondary teachers and Grade 10 students in 15 national high schools in the 1st Congressional District of Masbate Province. Survey questionnaires were used to assess school culture, teacher performance across the PPST domains, and student academic achievement. The instrument was validated by experts and pilot-tested for reliability. Data were analyzed using weighted mean, Pearson's Product-Moment Correlation Coefficient, and Coefficient of Determination to determine the relationships between school culture, teacher performance, and student achievement. Statistical tools such as mean, standard deviation, and t-tests were used for data analysis.

Results and Discussion

The study assessed the level of school culture across various dimensions such as collaborative leadership, teacher collaboration, learning partnerships, and organizational trust. The results indicated a very high level of school culture with an overall average weighted mean of 3.60. This strong consensus reflects positive feelings towards aspects like learning partnerships and teacher collaboration, with slight variation in collaborative leadership, which had a slightly lower score. The results emphasize that a supportive and cooperative school culture is essential for fostering a positive learning environment for both teachers and students. However, the study also

suggests that collaborative leadership may require further attention to ensure complete transparency and openness in communication among school leaders.

The study evaluated teachers' job performance using the Philippine Professional Standards for Teachers (PPST) across various domains. The findings showed that teachers exhibited a very high level of job performance, with an overall average weighted mean of 3.75. The areas of professional engagement and assessment and reporting received the highest ratings, indicating that teachers are highly engaged in their roles and skilled in curriculum planning and implementation. However, the study also found that addressing the diversity of learners in the classroom needs more attention, as it received a slightly lower score, suggesting room for improvement in inclusive teaching practices. The results support the need for ongoing professional development to address such gaps.

The academic achievement of students was measured by their General Weighted Average (GWA) for the school year 2023-2024. The highest academic performance was seen in School N, with a mean score of 87.19, while the lowest was in School F, with a mean of 82.02. The study found that the academic performance of students varied significantly across schools, with several schools showing a concentration of students in the Satisfactory and Very Satisfactory ranges. These results suggest that while some schools are performing at a higher level, others may benefit from targeted support and intervention to improve student outcomes.

The study revealed a significant relationship between school culture and teachers' job performance, particularly in the domains of content knowledge, learning environment, and professional engagement. Collaborative leadership and organizational trust had the strongest correlation with job performance, with very high r -values indicating that positive school culture directly enhances teaching effectiveness. Additionally, the relationship between job performance and students' academic achievement was explored, revealing a significant negative correlation between curriculum planning and academic achievement. This suggests that an overemphasis on curriculum development may detract from student success. The findings indicate that while school culture is strongly linked to teachers' performance, a balanced approach to curriculum and student engagement is essential for improving academic outcomes.

The analysis of the influence of school culture on teachers' job performance showed a very strong impact, particularly in areas like collaborative leadership, learning environment, and professional engagement, with r^2 -values ranging from 87% to 97%. This strong influence emphasizes the critical role that a positive school culture plays in shaping teachers' effectiveness. Furthermore, the study found that job performance, particularly in curriculum and planning, had a significant influence on academic achievement, with an r^2 -value of 84%. These results underline the importance of fostering a supportive school culture and investing in teachers' professional growth to enhance student learning outcomes.

Table 2A Level of School Culture in terms of Collaborative Leadership

Indicators	WM	Int.	Rank
Encourages innovation and sharing of new ideas.	3.64	VH	1
Supports teachers' professional development needs adequately.	3.62	VH	2
Demonstrates visibility and accessibility of school leader to staff and students.	3.58	VH	3
Involves teachers actively in decision making processes.	3.57	VH	4
Ensures transparency and openness in communication from leaders.	3.55	VH	5
Average Weighted Mean	3.59	Very High	

Table 2B Level of School Culture in terms of Teacher Collaboration

Indicators	WM	Int.	Rank
Shares resources and materials with one another freely.	3.62	VH	2
Provides opportunities for co-teaching and joint lesson planning.	3.62	VH	2
Respects and considers diverse opinions and perspective during collaboration.	3.62	VH	2
Facilitates collaborative planning and discussion among teachers.	3.57	VH	4
Establishes communities where teachers collaborate on effective teaching strategies.	3.56	VH	5
Average Weighted Mean	3.60	Very High	

