



Shaping Success: Investigating the Influence of School Culture to Teacher Job Satisfaction

Amera Banzil A. Macarimban

*Department of Education, Banbanon Elementary School, Purok-2, Banbanon, Laak, Davao de Oro, Philippines
amera.macarimban@deped.gov.ph*

ABSTRACT

This quantitative descriptive-correlational study investigated the relationship between school culture and teacher job satisfaction. Conducted among 184 public elementary school teachers in the District of Laak South, this study aimed to provide a deeper understanding of investigation on teacher job satisfaction. The results indicated a significant relationship and reflected a moderate positive correlation between school culture and job satisfaction. The indicators learning partnership and teacher collaboration, which represent key dimensions of school culture were found to be significant predictors of teachers' job satisfaction. This statistical significance suggested that these aspects of school culture exert a measurable and meaningful influence on how satisfied teachers feel in their professional roles. Other dimensions of school culture not found significant may still contribute in indirect ways, but the evidence highlights teacher collaboration and learning partnership as especially impactful factors. It indicated that while school culture was perceived positively by teachers across all six dimensions, only specific aspects of that culture showed statistically significant relationships with job satisfaction. Teachers appreciated the presence of collaborative leadership, professional growth opportunities, and collegial support; however, it was teacher collaboration and learning partnership that emerged as significant predictors of satisfaction. This suggests that job satisfaction is influenced more strongly by relational dynamics and participatory practices than by structural or managerial elements alone. The sense of shared purpose and collective engagement found in collaborative environments fosters not only professional fulfillment but also a deeper connection to institutional goals. These findings emphasize that fostering high-impact cultural practices, particularly those rooted in collaboration and mutual learning, is crucial in enhancing teacher morale and effectiveness. Moreover, teacher job satisfaction reflects a complex interplay between professional agency, interpersonal relationships, and institutional support systems. While a positive school culture provides fertile ground, it must be cultivated through intentional, inclusive, and empowering practices to ensure sustainable well-being and performance among educators.

Keywords: *educational administration, school culture, job satisfaction, public school teachers, correlational research, Philippines*

1. Introduction

1.1 The Problem and Its Background

Teacher job satisfaction is crucial as it directly influences teachers' well-being, retention rates, and the overall effectiveness of educational institutions. However, low levels of teacher job satisfaction have become a significant concern in recent years. Low levels of teacher job satisfaction can lead to significant negative outcomes, including increased stress, burnout, and mental health issues such as anxiety and depression (Singh & Gautam, 2024). These challenges not only diminish teachers' well-being but also impair their job performance, leading to higher turnover rates and adversely affecting student learning outcomes.

In Brazil, low teacher job satisfaction negatively impacts student achievement. Empirical studies found that dissatisfied teachers are less effective in their instructional roles, leading to diminished student performance. Teachers experiencing dissatisfaction often face increased stress and burnout, leading to decreased motivation and effectiveness in the classroom. This decline in teaching quality can result in lower student engagement and academic achievement. Teachers' job satisfaction significantly influences the quality of instruction teachers provide, which in turn affects student performance. More so, it is emphasized that highly satisfied teachers are more committed to their student's success, not only by imparting knowledge but also by providing extra attention to ensure better achievement for each student (Hoque, et al., 2023).

In Misamis Occidental, Philippines, a study conducted by Baluyos, et al. (2019) found that specific factors related to teacher job satisfaction, particularly supervision and job security, had a negative impact on teachers' work performance and student learning outcomes. The study highlighted that inadequate supervision, characterized by a lack of administrative support, unclear expectations, and insufficient feedback, led to increased stress and decreased motivation among teachers. Additionally, concerns over job security created an unstable work environment, further reducing teachers' commitment and effectiveness in the classroom. As a result, these challenges contributed to lower teaching quality, diminished student engagement, and overall weaker

academic performance. The findings emphasized the need for educational institutions and policymakers to improve supervisory practices and ensure stable employment conditions to enhance teacher satisfaction and, ultimately, student success.

In Davao de Oro, teacher job dissatisfaction significantly impacts both teachers' performance since dissatisfied teachers often exhibit reduced enthusiasm and commitment, leading to lower instructional quality, less effective teaching strategies, and diminished classroom engagement. Low level of job satisfaction also contributes to higher rates of absenteeism and turnover, disrupting the learning environment and affecting instructional continuity. Aside from that, teacher dissatisfaction creates a negative classroom atmosphere, leading to decreased student engagement and increased behavioral issues (Alonzo, 2025).

Lin, et al. (2024) reported that a positive school culture significantly enhances teacher job satisfaction by fostering supportive relationships among teachers and creating a collaborative work environment. According to their study, teachers expressed being extremely or very satisfied with their relationships with fellow teachers at their school. This strong sense of collegiality contributes to overall job satisfaction, highlighting the importance of a positive school culture in promoting teacher well-being.

In the local setting, the researcher has not come across a study establishing the influence of school culture on teacher job satisfaction. This study, therefore, fills the gap in the literature as far as the local setting is concerned. From the insights in this study, better models for the different aspects of school culture and job satisfaction will be enlightened to bring enhanced student engagement and academic success and, accordingly, betterment in the school. Furthermore, the result of the study could be a point of reference for schools to enhance school culture and encourage teacher job satisfaction, thereby making this study socially relevant. It is in this context that the researcher is interested in determining whether school culture significantly influences teacher job satisfaction in the local setting as this can raise awareness among the intended beneficiaries of this study and possibly develop an intervention scheme to improve the teaching-learning process, thus, the need to conduct this study.

1.2 Review of Related Literature and Studies

This section presents discussions on the concepts, ideas, principles, and viewpoints from several authors who have provided valuable contributions on school culture and teacher job satisfaction. Discussions were taken from various books, journals, electronic information resources, and unpublished materials that are related to the study.

School Culture. School culture refers to the collective beliefs, values, attitudes, behaviors, and traditions that shape the overall environment of a school community. It is influenced by various factors, including the school's history, leadership style, physical surroundings, and the demographics of students and teaching staff. The daily interactions among teachers, school leaders, students, and non-teaching staff play a vital role in shaping a school's culture, as positive relationships foster a sense of unity and collaboration (Alzoraiki, et.al., 2024).

According to Wilson Heenan, et al. (2023), a strong and inclusive school culture creates a supportive environment where students feel safe, valued, and motivated to learn, while teachers experience job satisfaction, professional growth, and a sense of purpose. Schools that prioritize respect, open communication, and shared goals enhance both academic performance and personal development by establishing clear expectations and a nurturing atmosphere. More so, a well-defined school culture not only strengthens the learning experience but also promotes a sense of belonging and overall well-being for everyone in the school community.

In addition, the significance of school culture is evident in its strong influence on students' academic performance and overall behavior. A positive school culture, where respect, responsibility, and collaboration are emphasized, creates an environment that encourages students to stay engaged, motivated, and disciplined in their studies. When teachers and school leaders model and reinforce positive behaviors, students are more likely to develop good study habits, follow school rules, and exhibit constructive attitudes toward learning. On the other hand, in schools with weak or negative cultures, where there is a lack of clear expectations and support, students may struggle with discipline, disengagement, and even behavioral issues that hinder their academic progress. A structured and nurturing culture not only helps students develop self-discipline but also fosters a sense of accountability and community, making them more invested in their education (Karmacharya, 2024).

Moreover, a positive school culture creates a supportive and empowering environment for teachers, enhancing their job satisfaction and professional growth. When teachers feel respected, appreciated, and included in a collaborative community, they are more motivated to improve their instructional methods and build meaningful relationships with their students. Lin, Parker, & Horowitz, (2024). A culture that encourages teamwork, open communication, and continuous learning allows teachers to share best practices, seek guidance, and develop innovative teaching strategies. This sense of belonging and professional support not only boosts teacher morale but also directly benefits students by ensuring high-quality instruction and a more engaging learning experience. Ultimately, a strong and positive school culture contributes to teacher effectiveness, student success, and the overall improvement of the educational system (Fu, et. al., 2022).

Further, a positive school culture significantly enhances students' emotional well-being by fostering a sense of safety, belonging, and acceptance. When students feel supported and valued within their school environment, they are more likely to develop confidence, resilience, and healthy social relationships, which contribute to their overall mental and emotional stability. A nurturing atmosphere also encourages open communication and trust, allowing students to express themselves freely and seek help when needed. On the other hand, a negative or toxic school culture can lead to increased stress, anxiety, and feelings of isolation, making it difficult for students to focus on their studies and personal growth. Therefore, cultivating a positive and inclusive school environment is crucial in ensuring students' emotional and academic success (European Education, 2024).

Additionally, the overall school community, including parents, teachers, and local stakeholders, is deeply impacted by the school's prevailing culture, as it shapes their level of engagement and investment in students' success. A positive school culture fosters open communication, mutual respect, and shared responsibility, encouraging parents and community members to take an active role in school activities, decision-making, and student development. This collaborative spirit not only enhances the educational experience by providing additional resources and support but also strengthens relationships among all stakeholders, creating a strong network that benefits students both academically and socially. When schools and communities work together harmoniously, they build an environment where students feel supported beyond the classroom, reinforcing their motivation and overall well-being. Conversely, a negative school culture can lead to disengagement, weakening the vital connection between schools and the broader community (Lombardi, et. al., 2019).

School culture has six dimensions, namely, collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Miller, 2018).

Collaborative Leadership. Collaborative leadership is a pivotal element of school culture, emphasizing shared decision-making and collective responsibility among teachers, administrators, and stakeholders. This leadership approach fosters an environment where diverse perspectives are valued, leading to enhanced problem-solving and innovation within the school community. By promoting open communication and mutual respect, collaborative leadership cultivates a sense of ownership and commitment among school personnel, which is essential for the continuous improvement of educational practices. Such an inclusive atmosphere not only empowers teachers but also positively influences student outcomes by creating a supportive and cohesive learning environment (Hongzhuo, 2024).

Moreover, empirical research underscores the significance of collaborative leadership in shaping a positive school culture. A study conducted in schools in Zhengzhou, China, revealed that collaborative leadership significantly contributes to school improvement. This effect is mediated by increased teacher autonomy and a strengthened organizational culture, highlighting the importance of empowering teachers and fostering collaboration to achieve sustained educational excellence. These findings suggest that schools adopting collaborative leadership practices are better positioned to navigate challenges and implement effective strategies that enhance both teaching and learning experiences (Hongzhuo, 2024).

Teacher Collaboration. Teacher collaboration is a fundamental indicator of a positive school culture, which fosters an environment where teachers work collectively to enhance teaching practices and student outcomes. Collaborative efforts among teachers lead to the sharing of diverse ideas and strategies, promoting continuous professional growth and a unified approach to education. This collective endeavor not only enriches the instructional methods but also contributes to a cohesive and supportive school atmosphere. Research underscores that teacher collaboration significantly impacts both teaching practices and the overall educational environment (Díaz-Sacco & Muñoz-Salinas, 2024).

In addition, effective teacher collaboration involves building strong relationships among teachers, which are essential for successful partnerships. These relationships are cultivated through creating a culture of collaboration, ensuring that joint efforts are relevant to student learning, starting with manageable initiatives, and advocating for collaborative practices. It enables teachers to overcome past apprehensions about working together, leading to highly engaging and effective learning experiences for students. A collaboration between school leaders and teachers revealed that relationship building is the essence of successful collaboration, derived from specific indicators such as building a culture of collaboration and making the collaboration relevant to learning (Colvin & Croft, 2024).

Further, the implementation of structured professional development programs that encourage teacher collaboration has been shown to enhance teaching practices and student achievement. By participating in collaborative problem-solving activities, teachers can reflect on and refine their instructional methods, leading to improved educational outcomes. Such programs create opportunities for teachers to engage in meaningful dialogue, share best practices, and collectively address challenges within the school setting. Research indicates that teacher collaboration is a crucial condition for professional development in education, positively impacting student learning and the overall educational environment (Díaz-Sacco & Muñoz-Salinas, 2024).

Professional Development. Professional development is a pivotal indicator of school culture which reflects on school's commitment to continuous learning and improvement among its teachers. A positive school culture actively promotes opportunities for teachers to engage in professional growth, thereby enhancing instructional practices and student outcomes. Research indicates that the psychosocial learning environment within schools significantly influences teachers' implementation of new learning acquired through professional development programs. By fostering a supportive and collaborative atmosphere, schools can effectively translate professional development into improved classroom practices (McChesney & Cross, 2023).