Table 2C Level of School Culture in terms of Learning Partnership

Indicator	WM	Int.	Rank
Recognizes and values the diverse backgrounds of its students.	3.70	VH	1
Offers information about support service available for students.	3.62	VH	2
Conducts events that promote collaboration between students, families and the community.	3.61	VH	3.5
Allows students to voice out their own learning and contribute to school decisions.	3.61	VH	3.5
Collaborates effectively with community organizations.	3.53	VH	5
Average Weighted Mean	3.61	Very High	

Table 2D Level of School Culture in terms of Organizational Trust

Indicators	WM	Int.	Rank
Creates positive and respectful relationships among staff members.	3.66	VH	1
Keeps conversations and concerns shared with colleagues confidentiality.	3.62	VH	2
Applies policies and procedures consistently across the school.	3.61	VH	3
Trusts in the integrity and intensions of the school leadership.	3.57	VH	4

Feels empowered to take risks and innovate without fear or negative consequences.	3.56	VH	5
Average Weighted Mean	3.60	Very High	

Table 2E Summary of the Level of Culture in Schools

Aspects	AWM	Int	Rank
Learning Partnership	3.61	VH	1
Teacher Collaboration	3.60	VH	2
Organizational Trust	3.60	VH	3
Collaborative Leadership	3.59	VH	4
Overall Average Weighted Mean	3.60	Very High	

Table 3A Level of Job Performance in Terms of Content Knowledge and Pedagogy

Indicators	WM	Int.	Rank
Uses strategies for developing critical and creative thinking, as well as other higher order thinking skills.	3.77	VH	1
Uses strategies for promoting literacy and numeracy and classroom communication strategies.	3.74	VH	2
Shows content knowledge and its application within and across curriculum areas.	3.69	VH	3
Display positive use of ICT	3.66	VH	4
Exhibits research-based knowledge and principle of teaching and learning.	3.61	VH	5
Average Weighted Mean	3.69	Very High	

Table 3B Level of Job Performance in Terms of Learning Environment

Indicators	WM	Int.	Rank
Provides support for learner participation.	3.75	VH	1
Promotes purposive learning and learner behavior.	3.74	VH	2
Shows management of classroom structure and activities.	3.72	VH	3.5
Gives fair learning environment.	3.72	VH	3.5
Provides learner safety and security.	3.68	VH	5
Average Weighted Mean	3.72	Very High	

Table 3C Level of Job Performance in Terms of Diversity of Learners

Indicators	WM	Int.	Rank
Knows learners' linguistic, cultural, socio-economic and religious background.	3.71	VH	1
Understands learners' with disabilities, giftedness, and talents.	3.68	VH	2
Provides learners' gender, needs, strength, interest, and experience.	3.66	VH	3.5
Adapts and uses culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.66	VH	3.5

Responses to learners from indigenous groups.	3.61	VH	5
Average Weighted Mean	3.66	Very High	

Table 3D Level of Job Performance in Terms of Curriculum and Planning

Indicators	WM	Int.	Rank
Aligns learning outcomes with learning competencies.	3.80	VH	1
Shows relevance and responsiveness of learning programs.	3.76	VH	2
Sets achievable and appropriate learning outcomes that are aligned with learning competencies.	3.74	VH	3.5
Implements developmentally sequenced teaching and learning process to meet curriculum requirements.	3.74	VH	3.5
Uses teaching and learning resources including ICT.	3.73	VH	5
Average Weighted Mean	3.75	Very High	

Table 3E Level of Job Performance in Terms of Assessment and Reporting

Indicators	WM	Int.	Rank
Monitors, evaluates and gives feedback to learners' progress and achievement.	3.79	VH	1.5
Uses assessment data to enhance teaching and learning practices and programs.	3.79	VH	1.5
Communicates the learning needs, progress and achievement to key stakeholders.	3.78	VH	3
Works collaboratively with colleagues to enhance the design, selection, organization of diagnostic, formative and etc.	3.76	VH	4
Designs, select, organizes, and utilizes assessment strategies.	3.67	VH	5
Average Weighted Mean	3.76	Very High	

Table 3F Level of Job Performance in Terms of Community Linkages and Professional Engagement