Additionally, empowering teachers through professional development not only enhances their instructional skills but also fosters a sense of agency, enabling them to act as change agents within the educational system. A study evaluating a professional development program aimed at promoting teachers' performance found that respondents exhibited increased commitment and initiative towards addressing educational inequalities. This empowerment is essential for cultivating a school culture that values inclusivity and social justice (Van Vijfeijken, Scholte, & Denessen, 2024).

Unity of Purpose. Unity of purpose is a critical indicator of a positive school culture, signifying a shared commitment among teachers, students, and stakeholders toward common educational goals. When all members of a school community align their efforts and values, it fosters a cohesive environment conducive to effective teaching and learning. This collective focus ensures that decisions and actions are consistently directed toward the school's mission, enhancing overall performance and student success (Yusoff, Mohamed, & Moosa, 2024).

More so, establishing unity of purpose involves collaborative development of the school's vision and objectives, ensuring that all voices are heard and valued. Engaging in open dialogues and participatory decision-making processes empowers stakeholders, promoting a sense of ownership and

accountability. Such inclusive practices not only strengthen relationships within the school but also enhance commitment to shared goals, leading to sustained improvements in educational outcomes (Toikka & Tarnanen, 2024).

Further, the impact of unity of purpose extends beyond academic achievements, influencing the social and emotional well-being of students and teachers. A unified school culture fosters a supportive atmosphere where individuals feel connected and motivated. This sense of belonging is essential for addressing challenges collaboratively and nurturing resilience within the school community (Learning Policy Institute, 2024).

Collegial Support. Collegial support is a fundamental indicator of a positive school culture, which reflects the extent to which teachers provide emotional and professional assistance to one another. This mutual support fosters a collaborative environment where teachers feel valued and understood, enhancing their job satisfaction and commitment. It is highlighted that teachers often seek stress support from colleagues who share similar roles, grades, subjects, age, or experience levels, highlighting the importance of relatable peer connections in managing job-related stress (Kaihoi, Bottiani, & Bradshaw, 2022).

The presence of strong collegial networks within schools not only aids in stress management but also contributes to the overall well-being of teachers. A study examining the social networks of teachers found that those with access to collegial support reported better emotional health and reduced feelings of burnout. These supportive relationships enable teachers to share resources, discuss challenges, and develop effective strategies collectively, thereby enhancing their teaching efficacy and resilience (Kaihoi, Bottiani, & Bradshaw, 2022).

Moreover, collegial support plays a crucial role in promoting a collaborative school culture, which is essential for both teacher and student success. During the COVID-19 pandemic, the shift to online learning posed significant challenges to maintaining collaborative practices. However, schools that prioritized collegial support and open communication were better equipped to navigate these challenges, demonstrating the resilience that a supportive professional community can provide (Ackley, 2021).

Learning Partnership. Learning partnerships are a vital component of a positive school culture that fosters collaboration between educational institutions and their broader communities. These partnerships involve schools working closely with local organizations, businesses, and stakeholders to enhance educational experiences and outcomes. By engaging in such collaborations, schools can provide students with real-world learning opportunities, thereby enriching the curriculum and making education more relevant to students' lives. Research indicates that community partnerships contribute to successful student outcomes by broadening their learning experiences and better preparing them for future employment (Woods, 2021).

In addition, the development of effective learning partnerships requires intentional efforts to build and sustain relationships among diverse stakeholders. A study examining school–community partnerships in Australia identified four approaches to implementing these collaborations for sustainability: fostering mutual respect, ensuring shared goals, maintaining open communication, and engaging in joint decision-making. These strategies help overcome challenges and establish successful networks that benefit both students and the community. The research emphasizes that such partnerships are essential for the collaboration required to promote sustainable development within learning communities (Wheeler, Guevara, & Smith, 2018).

In higher education, learning partnerships often take the form of students and school personnel collaborating as partners in learning and teaching. This approach challenges traditional power dynamics and involves students in co-creating curricula, engaging in pedagogic consultancy, and participating in research. Such partnerships have been shown to enhance student engagement, foster a sense of belonging, and lead to improved educational outcomes. By embedding these collaborative practices into the culture and ethos of educational institutions, sustainable and meaningful partnerships can be developed, benefiting both students and teachers (Healey, Flint, & Harrington, 2024).

Teacher Job Satisfaction. Teacher job satisfaction is a critical component of a thriving educational environment, profoundly influencing teachers' well-being, student outcomes, and the overall school community. When teachers experience high levels of job satisfaction, they are more likely to exhibit enthusiasm, commitment, and effectiveness in their teaching practices. Conversely, low job satisfaction can lead to burnout, absenteeism, and attrition, which disrupt the learning process and negatively impact school culture. Understanding the factors that contribute to teacher job satisfaction is essential for fostering a supportive and productive educational setting (Toropova, Myrberg, & Johansson, 2020).

Several key elements influence teacher job satisfaction, including self-efficacy, working conditions, school culture, and relational aspects within the school. Teachers' belief in their own effectiveness, collaborative relationships with colleagues, positive student behavior, and supportive school management significantly contribute to their overall job satisfaction and well-being. For instance, a teacher who feels confident in their instructional abilities and receives encouragement from both peers and school leaders is more likely to experience fulfillment in their role. This sense of professional competence and support not only enhances personal satisfaction but also translates into improved teaching performance (Ortan, Simut, & Simut, 2021).

Moreover, the significance of teacher job satisfaction extends to student achievement and behavior. Teachers who are content and motivated tend to create engaging and dynamic learning environments, which foster better academic outcomes. Teacher job satisfaction is closely related to teacher retention, well-being, overall school cohesion, and enhanced status of the teaching profession. A satisfied teacher is more likely to implement innovative teaching strategies, which leads to increased student participation and success. Therefore, prioritizing teacher satisfaction is a strategic approach to elevating educational quality (Toropova, Myrberg, & Johansson, 2020).

Further, a positive correlation exists between teacher job satisfaction and the broader school community's health. Satisfied teachers are more inclined to engage in collaborative efforts, contribute to a positive school climate, and maintain open communication with parents and stakeholders. This collaborative spirit fosters a sense of community and shared purpose, which is vital for addressing challenges and achieving common goals. In schools where teachers report high job satisfaction, there is often a culture of mutual support and collective problem-solving, benefiting the entire educational ecosystem (Toropova, Myrberg, & Johansson, 2020).

In addition, educational leaders can implement several strategies to enhance teacher job satisfaction. Providing opportunities for professional development, recognizing and rewarding teacher achievements, and ensuring manageable workloads are critical steps. Additionally, fostering a culture of collaboration and respect among school personnel can strengthen relational ties and create a more supportive work environment. By addressing these areas, schools can not only improve teacher retention rates but also cultivate an atmosphere where both teachers and students thrive (Ortan, Simut, & Simut, 2021).

Teacher job satisfaction has nine indicators, namely: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition (Lester, 1987).

Supervision. Effective supervision is a pivotal factor influencing teacher job satisfaction. Supportive and constructive supervisory practices can enhance teachers' sense of efficacy and professional growth. It was found that supervision significantly impacts teachers' satisfaction levels. Teachers who perceive their supervisors as supportive and fair are more likely to exhibit higher job satisfaction and performance (Baluyos, Rivera, & Baluyos, 2019). Conversely, inadequate or unsupportive supervision can lead to decreased job satisfaction and increased stress among teachers. A lack of guidance and recognition from supervisors contributes to feelings of frustration and burnout. It was emphasized that there is a need for school leaders to provide clear expectations, regular feedback, and professional development opportunities to foster a positive work environment (Singh & Gautam, 2024).

Moreover, the quality of supervision directly affects teachers' intentions to remain in the profession. Teachers who experience positive supervisory relationships are more likely to stay committed to their schools and the teaching profession. School administrators should prioritize effective supervisory practices to enhance teacher retention and overall job satisfaction (Toropova, Myrberg, & Johansson, 2020).

Colleagues. Collegial relationships play a crucial role in shaping teacher job satisfaction, as they foster a sense of support, collaboration, and professional growth within the school community. When teachers work in an environment where they can rely on their colleagues for guidance, encouragement, and shared expertise, they experience increased motivation and reduced work-related stress. Strong peer connections enable teachers to exchange best practices, collaboratively solve classroom challenges, and engage in meaningful professional development, all of which contribute to improved teaching effectiveness and job fulfillment. This high level of collegial satisfaction highlights the importance of fostering a school environment that prioritizes teamwork, mutual respect, and open communication, ultimately benefiting both teachers and students (Lin, Parker, & Horowitz, 2024).

Furthermore, positive interactions among colleagues play a vital role in enhancing teacher job satisfaction while fostering a strong and cohesive school culture. When teachers collaborate effectively, they create a supportive environment that encourages knowledge-sharing, problem-solving, and continuous professional growth. Such collaborative relationships lead to improved teaching practices, as teachers can exchange innovative strategies, reflect on their methodologies, and provide constructive feedback to one another. Collegial cooperation is one of the most critical factors in ensuring the quality of teachers' work, as it promotes confidence, reduces professional isolation, and strengthens their commitment to educational excellence. Further, a school culture built on mutual support and teamwork positively impacts student outcomes, as engaged and satisfied teachers are more likely to deliver high-quality instruction and foster an enriching learning environment (Toropova, Myrberg, & Johansson, 2020).

Working Conditions. Working conditions are a fundamental determinant of teacher job satisfaction, encompassing factors such as administrative support, workload, and the availability of resources. Favorable working conditions, including supportive leadership and manageable workloads, are closely linked to higher levels of job satisfaction among teachers. These conditions enable teachers to focus more effectively on teaching and contribute positively to student outcomes (Toropova, Myrberg, & Johansson, 2020).

On the other hand, challenging working conditions can lead to increased stress and burnout, adversely affecting teachers' mental health and commitment to the profession. Previous research highlights that the COVID-19 pandemic exacerbated existing issues, with the shift to online education and limited support causing heightened stress, anxiety, and depression among teachers. This underscores the critical need for adequate support systems and resources to maintain teacher well-being and job satisfaction (Singh & Gautam, 2024).

Moreover, the physical environment and availability of teaching materials significantly impact teachers' perceptions of their working conditions. It was found that access to adequate resources and a conducive physical environment are pivotal in enhancing teachers' job satisfaction. When teachers have the necessary tools and a supportive atmosphere, they are better equipped to deliver quality education, which leads to improved job fulfillment and retention (Admiraal, 2023).

Pay. Compensation is a critical factor influencing teacher job satisfaction, as it directly affects their financial well-being and perception of being valued within the educational system. Despite the intrinsic rewards of teaching, inadequate pay can lead to dissatisfaction and attrition. It was revealed that teachers derive the least satisfaction from their salaries, with only 18% expressing high satisfaction in this area. This statistic underscores the pressing need for competitive compensation to enhance job satisfaction and retain quality teachers (Lin, et al., 2024).

More so, the disparity in teacher pay is further highlighted by regional variations and systemic inequities. This pay gap exacerbates job dissatisfaction and highlights the necessity for equitable compensation structures across different demographics and regions (Sparks, 2024). Efforts to address teacher compensation have shown potential benefits in job satisfaction and retention. A study examining merit-based pay systems found that teachers receiving performance-based incentives reported higher job satisfaction compared to those without such incentives. This suggests that recognizing and rewarding teacher performance through financial incentives can positively impact their professional contentment and commitment (Guis, 2023).

Responsibility. Responsibility is a significant factor influencing teacher job satisfaction, encompassing aspects such as autonomy, role clarity, and the perceived significance of one's work. When teachers are entrusted with meaningful responsibilities and have the autonomy to make instructional decisions,

they often experience a heightened sense of professional fulfillment. This empowerment fosters a positive emotional state, as teachers feel their contributions are valued and impactful. Teacher job satisfaction is closely linked to the nature of the work itself, particularly when it is perceived as personally interesting and significant (Ortan, Simut, & Simut, 2021).

Conversely, ambiguity in roles and lack of autonomy can lead to dissatisfaction and decreased motivation among teachers. When teachers face unclear expectations or are micromanaged, it undermines their sense of responsibility and professional agency. This misalignment between teachers' perceived roles and their actual responsibilities can result in stress and a diminished sense of accomplishment. Ensuring role clarity and granting teachers the autonomy to make decisions pertinent to their classrooms are essential steps in promoting job satisfaction (Worth & Van den Brande, 2020).

Moreover, the alignment of responsibilities with teachers' skills and interests plays a crucial role in job satisfaction. When teachers are assigned tasks that match their expertise and passions, they are more likely to experience job fulfillment and effectiveness in their roles. This congruence enhances individual satisfaction and contributes to a more dynamic and responsive educational environment. School leaders should consider teachers' strengths and interests when delegating responsibilities to foster a supportive and engaging workplace (Ortan, Simut, & Simut, 2021).

Work Itself. The intrinsic nature of teaching, often referred to as the "work itself," is a pivotal determinant of teacher job satisfaction. Engaging in work that is personally meaningful and aligns with a teacher's passion fosters a positive emotional state and a sense of accomplishment. When teachers find their roles interesting and significant, they are more likely to experience higher levels of job satisfaction and commitment. This connection between the nature of the work and job satisfaction underscores the importance of aligning teaching responsibilities with teachers' intrinsic motivations (Kumari & Kumar, 2023).

However, recent challenges have impacted the intrinsic satisfaction derived from teaching. It was highlighted that teachers are exhausted and demoralized in facing issues such as student behavior problems, low pay, and the lingering effects of the pandemic. These stressors have significantly diminished the joy and fulfillment traditionally associated with the teaching profession, leading to increased burnout and attrition. Addressing these challenges is crucial to restoring the intrinsic satisfaction that motivates teachers (Barnum, 2024).

Further, it is essential to provide teachers with opportunities for professional growth and autonomy to enhance job satisfaction related to the work itself. Empowering teachers to make instructional decisions and engage in meaningful professional development fosters a sense of ownership and purpose. When teachers perceive their work as impactful and aligned with their professional goals, their job satisfaction and effectiveness are likely to improve. Educational institutions should prioritize creating environments that support teacher autonomy and continuous learning to cultivate a more satisfied and committed teaching workforce (Worth & Van den Brande, 2020).

Advancement. Advancement opportunities are a crucial factor influencing teacher job satisfaction, which encompasses prospects for professional growth, career progression, and recognition of teachers. When teachers perceive clear pathways for advancement, they are more likely to experience increased motivation and commitment to their roles. A study analyzing teacher job satisfaction highlighted that opportunities for self-fulfillment, which include professional development and career progression, significantly contribute to overall job satisfaction among teachers (Glaveli, et al., 2024).

On the other hand, a lack of advancement opportunities can lead to dissatisfaction and attrition within the teaching profession. Research indicates that limited prospects for professional growth and career progression are among the factors contributing to teacher burnout and turnover. The absence of clear advancement pathways may cause teachers to feel undervalued and stagnant in their careers, prompting them to seek opportunities elsewhere (Singh & Gautam, 2024). With this, educational institutions should prioritize creating and communicating clear advancement pathways. This includes providing access to professional development programs, leadership training, and opportunities for increased responsibilities that align with teachers' career aspirations. By investing in the professional growth of teachers, schools can foster a more motivated and committed teaching workforce, ultimately benefiting student outcomes and overall school performance (Hoque, et al., 2023).

Security. Job security is a fundamental component of teacher job satisfaction, significantly influencing teachers' morale and commitment to the profession. When teachers feel secure in their positions, they are more likely to invest in their teaching practices and build long-term relationships within the school community. Conversely, concerns about job stability can lead to stress, decreased motivation, and a higher likelihood of attrition. A study analyzing teacher job satisfaction highlighted that limited prospects for professional growth and career progression are among the factors contributing to teacher burnout and turnover (Singh & Gautam, 2024).

Recent economic challenges have exacerbated job security concerns among teachers. In other countries, such as schools in England, have been planning layoffs of teachers and teaching assistants to avoid budget deficits, posing a significant challenge to the government's educational commitments. Unions report that redundancies are already occurring due to insufficient funding following decades of cuts. This situation underscores the direct impact of financial constraints on teachers' job stability and satisfaction (Fazackerley, 2025).

To enhance job satisfaction, it is imperative for educational policymakers to address job security issues proactively. Ensuring adequate funding for schools, providing clear communication regarding employment policies, and involving teachers in decision-making processes can bolster a sense of security. By prioritizing job stability, educational institutions can foster a more committed and satisfied teaching workforce, ultimately benefiting student outcomes and overall school performance (Singh & Gautam, 2024).

Recognition. Recognition is a fundamental component of teacher job satisfaction, profoundly influencing teachers' morale and commitment to their profession. When teachers feel acknowledged and valued for their contributions, it fosters a sense of purpose and reinforces their dedication to teaching.

It was highlighted that only a third of public K-12 teachers reported being extremely or very satisfied with their jobs, underscoring the need for increased recognition and appreciation within the educational system (Lin, Parker, & Horowitz, 2024).

The lack of recognition not only affects teachers' personal well-being but also has broader implications for the educational environment. Teachers who do not feel respected or valued are more susceptible to burnout, leading to higher turnover rates and a negative impact on student learning outcomes. Research indicates that teachers' job satisfaction is closely linked to their mental health, with insufficient acknowledgment contributing to stress and decreased performance (Lin, Parker, & Horowitz, 2024).

In addition, it is imperative for educational institutions to implement strategies that promote recognition and appreciation. This can include regular acknowledgment of teachers' achievements, opportunities for professional development, and creating a supportive work environment that values their input. By fostering a culture of recognition, schools can improve teacher retention and create a more positive educational experience for both teachers and students (Woolf, 2024).

Influence of School Culture on Teacher Job Satisfaction. School culture significantly influences teacher job satisfaction, shaping teachers' experiences and their commitment to the profession. A positive school culture fosters collaboration, respect, and support among staff, leading to enhanced morale and job satisfaction. Conversely, a negative school culture results in stress, burnout, and high turnover rates among teachers. Understanding the components of school culture and their impact on teachers is essential for creating an atmosphere conducive to both teacher and student success (Toropova, Myrberg, & Johansson, 2020).

One critical aspect of school culture is teacher collaboration and the quality of relationships among teachers and school personnel. When teachers experience strong collegial support, they are more likely to feel satisfied with their jobs. A 2024 study revealed that approximately 71% of public K-12 teachers reported being extremely or very satisfied with their relationships with fellow teachers, highlighting the importance of a collaborative environment. Schools that encourage team teaching, regular professional learning communities, and peer mentoring programs often see higher levels of teacher satisfaction and retention (Lin, Parker, & Horowitz, 2024).

Moreover, administrative support and collaborative leadership are another vital component influencing school culture and teacher satisfaction. Teachers who feel supported by their administrators tend to exhibit higher job satisfaction and are less likely to leave the profession. Research indicates that a positive school climate, characterized by supportive and collaborative leadership, contributes to increased teacher self-efficacy and job satisfaction. School leaders who provide constructive feedback, recognize teacher achievements, and involve teachers in decision-making processes create an empowering environment that enhances job fulfillment (Katsantonis, 2019).

In addition, the physical and emotional safety within a school also plays a significant role in shaping its culture and, consequently, teacher satisfaction. Environments where teachers feel safe and valued are linked to higher levels of job satisfaction. Conversely, schools plagued by harassment or lack of support can lead to teacher dissatisfaction and attrition (Tarrant, 2025).

Furthermore, professional development opportunities within a school's culture also impact teacher satisfaction. Schools that prioritize continuous learning and provide resources for professional growth tend to have more satisfied and effective teachers. A study analyzing job satisfaction parameters among employees in higher educational institutions found that promotional opportunities and managerial support significantly influence job satisfaction. School institutions that offer workshops, advanced training, and clear pathways for career advancement create an environment where teachers feel valued and motivated to excel (Bhatia & Williams, 2023).

Generally, school culture encompasses various elements - collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership - that collectively influence teacher job satisfaction. Educational leaders aiming to enhance teacher satisfaction should focus on fostering a positive school culture and supportive and growth-oriented environment. By addressing these areas, schools can improve teacher retention, boost morale, and ultimately enhance student outcomes (Ansley, Houchins, & Varjas, 2019).

1.3 Theoretical Framework

This study is anchored on the Organizational Culture Theory (Schein, 1985) which is one of the most widely recognized theories for understanding how workplace culture shapes employee experiences, attitudes, and job satisfaction. Schein defines organizational culture as a system of shared beliefs, values, and assumptions that influence how people behave within an organization. This culture is developed over time through leadership practices, institutional traditions, and workplace interactions. Schein categorizes organizational culture into three levels: artifacts (visible structures and processes), espoused values (stated beliefs and goals), and underlying assumptions (deeply ingrained, unconscious beliefs that shape behavior). These layers collectively determine how individuals perceive their work environment and how satisfied they are in their roles (Westover, 2024).

Moreover, this theory is particularly relevant to studying the influence of school culture on teacher job satisfaction because school culture represents the unique values, traditions, and practices within an educational institution. A positive school culture, characterized by strong collegial relationships, supportive leadership, and professional development opportunities, aligns with Schein's espoused values and underlying assumptions, leading to higher teacher satisfaction and retention. Conversely, a negative school culture, marked by poor communication, lack of administrative support, and a toxic work environment, fosters dissatisfaction and high turnover rates. By analyzing school culture through Schein's framework, we can assess how the underlying beliefs and values within a school influence teachers' morale, motivation, and commitment to their profession (Febriantina, et al., 2020).

Further, Schein's Organizational Culture Theory provides a valuable foundation for educational leaders seeking to improve teacher satisfaction by shaping a positive and growth-oriented school culture. Understanding that culture is deeply embedded in institutional traditions and leadership behaviors, school heads can implement strategies to strengthen collaboration, ensure teacher support, and create a climate of trust and respect. By fostering an environment where teachers feel valued and empowered, schools can enhance not only job satisfaction but also overall educational effectiveness and student outcomes. This theoretical perspective helps explain the profound role of school culture in shaping teachers' professional experiences, well-being, and job satisfaction in general (Xenikou, 2019).

By applying Organizational Culture Theory, this study hopes to discover the roles or contributions of school culture – particularly collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership, which were shown to positively impact teacher job satisfaction. The theoretical framework is expected to elucidate school culture practices that can facilitate higher teacher job satisfaction, thereby increasing students' engagements, improve collaboration among teachers, and eventually increasing learners' academic performance.

Figure 1 illustrates how the six components of school culture (collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership) influence the elements of teacher job satisfaction (supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition), ultimately impacting student engagement and academic success.

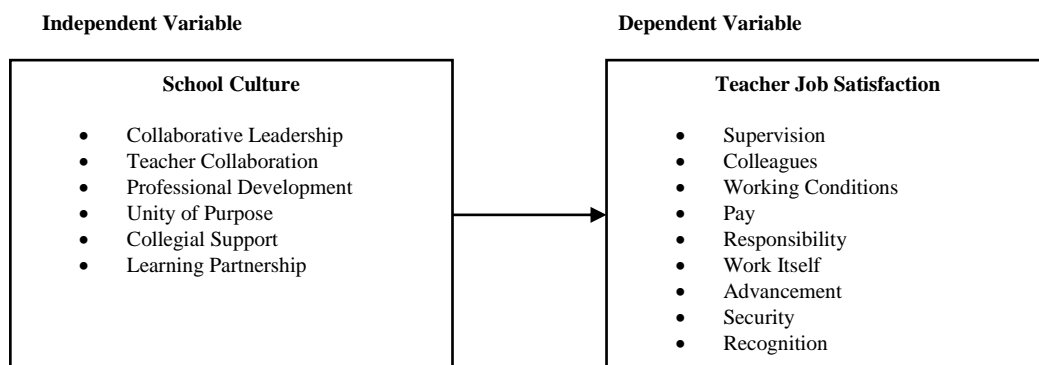


Figure 1. The Conceptual Framework

1.4 Statement of the Problem

The study aims to determine the influence of school culture on teachers' job satisfaction in public elementary schools. Specifically, this study seeks to address the following questions:

1. What is the level of school culture in terms of:
 - 1.1 Collaborative leadership;
 - 1.2 Teacher collaboration;
 - 1.3 Professional Development;
 - 1.4 Unity of Purpose;
 - 1.5 Collegial Support; and
 - 1.6 Learning Partnership?
2. What is the level of job satisfaction of teachers in terms of:
 - 1.1 Supervision;
 - 1.2 Colleagues;
 - 1.3 Working Conditions;
 - 1.4 Pay;
 - 1.5 Responsibility;
 - 1.6 Work Itself;
 - 1.7 Advancement;
 - 1.8 Security; and
 - 1.9 Recognition?