Indicators	WM	Int.	Rank
Communicates with other school stakeholders with professional ethics.	3.81	VH	1
Builds relationships with parents/guardians and the wider school community to facilitate involvement.	3.79	VH	2.5
Adheres and implement to school policies and procedures.	3.79	VH	2.5
Engages parents and the wider school community in the educative process.	3.77	VH	4
Establishes learning environments that are responsive to community contexts.	3.74	VH	5
Average Weighted Mean	3.78	Very High	

Table 3G Level of Job Performance in Terms of Personal Growth and Professional Development

Indicators	WM	Int.	Rank
Sets professional development.	3.80	VH	1
Adopts practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitudes, respect.	3.79	VH	2.5
Exercises professional reflection and learning to improve practices.	3.79	VH	2.5
Sets professional development goals based on the Philippine professional standards for teachers.	3.66	VH	4
Shows professional links with colleagues.	3.72	VH	5
Average Weighted Mean	3.75	Very High	

Table 3H Summary of the Level of Job Performance in Teachers

Indicators	WM	Int.	Rank
Professional Engagement	3.78	VH	1
Assessment and Reporting	3.76	VH	2
Curriculum and Planning	3.75	VH	3
Personal Growth and Professional Development	3.75	VH	4
Learning Environment	3.72	VH	5
Content Knowledge and Pedagogy	3.69	VH	6
Diversity of Learners	3.66	VH	7
Average Weighted Mean	3.75	Very High	

Table 4 Level of Academic Achievement of the Students

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
74- below	9	4	4	3	0	8	6	1	5	3	0	8	11	2	9
75- 79	27	3	4	14	15	25	36	9	17	6	8	30	11	38	15
80- 84	67	24	18	18	18	26	86	8	17	20	31	43	68	69	24
85- 89	36	46	20	19	23	18	72	13	13	14	19	32	62	144	23
90- 100	22	45	15	9	23	9	62	9	17	15	5	8	79	103	20
Mean	83.4 8	88.3 3	85.8 5	83.9 5	86.2 9	82.0 2	85.5 3	85.1 8	84.1 9	85.5 3	83. 9	82.2 8	87.0 7	87.1 9	84.3 1
PL	S	VS	VS	S	VS	S	VS	VS	S	VS	S	S	VS	VS	S
SD	6.04	6.1	6.62	6.68	6.59	6.32	6.34	6.73	7.47	6.17	4.5 6	5.55	6.7	5.95	7.26

Table 5A Relationship between School Culture and Job Performance of Teachers

School Culture	Job Performance	r-value	Degree of Correlation	p-value	Int.
Collaborative Leadership	Content Knowledge and Pedagogy	0.98	Very High	0.002	S
	Learning Environment	0.93	Very High	0.023	S
	Diversity of Learners	0.94	Very High	0.018	S
	Curriculum and Planning	0.93	Very High	0.020	S

Teacher Collaboration	Assessment and Reporting	0.78	High	0.123	NS
	Professional Engagement	0.89	High	0.041	S
	Personal Growth and Professional Development	0.70	High	0.187	NS
	Content Knowledge and Pedagogy	0.88	High	0.051	NS
	Learning Environment	0.80	High	0.100	NS
	Diversity of Learners	0.78	High	0.121	NS
	Curriculum and Planning	0.63	Moderate	0.253	NS
	Assessment and Reporting	0.84	High	0.073	NS
	Professional Engagement	0.90	Very High	0.035	NS
Learning Partnership	Personal Growth and Professional Development	0.89	High	0.044	S
	Content Knowledge and Pedagogy	0.92	Very High	0.028	S
	Learning Environment	0.94	Very High	0.018	S
	Diversity of Learners	0.98	Very High	0.003	S
	Curriculum and Planning	0.91	Very Good	0.032	s
	Assessment and Reporting	0.84	High	0.076	NS
	Professional Engagement	0.94	Very High	0.017	S
	Personal Growth and Professional Development	0.50	Moderate	0.393	NS
	Organizational Trust	Content Knowledge and Pedagogy	0.96	Very High	0.010
Learning Environment		0.87	High	0.056	S
Diversity of Learners		0.90	Very High	0.035	S
Curriculum and Planning		0.91	Very High	0.030	S
Assessment and Reporting		0.76	High	0.134	S
Professional Engagement		0.94	Very High	0.019	S
Personal Growth and Professional Development		0.82	high	0.086	NS