3. Is there a significant relationship between school culture and teachers' job satisfaction?
4. Which indicators of school culture predict teachers' job satisfaction?

1.5 Null Hypotheses

The following hypotheses will be tested at the 0.05 level of significance:

H₁. There is no significant relationship between school culture and teachers' job satisfaction.

H₂. No indicators of school culture predict teachers' job satisfaction.

1.6 Scope and Delimitations of the Study

This study aims to determine the impact of school culture on teacher job satisfaction using a quantitative descriptive approach. The research is confined to eight schools within the district of Laak South, Davao de Oro, for the School Year 2025-2026, making the findings specific to these school institutions and not generalizable to other schools or locations. The study focuses solely on the perspectives of 184 teachers, excluding insights from students, parents, and school administrators, which further narrows its scope.

Additionally, the study relies on 184 teachers from a single district, providing only a partial representation of school culture practices and their effects on teacher job satisfaction. It specifically examines the six dimensions of school culture and their influence on teacher job satisfaction while omitting other contributing factors such as teacher training, resource availability, and community involvement. Furthermore, variables like teacher experience, school size, and demographic factors are considered. By setting these limitations, the research aims to offer a focused analysis of how school culture contributes to a higher teacher job satisfaction within the context of Laak South's district schools.

1.7 Significance of the Study

The findings of this study would benefit the following.

Learners. The findings of this study are beneficial to the learners as this paves way to foster positive school culture and enhance teacher job satisfaction. When teachers feel supported, valued, and motivated, they will likely deliver high-quality instruction, leading to improved student engagement, academic performance, and overall well-being. A stable and satisfied teaching workforce also minimizes teacher turnover, ensuring continuity in learning experiences for learners.

Teachers. The study provides valuable insights for teachers by highlighting the factors within school culture that contribute to job satisfaction. By understanding how leadership support, collegial relationships, and professional development opportunities impact their well-being, teachers can advocate for improvements in their work environment, leading to increased motivation, job fulfillment, and reduced burnout.

School Heads. The findings of this study can help school heads identify effective leadership practices that foster a supportive and growth-oriented work environment. By implementing policies that enhance collaboration, teacher recognition, and professional development, school heads can create a positive school culture that boosts teacher job satisfaction, retention, and overall school performance.

DepEd Officials. This study can guide Department of Education (DepEd) officials in formulating policies and programs that promote a healthy school culture. By recognizing the critical link between teacher satisfaction and school effectiveness, DepEd can implement initiatives that strengthen leadership training, teacher support systems, and institutional policies aimed at improving school culture and workplace conditions in schools.

Community Stakeholders. The study will motivate community stakeholders to help school personnel to foster positive school culture. This study emphasizes the importance of a strong school culture in enhancing teacher satisfaction and, consequently, student outcomes. Community members can use these findings to advocate for and contribute to school programs that improve teacher well-being and strengthen partnerships between schools and the community.

Future Researchers. This study serves as a foundation for future research on the relationship between school culture and teacher job satisfaction. Future researchers can build upon these findings by exploring additional variables such as the impact of school size, teacher demographics, and external community factors. Additionally, comparative studies across different school districts and regions can provide a broader perspective on best practices for fostering a positive school culture and enhance teacher job satisfaction.

1.8 Definition of Terms

To establish a common frame of references, the following terminologies are defined operationally.

Advancement. This refers to the opportunities for career growth, promotions, and professional development that contribute to a teacher's motivation and long-term job satisfaction.

Collaborative Leadership. This refers to a leadership approach where school leaders, teachers, and school personnel work together in decision-making, fostering a shared vision and collective responsibility for school improvement.

Colleagues. This refers to fellow professional teachers within the same school, often collaborating and sharing responsibilities to achieve common goals.

Collegial Support. This refers to the encouragement, assistance, and professional camaraderie among teachers and school personnel that contribute to a positive and productive work environment.

Learning Partnership. This refers to a cooperative relationship between teachers, students, and parents, aimed at enhancing educational outcomes through mutual engagement and support.

Pay. This refers to the salary and financial compensation teachers receive for their work, which plays a crucial role in their motivation and job satisfaction.

Professional Development. This refers to the ongoing training and learning opportunities for teachers to enhance their skills, knowledge, and effectiveness in the classroom.

Recognition. This refers to the appreciation, acknowledgment, and rewards teachers receive for their contributions and achievements, enhancing their motivation and job satisfaction.

Responsibility. This refers to the level of autonomy and accountability teachers have in their roles, influencing their sense of purpose and job fulfillment.

School Culture. This refers to the shared beliefs, values, traditions, and behaviors that shape the social and academic environment of a school, influencing both teaching and learning experiences.

Security. This refers to the stability and assurance of continued employment, benefits, and contractual protections that influence teachers' confidence in their careers.

Supervision. This refers to the quality of guidance, support, and leadership provided by school administrators and supervisors, influencing teachers' job performance and satisfaction.

Teacher Collaboration. This refers to the practice of teachers working together to plan, share resources, and develop strategies that enhance student learning and professional growth.

Teacher Job Satisfaction. This refers to the level of fulfillment, motivation, and contentment that teachers experience in their profession, influenced by factors such as workload, school culture, student behavior, administrative support, and professional growth opportunities.

Unity of Purpose. This refers to a shared commitment among school stakeholders toward common educational goals and student success.

Work Itself. This refers to the nature of teaching, including lesson planning, student interaction, and instructional delivery, which directly affects teachers' passion and engagement in their profession.

Working Conditions. This refers to the physical, social, and institutional environment of the school, including classroom resources, workload, and overall atmosphere, affecting teachers' well-being and effectiveness.

2. Methods

2.1 Research Design

This study will utilize a descriptive-correlational research design to examine the influence of school culture on teacher job satisfaction. The descriptive aspect will systematically identify and assess the levels of school culture and teacher job satisfaction, while the correlational component will explore the significant relationship between these two variables. This design is appropriate as it allows for the identification of key indicators of school culture and their effects on various aspects of teacher job satisfaction, aligning with the study's objectives and hypothesis (Creswell & Creswell, 2018). Additionally, the study will observe variables in their natural state without manipulation, relying on numerical and quantifiable data rather than variable manipulation or random subject assignment (Belli, 2008).

Furthermore, adopting a descriptive-correlational approach is essential for understanding how school culture contributes to teacher job satisfaction. The descriptive element provides a structured evaluation within school culture and teacher job satisfaction, while the correlational component examines connections between these factors, identifying possible patterns and influences (Fraenkel et al., 2019).

This research design also enables the investigation of non-causal relationships, which is particularly relevant in educational settings where multiple factors interact (Gay et al., 2012). By combining descriptive and correlational methods, the study ensures a thorough understanding of school culture and its effect on teacher job satisfaction. Data collection will involve the use of questionnaires, and the gathered quantitative data will be analyzed using arithmetic operations for interpretation.

2.2 Research Locale

The study was conducted in Laak South District, Davao de Oro Division. Laak South District is one of the 18 districts that make up the Division of Davao de Oro, Mindanao, Philippines. Laak is around 101.6 kilometers from the provincial capital of Nabunturan, 118.1 kilometers from Compostela, and 67.9 kilometers from Tagum City. It is situated between longitudes 125° 49' east and latitudes 07° 50' north. In addition, it is bordered on the north by the province of Agusan del Sur, on the southwest by the municipality of San Isidro in Davao del Norte, and on the west by the municipality of Kapalong in Davao del Norte, and Montevista and Monkayo, Davao de Oro. Politically, Laak is situated in the second district of Davao de Oro.

Additionally, the schools in Laak South were selected based on a number of factors, such as the participants' willingness and desire to participate, accessibility, and a range of demographics. The selection of these schools yielded valuable information regarding teacher empowerment, organizational culture, and decision-making participation of teachers, which is important because it captures a variety of facets of these variables. Specifically, Amorcruez Elementary School, Kaligutan Integrated School, Kapatagan Elementary School, Laak Central Elementary School SPED Center, Langtud Elementary School, Longanapan Integrated School, Mabuhay Elementary School, and San Antonio Elementary School are the specific locations where the study will be carried out.

2.3 Research Respondents

The researcher employed the Universal Sampling approach in selecting the proper and accurate number of respondents. The study comprised 184 public elementary school teachers from schools in the Laak South District, Davao de Oro Division, during the school year 2024-2025. The study included teachers with at least three years of service and from schools with at least six teachers. On the other hand, teachers with four or fewer years of service and those from schools with five or fewer teachers were excluded from the study. According to Depersio (2018), this sampling strategy is useful and advantageous for picking respondents from a broader population due to its accuracy in representation and ease of execution. This method ensures that every potential respondent has an equal chance of being selected, as the selection process is purely random.

2.4 Research Instruments

The main data collection instrument for this study will be a modified structured questionnaire, incorporating a Likert scale to measure respondents' perceptions of school culture and teacher job satisfaction. Likert scales, usually ranging from 1 (strongly disagree) to 4 (strongly agree), are commonly employed in social science research for their effectiveness in gauging the strength of respondents' attitudes and behaviors.

This study will utilize two sets of research instruments. The first set of questionnaires that will be used is the modified School Culture Survey (Miller, 2018) for the independent variable school culture, which is comprised of 35 items. The SCS, which is the most commonly used tool to assess school culture, explores six components, namely, collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The second set of questionnaires is the modified Teacher Job Satisfaction Questionnaire (Lester, 1987) for the dependent variable teacher job satisfaction. It will be used to measure the level of teacher job satisfaction with nine indicators, namely: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. It is comprised of 67 items which required scaled responses.

The research instruments will be modified to suit the local context, with question items simplified for better respondent comprehension. To ensure the appropriateness, validity, and reliability of the items, the revised and adapted survey questionnaires will be submitted to a panel of experts for evaluation. These experts will assess the relevance and alignment of the items with the study's objectives. Based on their feedback, necessary revisions will be made to enhance clarity and suitability, incorporating their suggestions accordingly. Additionally, a pilot test will be conducted with a small group of respondents, and the reliability of the instrument will be evaluated using Cronbach's Alpha, with a target value of 0.70 or higher.

2.5 Data Collection Procedure

Data collection is a systematic approach used to gather valuable information, helping researchers understand their research objectives more deeply. Hence, before collecting data, formal permission will be obtained to conduct the study. Approval will first be secured from the School's Ethics Review Committee and the Dean of the Graduate School by submitting the necessary documents. Ethical considerations will be strictly observed by obtaining informed consent from all respondents and ensuring their anonymity and confidentiality. To facilitate this process, a copy of the manuscript, survey questionnaires, and other relevant documents will be submitted to the Assumption College of Nabunturan – Ethics Review Committee (ACN-ERC) for review and approval. Once ethical clearance is granted, the researcher will send formal requests for permission to conduct the study to the Schools Division Superintendent of Davao de Oro Division and the District Supervisor of Laak South District, as their authorization is crucial for proper data collection procedures. Additionally, request letters will be sent to the school heads and teachers of the eight selected schools to obtain their formal consent. Once approval is received from the relevant authorities, the researcher will proceed with administering the questionnaires to the identified respondents.

Once approval is obtained, the questionnaires will be distributed to the selected teacher-respondents. The researcher will personally explain the study's purpose and obtain their consent through an Informed Consent Form, ensuring their willingness and voluntary participation. Clear instructions on completing the questionnaire will be provided, with an emphasis on privacy and confidentiality. To give them enough time to complete the surveys, respondents will be given one week to complete and return it.

After collection, the questionnaires will be reviewed for completeness, and follow-ups will be conducted if necessary to maximize the response rate. Once all questionnaires are retrieved, the researcher will tally and tabulate the data for statistical analysis. A statistician will assist in analyzing and interpreting the results. Based on the findings, conclusions will be drawn, and recommendations will be developed accordingly.

2.6 Statistical Treatment

The collected data will be analyzed using both descriptive and inferential statistics. Descriptive statistics, such as mean, standard deviation, and frequency distributions, will be utilized to assess the levels of school culture and teacher job satisfaction. Additionally, Pearson's correlation coefficient will be applied to examine the relationship between school culture and teacher job satisfaction, including its various dimensions. More so, regression analysis will be used to determine the influence of school culture on teacher job satisfaction. The study's hypothesis will be tested at a 0.05 significance level. If the p-value is below 0.05, the null hypothesis—stating that no significant relationship exists—will be rejected, indicating a statistically significant correlation.

2.7 Ethical Consideration

Ethics plays a crucial role in research, guiding researchers to adhere to principles that define morally and legally acceptable practices. Following these ethical standards helps distinguish right from wrong, ensures research integrity, and promotes collaboration, accountability, and alignment with essential social values. Therefore, before conducting the study, the researcher has a responsibility to respect the rights, needs, values, and preferences of the respondents. To protect respondents, strict adherence to ethical guidelines will be maintained, ensuring privacy, confidentiality, dignity, rights, and anonymity. According to Bhashin (2020), upholding ethical principles throughout a study is essential for maintaining its credibility. Thus, this research will fully comply with ethical standards, emphasizing key aspects such as social value, informed consent, vulnerability of respondents, risks, benefits, and safety, privacy and confidentiality, justice, transparency, and qualification of the researcher.

Social Value. The researcher will ensure that the study's design, methodology, and data collection processes produce valuable and relevant insights that align with the study's objectives. This is essential for establishing the research's scientific validity, leading to meaningful results that can benefit the school community, especially students and teachers. Sharing the study's findings will serve as a useful resource for enhancing school culture and teacher job satisfaction while also contributing to improved educational outcomes for students. This is particularly significant in addressing the challenges teachers face in strengthening school culture and enhancing job satisfaction to perform their roles more effectively.

Informed Consent. The respondents will be provided with a comprehensive Informed Consent Form that outlines the purpose of the study and the procedures involved in the research. The document will clearly explain that participation is entirely voluntary and that respondents have the freedom to withdraw from the study at any point, without any penalties or negative consequences. Additionally, the form will address confidentiality measures, ensuring that all personal information and responses will be handled with strict privacy and used solely for research purposes. Respondents will also have the opportunity to ask questions before giving their consent, ensuring they fully understand their rights and the scope of their involvement in the study.

Vulnerability of Respondents. The researcher will provide a thorough explanation of the study's procedures to ensure that respondents fully understand what their involvement entails. Additionally, respondents will be reassured that their participation is entirely voluntary, and they have the right to withdraw from the study at any time if they experience discomfort or no longer wish to continue. Their decision to discontinue participation will be respected, and they will not face any negative consequences or penalties as a result.

Risks, Benefits, and Safety. The researcher will prioritize the safety and well-being of all respondents by taking necessary precautions to minimize any potential risks associated with the study. However, the nature of the research does not pose any significant risks—whether physical, psychological, or socio-economic—to the respondents. Since the study primarily involves gathering insights, ideas, and perceptions from teachers through survey questionnaires, the level of risk involved is minimal. Respondents will have the flexibility to complete the survey at a time and place that is most convenient for them, ensuring their comfort and reducing any potential stress. Additionally, the research will adhere to ethical guidelines to safeguard respondents' confidentiality and overall well-being.

Privacy and Confidentiality. The researcher will take comprehensive measures to protect the privacy and confidentiality of all respondents. All collected data will be securely stored in locked physical files and password-protected digital databases, with access strictly limited to authorized personnel involved in the study. To maintain anonymity, individual responses will never be disclosed in any reports, as findings will only be presented in an aggregated or generalized format. Additionally, respondents will have the opportunity to review and validate data interpretations during the analysis phase to ensure accuracy and transparency. This collaborative approach fosters trust and reinforces ethical research practices. The researcher will also comply with the **Data Privacy Act of 2012**, ensuring that all personal information remains strictly confidential and is used solely for research purposes. Once the study is completed, all collected data will be securely deleted or disposed of to prevent unauthorized access or misuse.

Justice. The study will adhere to the ethical principle of justice to ensure that all respondents are treated fairly and equitably throughout the research process. Respondents will be selected based on the study's objectives rather than convenience, ensuring that the sample accurately represents the population under investigation. Moreover, any benefits resulting from the research, such as professional development programs, enhanced strategies for school cultures, and improvements in teacher job satisfaction, will be made accessible to all respondents. This ensures that respondents not only contribute to the study but also gain value from its findings, promoting fairness and equity in both participation and outcomes.

Transparency. The researcher will ensure that all respondents receive clear and detailed information about the study before their involvement. This includes an explanation of the study's purpose, objectives, data collection methods, how their responses will be used, and any potential risks or benefits associated with participation. Additionally, the researcher is committed to maintaining integrity in data reporting by ensuring that all findings are presented accurately, objectively, and without bias or manipulation. This approach allows for fair and transparent interpretation of results, fostering trust between the researcher and respondents.

Qualification of the Researcher. The researcher has the necessary academic background, skills, and experience to conduct this study effectively. Having previously undertaken similar research projects during undergraduate studies, the researcher is well-versed in research methodologies, data collection techniques, and ethical considerations. This prior experience provides a strong foundation for ensuring the study is conducted systematically, ethically, and in alignment with established research standards.

To further uphold ethical standards and ensure proper authorization, the researcher will obtain formal approval from key authorities, including the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the School Heads of the selected schools. This approval process ensures that the study aligns with institutional guidelines and educational policies.

By strictly adhering to these ethical principles, the researcher will uphold the highest standards of integrity and respect for all respondents. Additionally, this commitment to ethical research practices will help guarantee that the study is conducted responsibly, safeguarding the rights and well-being of respondents while ensuring that the findings contribute meaningful and practical insights to the educational community.

3. Results

Presented in this chapter are the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

3.1 Level of School Culture

Presented in this section are the results of the first statement of the problem, which examined the level of school culture of teachers in terms of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership.

Collaborative Leadership. Table 2 presents the result of the level of school culture of teachers in terms of collaborative leadership.

Table 2

Level of School Culture in terms of Collaborative Leadership

Collaborative Leadership	MEAN	DESCRIPTIVE RATING
1. The teachers in our school are involved in the decision-making process.	3.400	High
2. The teachers in our school are kept informed on current issues in the school.	3.300	High
3. The teachers in our school are rewarded for experimenting with new ideas and techniques.	3.300	High
4. The teachers in our school are encouraged to share ideas.	3.300	High
5. The teachers in our school who perform well, are praised by our school head.	3.400	High
Overall Mean	3.365	High

The data in Table 2 reveals that the statement "The teachers in our school are involved in the decision-making process" and "The teachers in our school who perform well, are praised by our school head" each garnered the highest mean score of 3.400, both classified under the high descriptive rating. Following closely, the items "The teachers in our school are kept informed on current issues in the school", "The teachers in our school are rewarded for experimenting with new ideas and techniques", and "The teachers in our school are encouraged to share ideas" each posted mean scores of 3.300, similarly rated high. Although the individual item scores varied slightly, all indicators reflect a consistent perception of strong collaborative leadership within the school, as evidenced by an overall mean of 3.365, which corresponds to a high descriptive rating.

Teacher Collaboration. Table 3 presents the result of the level of school culture of teachers in terms of teacher collaboration.

Table 3**Level of School Culture in terms of Teacher Collaboration**

Teacher Collaboration	MEAN	DESCRIPTIVE RATING
1. The teachers in our school have opportunities for dialogue and planning across grades and subjects.	3.387	High
2. The teachers in our school spend considerable time planning together.	3.347	High
3. The teachers in our school take time to observe each other teaching.	3.207	High
4. The teachers in our school are generally aware of what other teachers are teaching.	3.240	High
5. The teachers in our school work together to develop and evaluate programs and projects.	3.407	High
Overall Mean	3.317	High

As shown in Table 3, the item “The teachers in our school work together to develop and evaluate programs and projects” yielded the highest mean of 3.407, classified under the high descriptive rating. Close behind were “The teachers in our school have opportunities for dialogue and planning across grades and subjects” and “The teachers in our school spend considerable time planning together,” with mean scores of 3.387 and 3.347, respectively. Meanwhile, the statement “The teachers in our school are generally aware of what other teachers are teaching” posted a mean of 3.240 with high descriptive rating. At the lower end, yet still within the high range, was “The teachers in our school take time to observe each other teaching,” which registered the lowest mean of 3.207. Overall, the school culture in terms of teacher collaboration obtained an average mean of 3.317, indicating a high descriptive rating.

Professional Development. Table 4 presents the result of the level of school culture of teachers in terms of professional development.

Table 4**Level of School Culture in terms of Professional Development**

Professional Development	MEAN	DESCRIPTIVE RATING
1. The teachers in our school utilize professional networks to obtain information and resources for classroom instruction.	3.460	High
2. The teachers in our school regularly seek ideas from seminars, colleagues, and conferences.	3.400	High
3. The teachers in our school value professional development.	3.527	Very High
4. The teachers in our school maintain a current knowledge base about the learning process.	3.510	Very High
5. The teachers in our school value school improvement.	3.597	Very High
Overall Mean	3.499	High

As indicated in Table 4, the statement “The teachers in our school value school improvement” achieved the highest mean of 3.597, garnering a very high descriptive rating. Following this, “The teachers in our school value professional development” and “The teachers in our school maintain a current knowledge base about the learning process” recorded mean scores of 3.527 and 3.510, respectively, both falling under the very high rating. The item “The teachers in our school utilize professional networks to obtain information and resources for classroom instruction” posted a mean of 3.460, while “The teachers in our school regularly seek ideas from seminars, colleagues, and conferences” followed with a mean of 3.400, both receiving a high rating. Despite the variance across items, the overall mean of 3.499 suggests a strong school culture in terms of professional development, with a consistent high descriptive rating.

Unity of Purpose. Table 5 presents the result of the level of school culture of teachers in terms of unity of purpose.

Table 5

Level of School Culture in terms of Unity of Purpose

Unity of Purpose	MEAN	DESCRIPTIVE RATING
1. The teachers in our school support the mission of the school.	3.607	Very High
2. The teachers in our school are provided with a clear sense of direction through the school mission.	3.513	Very High
3. The teachers in our school understand the mission of the school.	3.590	Very High
4. The teachers in our school support the school mission statement that reflects the values of the community.	3.560	Very High
5. The teachers in our school reflect their teaching performance in the mission of the school.	3.547	Very High
Overall Mean	3.563	Very High

Among the statements of unity of purpose, the item “The teachers in our school support the mission of the school” surfaced with the highest mean of 3.607, receiving a very high rating. Other closely rated items include “The teachers in our school understand the mission of the school” and “The teachers in our school support the school mission statement that reflects the values of the community,” which obtained mean scores of 3.590 and 3.560, respectively, both have a very high rating. Meanwhile, “The teachers in our school reflect their teaching performance in the mission of the school” scored 3.547, and “The teachers in our school are provided with a clear sense of direction through the school mission” posted a mean of 3.513, with very high ratings. All items in this dimension were consistently rated very high, with overall mean of 3.563.

Collegial Support. Table 6 presents the result of the level of school culture of teachers in terms of collegial support.

Table 6

Level of School Culture in terms of Collegial Support

Collegial Support	MEAN	DESCRIPTIVE RATING
1. The teachers in our school trust each other.	3.353	High
2. The teachers in our school are willing to help out whenever there is a problem.	3.427	High
3. The teachers in our school value the ideas of other teachers.	3.427	High
4. The teachers in our school work cooperatively in groups.	3.487	High
Overall Mean	3.423	High

In terms of collegial support, the item “The teachers in our school work cooperatively in groups” earned the highest mean of 3.487, maintaining a high rating. Equally rated were “The teachers in our school are willing to help out whenever there is a problem” and “The teachers in our school value the ideas of other teachers,” both scoring 3.427, with both high ratings. Slightly lower, though still high, was “The teachers in our school trust each other,” which posted a mean of 3.353. Overall, the collegial support earned a mean of 3.423, with high descriptive rating.

Learning Partnership. Table 7 presents the result of the level of school culture of teachers in terms of learning partnership.

Table 7

Level of School Culture in terms of Learning Partnership

Learning Partnership	MEAN	DESCRIPTIVE RATING
1. The teachers in our school have common expectations with parents for student performance.	3.333	High
2. The teachers in our school are trusted by parents, especially their professional judgments.	3.400	High
3. The teachers in our school communicate frequently with parents about student performance.	3.507	Very High
4. The teachers in our school ensure that students generally accept responsibility for their schooling, for example, they engage mentally in class and complete homework assignments.	3.513	Very High
Overall Mean	3.439	High

As presented in Table 7, the statements “The teachers in our school ensure that students generally accept responsibility for their schooling” and “The teachers in our school communicate frequently with parents about student performance” stood out with the highest means of 3.513 and 3.507, both reflecting very high descriptive ratings. Meanwhile, “The teachers in our school are trusted by parents, especially their professional judgments” and “The teachers in our school have common expectations with parents for student performance” posted means of 3.400 and 3.333, which received high ratings. Overall, learning partnership obtained a mean of 3.439, with high descriptive rating.