Table 5B Relationship between Job Performance and Teachers and Academic Achievement

Job Performance	Academic Achievement	r-value	Degree of Correlation	p-value	Int.
Content Knowledge and Pedagogy	Academic Achievement	-0.79	Moderate	0.114	NS
Learning Environment	Academic Achievement	-0.64	Moderate	0.242	NS
Diversity of Learners	Academic Achievement	-0.70	High	0.190	NS
Curriculum and Planning	Academic Achievement	-0.92	Very High	0.027	S
Assessment and Reporting	Academic Achievement	-0.38	Low	0.533	NS
Community Linkages and Professional Development	Academic Achievement	-0.61	Moderate	0.294	NS
Personal Growth and Professional Development	Academic Achievement	-0.64	Moderate	0.243	NS

Table 6A Extent of Influence of School Culture on the Job Performance of Teachers

School Culture	Job Performance	r-value	r ² -value	Int.
Collaborative Leadership	Content Knowledge and Pedagogy	0.98	97%	Very Strong
	Learning Environment	0.93	86%	Very Strong
	Diversity of Learners	0.94	87%	Very Strong
	Curriculum and Planning	0.93	87%	Very Strong
	Assessment and Reporting	0.78	60%	Moderate
	Professional Engagement	0.89	80%	Strong
	Personal Growth and Professional	0.70	49%	Moderate

Teacher Collaboration	Development			
	Content Knowledge and Pedagogy	0.87	77%	Strong
	Learning Environment	0.80	65%	Strong
	Diversity of Learners	0.78	60%	Moderate
	Curriculum and Planning	0.63	40%	Weak
	Assessment and Reporting	0.84	71%	Strong
	Professional Engagement	0.90	82%	Very Strong
Learning Partnership	Personal Growth and Professional Development	0.89	79%	Strong
	Content Knowledge and Pedagogy	0.92	84%	Very Strong
	Learning Environment	0.94	88%	Very Strong
	Diversity of Learners	0.98	96%	Very Strong
	Curriculum and Planning	0.91	83%	Very Strong
	Assessment and Reporting	0.84	70%	Strong
	Professional Engagement	0.91	88%	Very Strong
Organizational Trust	Personal Growth and Professional Development	0.50	25%	Weak
	Content Knowledge and Pedagogy	0.96	92%	Very Strong
	Learning Environment	0.87	75%	Strong
	Diversity of Learners	0.90	82%	Very Strong
	Curriculum and Planning	0.91	83%	Very Strong
	Assessment and Reporting	0.76	58%	Moderate
	Professional Engagement	0.94	88%	Very Strong
Personal Growth and Professional Development	0.82	68%	Strong	

Table 6B Influence of Job Performance of Teachers and Academic Achievement

Job Performance	Academic Achievement	r-value	r ² -value	Int.
Content Knowledge and Pedagogy	Academic Achievement	-0.79	62%	Strong
Learning Environment	Academic Achievement	-0.64	41%	Moderate
Diversity of Learners	Academic Achievement	-0.70	49%	Moderate
Curriculum and Planning	Academic Achievement	-0.92	84%	Very Strong
Assessment and Reporting	Academic Achievement	-0.38	14%	Very Weak
Community Linkages and Professional Development	Academic Achievement	-0.61	37%	Weak
Personal Growth and Professional Development	Academic Achievement	-0.64	41%	Moderate

conclusions

The findings of the study highlight the vital role of school culture in improving teachers' job performance and, consequently, students' academic achievement. A positive school culture, particularly in areas like collaborative leadership and organizational trust, significantly enhances teachers' motivation and effectiveness. Furthermore, the study underscores the importance of balancing job performance factors, such as curriculum planning, with student engagement to ensure improved academic outcomes. The findings suggest that educational stakeholders should prioritize professional development and foster an inclusive, supportive school culture to drive better learning results.

Recommendations

Based on the study's findings, it is recommended that educational institutions focus on strengthening collaborative leadership and fostering learning partnerships. Additionally, it is crucial to address the diversity of learners in teacher training programs and ensure that professional development is aligned with inclusive teaching practices. Schools should also encourage the sharing of best practices among institutions to help improve academic performance across the board. Lastly, enhancing organizational trust and providing ongoing support for teachers will further elevate their job performance and contribute to better student outcomes.

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