Summary on the Level of School Culture

Presented in Table 8 is the level of the public school teachers’ school culture based on the identified six indicators – collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership.

Table 8

Summary of the Level of School Culture

School Culture	MEAN	DESCRIPTIVE RATING
1. Collaborative Leadership	3.365	High
2. Teacher Collaboration	3.317	High
3. Professional Development	3.499	High
4. Unity of Purpose	3.563	Very High
5. Collegial Support	3.423	High
6. Learning Partnership	3.438	High
Overall Mean	3.434	High

Based on the six dimensions of school culture, unity of purpose emerged as the highest-rated category with a mean of 3.563 and a very high descriptive rating. This was followed by professional development and learning partnership, which posted means of 3.499 and 3.438, respectively, both falling under the high rating. Indicators such as collegial support (M=3.423), collaborative leadership (M=3.365), and teacher collaboration (M=3.317) also retained high descriptive ratings. Overall, the school culture was rated high, with a consolidated mean of 3.434, reflecting a generally strong and cohesive educational environment across key cultural pillars.

3.2 Level of Job Satisfaction of Teachers

Presented in this section are the results of the second statement of the problem, which examined the level of job satisfaction of teachers in terms of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

Supervision. Table 9 presents the result of the level of job satisfaction of teachers in terms of supervision.

Table 9

Level of Job Satisfaction of Teachers in terms of Supervision

Supervision	MEAN	DESCRIPTIVE RATING
1. The teachers in our school are given assistance by their school head when they need help.	3.413	High
2. The teachers in our school receive recognition from their school head.	3.327	High
3. The teachers in our school are oriented and explained by the school head with what is expected from them.	3.347	High
4. The teachers in our school are treated equitably by the school head.	3.367	High
5. The teachers in our school are offered with suggestions by the school head to improve their teaching.	3.373	High
Overall Mean	3.365	High

Table 9 shows that the item “The teachers in our school are given assistance by their school head when they need help” posted the highest mean of 3.413, receiving a high descriptive rating. This was followed closely by “The teachers in our school are offered with suggestions by the school head to improve their teaching” and “The teachers in our school are treated equitably by the school head,” with mean scores of 3.373 and 3.367, respectively, both having high ratings. Meanwhile, the item “The teachers in our school are oriented and explained by the school head with what is expected from

them” yielded a mean of 3.347, with a high descriptive rating. At the lower end was “*The teachers in our school receive recognition from their school head,*” which scored 3.327, though still classified as high. The overall mean of 3.365 indicates that teachers perceive the supervision they receive positively, with consistent high satisfaction across all items.

Colleagues. Table 10 presents the result of the level of job satisfaction of teachers in terms of colleagues.

Table 10

Level of Job Satisfaction of Teachers in terms of Colleagues

Colleagues	MEAN	DESCRIPTIVE RATING
1. The teachers in our school like the people whom they work with.	3.420	High
2. The teachers in our school get along well with their colleagues.	3.420	High
3. The teachers in our school are stimulated by their colleagues to do better work.	3.427	High
4. The teachers in our school have made lasting friendships among their colleagues.	3.407	High
5. The teachers in our school are provided by their colleagues with suggestions or feedback about their teaching.	3.400	High
Overall Mean	3.415	High

As shown in Table 10, the item “*The teachers in our school are stimulated by their colleagues to do better work*” garnered the highest mean of 3.427, rated high. Equally rated were “*The teachers in our school like the people whom they work with*” and “*The teachers in our school get along well with their colleagues,*” both posting mean scores of 3.420. The items “*The teachers in our school have made lasting friendships among their colleagues*” and “*The teachers in our school are provided by their colleagues with suggestions or feedback about their teaching*” received slightly lower mean scores of 3.407 and 3.400, respectively, but still fell within the high descriptive range. Overall, the indicator colleagues received an average mean of 3.415, which rated as high.

Working Conditions. Table 11 presents the result of the level of job satisfaction of teachers in terms of working conditions.

Table 11

Level of Job Satisfaction of Teachers in terms of Working Conditions

Working Conditions	MEAN	DESCRIPTIVE RATING
1. The teachers in our school work in good working conditions in school.	3.420	High
2. The teachers in our school work in comfortable working conditions in school.	3.373	High
3. The teachers in our school work in a working condition where the administration clearly defines its policies.	3.367	High
4. The teachers in our school work in a working condition where the administration communicates its policies well.	3.387	High
5. The teachers in our school believe that their working conditions could be improved.	3.387	High
Overall Mean	3.387	High

Among the items related to working conditions, “*The teachers in our school work in good working conditions in school*” posted the highest mean of 3.420, rated high. Following this were “*The teachers in our school work in comfortable working conditions in school*” (3.373), and “*The teachers in our school work in a working condition where the administration communicates its policies well*” and “*The teachers in our school believe that their working conditions could be improved,*” each with an identical mean of 3.387, and all were rated high. Slightly below was “*The teachers in our school work in a working condition where the administration clearly defines its policies,*” scoring a mean of 3.367, still at high level. Overall, all items maintained a high rating, resulting in an overall mean of 3.387 for the indicator working conditions.

Pay. Table 12 presents the result of the level of job satisfaction of teachers in terms of pay.

Table 12**Level of Job Satisfaction of Teachers in terms of Pay**

Pay	MEAN	DESCRIPTIVE RATING
1. The teachers in our school have income which is barely enough to live on	3.207	High
2. The teachers in our school have adequate income for normal expenses.	3.170	High
3. The teachers in our school have a profession (teaching) that provides them with financial security.	3.207	High
4. The teachers in our school believe that teacher income is less than they deserve.	3.167	High
5. The teachers in our school have insufficient income that keeps them from living the way they want to live.	3.133	High
Overall Mean	3.177	High

In terms of pay, as shown in Table12, all items received a high descriptive rating despite generally lower mean scores compared to other domains. The items “*The teachers in our school have income which is barely enough to live on*” and “*The teachers in our school have a profession (teaching) that provides them with financial security*” both posted the highest mean scores of 3.207. These were followed by “*The teachers in our school believe that teacher income is less than they deserve*” with a mean of 3.167, and “*The teachers in our school have adequate income for normal expenses,*” which scored 3.170. The lowest mean of 3.133 was recorded by the item “*The teachers in our school have insufficient income that keeps them from living the way they want to live.*” The overall mean of 3.177 still falls under the high category.

Responsibility. Table 13 presents the result of the level of job satisfaction of teachers in terms of responsibility.

Table 13**Level of Job Satisfaction of Teachers in terms of Responsibility**

Responsibility	MEAN	DESCRIPTIVE RATING
1. The teachers in our school get along well with their students.	3.450	High
2. The teachers in our school try to be aware of the policies of the school.	3.420	High
3. The teachers in our school have responsibility for their teaching.	3.540	Very High
4. The teachers in our school are respected by their students as a teacher.	3.490	High
5. The teachers in our school believe that teaching provides them the opportunity to help their students to learn.	3.540	Very High
Overall Mean	3.487	High

As reflected in Table 13, the statements “*The teachers in our school have responsibility for their teaching*” and “*The teachers in our school believe that teaching provides them the opportunity to help their students to learn*” both posted the highest mean of 3.540, receiving a very high descriptive rating. Following these were “*The teachers in our school are respected by their students as a teacher*” with a mean of 3.490, and “*The teachers in our school get along well with their students*” and “*The teachers in our school try to be aware of the policies of the school,*” which garnered mean scores of 3.450 and 3.420, respectively, each classified as high. With an overall mean of 3.487, the domain responsibility was rated as high.

Work Itself. Table 14 presents the result of the level of job satisfaction of teachers in terms of work itself.

Table 14**Level of Job Satisfaction of Teachers in terms of Work Itself**

Work Itself	MEAN	DESCRIPTIVE RATING
1. The teachers in our school believe that teaching is very interesting work.	3.500	Very High
2. The teachers in our school believe that teaching encourages them to be creative.	3.510	Very High
3. The teachers in our school believe that the work of a teacher consists of routine activities.	3.540	Very High
4. The teachers in our school believe that teaching provides an opportunity to use a variety of skills.	3.550	Very High
5. The teachers in our school believe that the work of a teacher is very pleasant.	3.460	High
Overall Mean	3.513	Very High

As shown in Table 14, the item *“The teachers in our school believe that teaching provides an opportunity to use a variety of skills”* achieved the highest mean of 3.550, receiving a very high descriptive rating. Closely following were *“The teachers in our school believe that the work of a teacher consists of routine activities”* and *“The teachers in our school believe that teaching encourages them to be creative,”* which posted mean scores of 3.540 and 3.510, respectively, both also rated very high. The item *“The teachers in our school believe that teaching is very interesting work”* earned a mean of 3.500, aligned with the very high rating. At the lower end, though still rated high, was *“The teachers in our school believe that the work of a teacher is very pleasant,”* with a mean of 3.460. Overall, the domain of *work itself* garnered an average mean of 3.513, indicating a very high level.

Advancement. Table 15 presents the result of the level of job satisfaction of teachers in terms of advancement.

Table 15**Level of Job Satisfaction of Teachers in terms of Advancement**

Advancement	MEAN	DESCRIPTIVE RATING
1. The teachers in our school believe that teaching provides a good opportunity for advancement.	3.470	High
2. The teachers in our school believe that teaching provides an opportunity for promotion.	3.440	High
3. The teachers in our school believe that teaching provides an opportunity to advance professionally	3.460	High
4. The teachers in our school are getting ahead of their present teaching position.	3.330	High
Overall Mean	3.423	High

The highest-rated item under *Advancement* was *“The teachers in our school believe that teaching provides a good opportunity for advancement,”* which posted a mean of 3.470, followed closely by *“The teachers in our school believe that teaching provides an opportunity to advance professionally”* with a mean of 3.460, which are both rated high. Meanwhile, *“The teachers in our school believe that teaching provides an opportunity for promotion”* recorded a mean of 3.440, and *“The teachers in our school are getting ahead of their present teaching position”* reflected the lowest score in this category with a mean of 3.330, but still at high level. Despite subtle variation across responses, all categories of advancement received a high descriptive rating, with an overall mean of 3.423.

Security. Table 16 presents the result of the level of job satisfaction of teachers in terms of security.

Table 16**Level of Job Satisfaction of Teachers in terms of Security**

Security	MEAN	DESCRIPTIVE RATING
1. The teachers in our school are afraid of losing their teaching job.	3.253	High
2. The teachers in our school believe that teaching provides for a secure future.	3.347	High
3. The teachers in our school feel secure in their teaching job.	3.353	High
Overall Mean	3.318	High

Under the domain of *Security*, the item “*The teachers in our school feel secure in their teaching job*” stood out with the highest mean of 3.353, classified as high. This was closely trailed by “*The teachers in our school believe that teaching provides for a secure future,*” which obtained a mean of 3.347, with high descriptive rating. At the lower end, though still falling within the high range, was the item “*The teachers in our school are afraid of losing their teaching job,*” which posted a mean of 3.253. The overall mean of security is 3.318, falling under the high rating.

Recognition. Table 17 presents the result of the level of job satisfaction of teachers in terms of recognition.

Table 17

Level of Job Satisfaction of Teachers in terms of Recognition

Recognition	MEAN	DESCRIPTIVE RATING
1. The teachers in our school receive full recognition for their successful teaching.	3.200	High
2. The teachers in our school are told by others that they are good teachers.	3.273	High
3. The teachers in our school receive recognition from others.	3.273	High
Overall Mean	3.249	High

As illustrated in Table 17, both “*The teachers in our school are told by others that they are good teachers*” and “*The teachers in our school receive recognition from others*” recorded identical mean scores of 3.273, both rated high. Meanwhile, “*The teachers in our school receive full recognition for their successful teaching*” posted the lowest mean of 3.200, yet still retained a high rating. The overall mean of 3.249 under the *recognition* domain suggests a high rating.

Summary on the Level of Job Satisfaction of Teachers

Presented in Table 18 is the level of the public school teachers’ job satisfaction based on the identified nine indicators – supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

Table 18

Summary of the Level of Job Satisfaction of Teachers

Job Satisfaction of Teachers	MEAN	DESCRIPTIVE RATING
1. Supervision	3.365	High
2. Colleagues	3.415	High
3. Working Conditions	3.387	High
4. Pay	3.177	High
5. Responsibility	3.487	High
6. Work Itself	3.513	Very High
7. Advancement	3.423	High
8. Security	3.318	High
9. Recognition	3.249	High
Overall Mean	3.370	High

Table 18 reveals that the domain “*Work Itself*” recorded the highest mean of 3.513, corresponding to a very high descriptive rating. Following this, “*Responsibility*” posted a mean of 3.487, while “*Advancement*” and “*Colleagues*” reflected mean scores of 3.423 and 3.415, respectively. All four indicators retained a high rating. The indicators “*Working*

Conditions” (M=3.387), “*Supervision*” (M=3.365), “*Security*” (M=3.318), and “*Recognition*” (M=3.249) were also rated high, but with slightly lower mean scores. At the lower end, yet still maintaining a high rating, was “*Pay*,” which recorded the lowest mean of 3.177. In general, job satisfaction obtained an overall mean of 3.370, with a high descriptive rating.

3.3 Test of Null Hypotheses

Table 19 presents the relationship between the school culture and job satisfaction of teachers.

Table 19

Relationship of School Culture and Job Satisfaction of Teachers

Correlations

		SCHOOLCIMATE	JOBSAT
SCHOOLCIMATE	Pearson Correlation	1	.464**
	Sig. (2-tailed)		.000
	N	149	149
JOBSAT	Pearson Correlation	.464**	1
	Sig. (2-tailed)	.000	
	N	149	150

** . Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 19 that the relationship between school culture and teachers' job satisfaction yielded a p-value of 0.000, which is lower than the threshold value of 0.05. This indicates that the relationship between these two variables is statistically significant, and the data provide sufficient evidence to reject the null hypothesis. Furthermore, the correlation coefficient of 0.464 denotes a moderate positive correlation, suggesting that improvements in school culture are moderately associated with increases in teachers' job satisfaction.

3.4 Influence of School Culture on Job Satisfaction of Teachers

Table 20 shows the influence of each dimension of school culture on the job satisfaction of public school teachers.

Table 20

Influence of School Culture on the Job Satisfaction of Teachers

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.804	.279		6.458	.000
	learning	.178	.079	.267	2.261	.025
	collegial	.113	.067	.173	1.692	.093
	unity	.037	.071	.057	.527	.599
	prof	.035	.052	.053	.677	.500
	teachcollab	.104	.050	.158	2.075	.040
	collab	-.010	.050	-.017	-.211	.833

a. Dependent Variable: JOBSAT

As reflected in Table 20, the indicators learning partnership and teacher collaboration, which represent key dimensions of school culture, were found to be significant predictors of teachers' job satisfaction, as evidenced by p-values less than 0.05. This statistical significance suggests that these aspects of school culture exert a measurable and meaningful influence on how satisfied teachers feel in their professional roles. Other dimensions of school culture not found significant may still contribute in indirect ways, but the evidence highlights teacher collaboration and learning partnership as especially impactful factors.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Discussions on the Level of Variables

Level of School Culture of Public School Teachers in terms of Collaborative Leadership. The extent of school culture experienced by the public school teachers as indicated by collaborative leadership was oftentimes manifested. Teachers perceived themselves as regularly involved in decision-making processes and affirmed receiving praise from school heads for commendable performance. Open communication and encouragement to innovate were also evident. These ratings suggest a healthy practice of shared leadership, where school heads recognize and support teachers' contributions, though stronger mechanisms for experimentation and feedback may bolster further improvement.

Hongzhuo (2024) emphasized that collaborative leadership fosters teacher autonomy and institutional innovation, positively influencing both organizational culture and educational outcomes. Heenan et al. (2023) echoed that inclusive leadership builds trust and professional growth, improving both teacher satisfaction and school effectiveness.

Level of School Culture of Public School Teachers in terms of Teacher Collaboration. The extent of school culture experienced by the public school teachers as indicated by teacher collaboration was oftentimes manifested. Teachers reported frequent planning across grade levels and subjects, and active development of programs and projects with peers. Though classroom observations were less common, there was an overall sense of mutual awareness and engagement. These ratings highlight an instructional culture conducive to shared practice, even if some collaborative routines remain underutilized.

According to Díaz-Sacco and Muñoz-Salinas (2024), teacher collaboration enhances professional growth and student outcomes. Colvin and Croft (2024) reinforced that strong relationships are essential for sustaining educational partnerships and overcoming past reservations regarding peer observation and co-planning.

Level of School Culture of Public School Teachers in terms of Professional Development. The extent of school culture experienced by the public school teachers as indicated by professional development was oftentimes manifested. Teachers valued seminars, professional networks, and ongoing efforts to stay current in pedagogical approaches and school improvement initiatives. These ratings reflect a culture of continuous learning with high regard for instructional improvement and personal development.

McChesney and Cross (2023) asserted that a positive psychosocial environment enables successful implementation of learning from development programs. Van Vijfeijken, et al. (2024) stressed that when teachers are empowered, they become proactive agents of change, amplifying the benefits of professional growth.

Level of School Culture of Public School Teachers in terms of Unity of Purpose. The extent of school culture experienced by the public school teachers as indicated by unity of purpose was very highly manifested. Teachers expressed strong alignment with the school mission and showed deep understanding and support for its community-reflective values. These ratings suggest a cohesive institutional identity that promotes shared goals and collective commitment.

Toikka and Tarnanen (2024) highlighted that clarity in school purpose fosters resilience and belonging, while Yusoff, Mohamed, & Moosa (2024) described unity of purpose as critical for both academic performance and emotional well-being among stakeholders.

Level of School Culture of Public School Teachers in terms of Collegial Support. The extent of school culture experienced by the public school teachers as indicated by collegial support was oftentimes manifested. Teachers reported a strong willingness among peers to help and share ideas, with trust and teamwork embedded in daily routines. These ratings underscore a collaborative climate that helps reduce stress and improves morale.

Kaihoi, et al. (2022) found that collegial networks improve emotional well-being and support teaching resilience. The authors noted that peer support among relatable colleagues reduces burnout and fosters better classroom practice.

Level of School Culture of Public School Teachers in terms of Learning Partnership. The extent of school culture experienced by the public school teachers as indicated by learning partnership was oftentimes manifested. Teachers communicated frequently with parents and felt that students assumed responsibility for their learning. Despite some limitations in shared expectations with parents, the partnerships showed maturity and effectiveness. These ratings imply a strong but improvable bridge between school, home, and student agency.

Woods (2021) and Wheeler, et al. (2018) affirmed that learning partnerships broaden student experiences and strengthen outcomes. Healey, et al. (2024) reinforced that equitable collaboration increases engagement and instills shared responsibility in learning environments.

Summary on the Level of School Culture of Teachers in terms of Specified Indicators. The extent of school culture among public school teachers, across all six dimensions, collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership, was also oftentimes manifested. The high ratings across domains point to a thriving school culture that fosters professionalism, collaboration, and shared vision, with unity of purpose standing out as the most dominant contributor.

Fu et al. (2022) suggested that positive school culture strongly predicts teacher engagement and institutional well-being. Schein's Organizational Culture Theory, as cited by Westover (2024), supports this conclusion, stating that shared values and relationships define the satisfaction and performance of staff.

Level of Job Satisfaction of Teachers in terms of Supervision. The extent of job satisfaction experienced by the public school teachers as indicated by supervision was oftentimes manifested. Teachers expressed consistent support from school heads, including equitable treatment, orientation on expectations, and constructive suggestions to improve teaching performance. Recognition from supervisors was present but slightly less emphasized.

These findings suggest that supervisory practices are generally favorable but could be improved through more visible acknowledgment and individualized mentoring.

Baluyos, et al. (2019) emphasized that effective supervision significantly enhances teacher satisfaction, especially when support and fairness are present. Singh and Gautam (2024) noted that clarity, regular feedback, and recognition reduce burnout and foster motivation. Toropova et al. (2020) added that positive supervisory relationships promote professional retention and morale.

Level of Job Satisfaction of Teachers in terms of Colleagues. The extent of job satisfaction experienced by the public school teachers as indicated by colleagues was oftentimes manifested. Teachers reported strong interpersonal connections, mutual support, and opportunities for idea exchange. These ratings reflect a collaborative professional climate that encourages shared growth and fosters emotional resilience.

According to Lin, Parker, and Horowitz (2024), collegiality is a top contributor to job satisfaction. Toropova et al. (2020) highlighted that peer collaboration boosts professional confidence and instructional effectiveness. This affirms the pivotal role of colleague relationships in teacher satisfaction and school cohesion.

Level of Job Satisfaction of Teachers in terms of Working Conditions. The extent of job satisfaction experienced by the public school teachers as indicated by working conditions was oftentimes manifested. Respondents found their work environment conducive to teaching, with clear and well-communicated policies. While most indicators were positively rated, opportunities for improvement were noted in terms of resource adequacy and workload management.

Toropova et al. (2020) emphasized the direct link between working conditions and teacher performance. Singh and Gautam (2024) warned that stressful environments, especially post-pandemic, can erode motivation. Admiraal (2023) further affirmed that the availability of resources and a healthy physical environment improve satisfaction and teaching quality.

Level of Job Satisfaction of Teachers in terms of Pay. The extent of job satisfaction experienced by the public school teachers as indicated by pay was oftentimes manifested. Although teachers acknowledged their salaries met basic needs, they also expressed that income was not fully aligned with their effort and responsibilities. Financial compensation was viewed as one of the least satisfying elements of their profession.

Lin et al. (2024) found that only a minority of teachers were highly satisfied with their income. Sparks (2024) described salary disparities and structural inequities affecting retention. Guis (2023) showed that merit-based pay systems could enhance satisfaction if thoughtfully implemented.

Level of Job Satisfaction of Teachers in terms of Responsibility. The extent of job satisfaction experienced by the public school teachers as indicated by responsibility was oftentimes manifested. Teachers felt deeply committed to their instructional roles and valued the opportunity to help students learn. The sense of purpose and professional agency reinforced their fulfillment, though autonomy could be strengthened further.

Ortan, et al. (2021) stated that instructional responsibility and role clarity drive motivation. Worth and Van den Brande (2020) emphasized autonomy's role in improving retention and job engagement. Aligning duties with strengths can heighten satisfaction and performance.

Level of Job Satisfaction of Teachers in terms of Work Itself. The extent of job satisfaction experienced by the public school teachers as indicated by work itself was very highly manifested. Teachers found the teaching profession creative, purposeful, and engaging. They valued the variety of skills involved and the intrinsic rewards, though there were notes about routine tasks and external challenges.

Kumari and Kumar (2023) underlined that intrinsic motivation and task significance sustain commitment. Barnum (2024) cautioned that behavioral issues and pandemic fatigue have eroded job joy for some teachers. Still, et al. (2020) advocated professional autonomy as a way to preserve job satisfaction.

Level of Job Satisfaction of Teachers in terms of Advancement. The extent of job satisfaction experienced by the public school teachers as indicated by advancement was oftentimes manifested. Respondents acknowledged professional growth opportunities but were less certain about tangible career progression or promotion pathways. This suggests a need for clearer systems for upward mobility.

Glaveli et al. (2024) found that self-fulfillment and development drive teacher satisfaction. Singh and Gautam (2024) noted that limited advancement contributes to burnout and turnover. Hoque et al. (2023) recommended establishing visible career tracks to improve retention and morale.

Level of Job Satisfaction of Teachers in terms of Security. The extent of job satisfaction experienced by the public school teachers as indicated by security was oftentimes manifested. Teachers generally felt stable in their positions, although lingering uncertainties remained, especially around administrative shifts and policy changes.

Fazackerley (2025) highlighted layoffs and funding gaps that strain job security globally. Singh and Gautam (2024) warned that instability leads to stress and disengagement. Ensuring transparency and clear employment terms can improve perceptions of safety and loyalty.

Level of Job Satisfaction of Teachers in terms of Recognition. The extent of job satisfaction experienced by the public school teachers as indicated by recognition was oftentimes manifested. While informal acknowledgment from peers occurred, formal systems of appreciation were less emphasized. These ratings suggest that structured recognition programs could significantly boost morale.

Lin, et al. (2024) revealed that lack of recognition affects retention and mental health. Woolf (2024) advocated regular, personalized acknowledgment strategies. Ortan et al. (2021) connected recognition to improved performance and wellbeing.

Summary on the Level of Job Satisfaction of Teachers in terms of Specified Indicators. The extent of job satisfaction among public school teachers, across all nine dimensions, supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition, was also oftentimes manifested. The domain “Work Itself” achieved the highest rating, followed by “Responsibility” and “Colleagues,” reflecting the profession’s intrinsic fulfillment and relational value. “Pay” and “Recognition” emerged as areas needing targeted improvement.

Toropova, et al. (2020) concluded that job satisfaction is pivotal to teacher retention and student success. Schein’s Organizational Culture Theory, as cited by Westover (2024), supports the interplay between institutional culture and teacher satisfaction. Strong relationships, role clarity, and institutional support elevate job satisfaction and school performance.

Relationship between School Culture and Job Satisfaction of Teachers. The relationship between school culture and teacher job satisfaction was found to be statistically significant, with a moderate positive correlation ($r = 0.464$, $p < 0.05$). This indicates that as the quality of school culture improves, teacher job satisfaction tends to increase in parallel. All six dimensions of school culture, collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership, were rated highly, suggesting a generally supportive and cohesive institutional climate.

This result affirms the assertion of Lin, et al. (2024) that teacher relationships within a positive school culture contribute significantly to overall job satisfaction. Furthermore, Heenan et al. (2023) emphasized that a collaborative and inclusive culture strengthens teacher morale, leading to higher levels of engagement and instructional effectiveness.

Moreover, the presence of strong collegial ties, shared leadership, and continuous development fosters trust and a sense of belonging, which are essential ingredients in promoting teacher fulfillment. Teachers working within such cultures exhibit greater enthusiasm for the profession and remain more committed to the school’s goals, validating Schein’s Organizational Culture Theory as cited by Westover (2024), which posits that shared assumptions and values shape workplace satisfaction.

Influence of School Culture on Job Satisfaction of Teachers. The regression analysis revealed that among the six dimensions of school culture, teacher collaboration and learning partnership significantly influenced teacher job satisfaction. These predictors illustrate that job fulfillment stems not only from leadership and institutional provisions but also from relational and participatory practices that empower teachers both professionally and communally.

Diaz-Sacco & Muñoz-Salinas (2024) asserted that when teachers are given structured opportunities to work together and reflect on practice, their professional commitment and instructional quality increase. Similarly, Woods (2021) and Healey, et al. (2024) confirmed that learning partnerships enrich the curriculum and foster student-teacher-parent collaboration, leading to greater satisfaction and emotional investment among educators.

The influence of these elements reveals a transformative dynamic: collaborative environments and active engagement with stakeholders yield a sense of purpose, recognition, and agency, all of which are central to teacher well-being and motivation. This complements the findings of Toropova et al. (2020), who noted that job satisfaction is not merely about compensation or supervision, but hinges on supportive conditions, trust, and shared goals embedded in the school’s culture. By strengthening these specific cultural dimensions, schools can strategically improve teacher morale, retention, and performance, creating ripple effects in student engagement and achievement.

4.2 Conclusion

Based on the results, it indicated that while school culture was perceived positively by teachers across all six dimensions, only specific aspects of that culture showed statistically significant relationships with job satisfaction. Teachers appreciated the presence of collaborative leadership, professional growth opportunities, and collegial support; however, it was teacher collaboration and learning partnership that emerged as significant predictors of satisfaction.

This suggests that job satisfaction is influenced more strongly by relational dynamics and participatory practices than by structural or managerial elements alone. The sense of shared purpose and collective engagement found in collaborative environments fosters not only professional fulfillment but also a deeper connection to institutional goals.

Other dimensions, though highly rated, did not directly influence satisfaction scores, implying that certain cultural elements may serve more as contextual support than direct motivators. These findings emphasize that fostering high-impact cultural practices, particularly those rooted in collaboration and mutual learning, is crucial in enhancing teacher morale and effectiveness.

Moreover, teacher job satisfaction reflects a complex interplay between professional agency, interpersonal relationships, and institutional support systems. While a positive school culture provides fertile ground, it must be cultivated through intentional, inclusive, and empowering practices to ensure sustainable well-being and performance among educators.

4.3 Recommendations

Based on the conclusions derived from the results of the study on the influence of school culture on teacher job satisfaction, the following professional recommendations are hereby presented:

1. School heads shall enhance relational dimensions of school culture, particularly teacher collaboration and learning partnership, as these were found to be significant predictors of job satisfaction. Structured opportunities for co-planning, peer mentoring, and active engagement with parents must be institutionalized to build ownership, trust, and shared accountability in instructional practices.
2. The Department of Education (DepEd) is encouraged to integrate teacher collaboration and community engagement strategies into its training frameworks. Capacity-building programs should include modules on relational leadership, school-community linkages, and collaborative instruction. These will help empower teachers to become proactive contributors to culture-building efforts in their respective schools.
3. Professional learning communities (PLCs) shall be supported and formalized across districts, facilitating inter-school sharing of best practices, collaborative action research, and reflective dialogue. These platforms will strengthen collegiality and peer-driven innovation, addressing gaps in teacher satisfaction related to recognition, advancement, and professional agency.
4. Local school governing councils, including PTA representatives and community stakeholders, shall co-develop learning partnership protocols, including clearer expectations for parent engagement, feedback systems, and shared responsibility for student outcomes. This collaborative framework reinforces mutual trust and promotes a culture of inclusion.
5. Education leaders shall review and strengthen school culture indicators that support intrinsic job fulfillment, especially those related to professional development, collegial support, and unity of purpose. Doing so will promote emotional resilience, motivation, and long-term commitment among educators.
6. Policy planners and future researchers are encouraged to replicate and expand the study across varied school contexts, integrating qualitative dimensions to deepen understanding of the lived experiences of teachers within specific cultural environments. This evidence base can further guide strategic interventions for workforce stability and school improvement.

References

- Ackley, L. (2021). Online Learning's Impact on Collaborative School Culture in Middle School during the COVID-19 Pandemic. Retrieved from <https://eric.ed.gov/?id=ED620685&utm>
- Admiraal, W. (2023). Teachers' work conditions and their job satisfaction in primary andsecondary education. *International Journal on Studies in Education (IJonSE)*, 5(1), 15-26.<https://doi.org/10.46328/ijonse.81>
- Alzoraiki, M., Ahmad, A.R., Ateeq, A., & Milhem, M. (2024). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. *Front. Educ.* 9:1413607. doi: 10.3389/feduc.2024.1413607
- Ansley, B., Houchins, D., & Varjas, K. (2019). Cultivating Positive Work Contexts That Promote Teacher Job Satisfaction and Retention in High-Need Schools. Retrieved from https://www.researchgate.net/publication/331877526_Cultivating_Positive_Work_Contexts_That_Promote_Teacher_Job_Satisfaction_and_Retention_in_High-Need_Schools
- Baluyos, G., Rivera, H., & Baluyos, E. (2019). Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 2019 (7), 206-221, <http://www.scirp.org/journal/jss>.
- Barnum, M. (2024). Teachers Are Burning Out on the Job. Retrieved from <https://www.wsj.com/us-news/education/teachers-america-burn-out-b2cc2a51?utm>
- Bhatia, M. & Williams, A. (2023). Identifying Job Satisfaction Parameters among the Employees in Higher Educational Institutions: A Mathematical Model. Retrieved from <https://arxiv.org/abs/2309.07553?utm>
- Colvin, K. & Croft, M. (2024). Indicators of Successful School Librarian and Teacher Collaboration: A Phenomenology. Retrieved from <https://www.ala.org/news/2024/10/new-research-analyzes-collaboration-between-school-librarians-and-teachers?utm>
- Díaz-Sacco, A., & Muñoz-Salinas, Y. (2024). Conditions and opportunities for teacher collaboration during the implementation of a professional development programme. *Professional Development in Education*, 1–15. <https://doi.org/10.1080/19415257.2024.2405617>
- European Education (2024). Wellbeing at School. Retrieved from <https://education.ec.europa.eu/education-levels/school-education/wellbeing-at-school?utm>
- Fazackerley, A. (2025). Cash-strapped schools plan to lay off teachers in blow to Labour's promise. Retrieved from <https://www.theguardian.com/education/2025/feb/09/cash-strapped-schools-plan-to-lay-off-teachers-in-blow-to-labours-promise?utm>
- Febriantina, S., Suparno, J., Marsofiyati, D., & Aliyyah, R. (2020). How School Culture and Teacher's Work Stress Impact on Teacher's Job Satisfaction. *International Journal of Learning, Teaching and Educational Research*, 19 (8), 409-423. <https://doi.org/10.26803/ijlter.19.8.22>
- Fu, C., Zhao, Z., Wang, H., Ouyang, M., Mao, X., Cai, X., & Tan, X. (2022). How perceived school culture relates to work engagement among primary and secondary school teachers? Roles of affective empathy and job tenure. *Front. Psychol.* 13:878894. doi: 10.3389/fpsyg.2022.878894

- Glaveli, N., Manolitzas, P., Tsourou, E., & Grogoudis, E. (2024). Unlocking Teacher Job Satisfaction During the COVID-19 Pandemic: a Multi-criteria Satisfaction Analysis. *Journal of the Knowledge Economy*, 15, 1264–1285. <https://doi.org/10.1007/s13132-023-01124-z>
- Guis, M. (2023). The effects of merit pay on teacher job satisfaction. *Applied Economics*, 45 (31), 4407–4415, <http://dx.doi.org/10.1080/00036846.2013.78>
- Healey, M., Flint, A. & Harrington, K. (2024). Engagement through partnership: students as partners in learning and teaching in higher education. Retrieved from https://www.researchgate.net/publication/264240134_Engagement_through_partnership_students_as_partners_in_learning_and_teaching_in_higher_education
- Hongzhuo, L. (2024). The Influence of Collaboration Leadership on School Improvement with the Mediating Effect of Teacher Autonomy and Organizational Culture in Vocational High Schools of Zhengzhou City, China. *Uniglobal Journal of Social Sciences and Humanities*, 3(2), 83–93. <https://doi.org/10.53797/ujssh.v3i2.9.2024>
- Hoque, K.E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, 10, 177 (2023). <https://doi.org/10.1057/s41599-023-01645-7>
- Kaihoi, C.A., Bottiani, J.H. & Bradshaw, C.P. (2022). Teachers Supporting Teachers: A Social Network Perspective on Collegial Stress Support and Emotional Wellbeing Among Elementary and Middle School Educators. *School Mental Health* 14, 1070–1085 (2022). <https://doi.org/10.1007/s12310-022-09529-y>
- Karmacharya, R.K. (2024). The Impact of School Culture on the Students Learning Experiences & Academic Achievement. *Dinkum Journal of Social Innovations*, 3(01):14–21.
- Katsantonis I. G. (2019). Investigation of the Impact of School Climate and Teachers' Self-Efficacy on Job Satisfaction: A Cross-Cultural Approach. *European journal of investigation in health, psychology and education*, 10(1), 119–133. <https://doi.org/10.3390/ejihpe10010011>
- Kumari, J. & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities Social Science Communications*, 10, 158. <https://doi.org/10.1057/s41599-023-01662-6>
- Learning Policy Institute (2024). Restarting and Reinventing School. Retrieved from <https://restart-reinvent.learningpolicyinstitute.org/ensure-supports-social-and-emotional-learning?utm>
- Lin, L., Parker, K., & Horowitz (2024). Teachers' Job Satisfaction. Retrieved from <https://www.pewresearch.org/social-trends/2024/04/04/teachers-job-satisfaction/?utm>
- Lombardi, E., Traficante, D., Bettoni, R., Offredi, I., Giorgetti, M., & Vernice, M. (2019). The Impact of School Climate on Well-Being Experience and School Engagement: A Study With High-School Students. *Frontiers in psychology*, 10, 2482. <https://doi.org/10.3389/fpsyg.2019.02482>
- McChesney, K. & Cross, J. (2023). How school culture affects teachers' classroom implementation of learning from professional development. *Learning Environ Res* 26, 785–801 (2023). <https://doi.org/10.1007/s10984-023-09454-0>
- Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International journal of environmental research and public health*, 18(23), 12763. <https://doi.org/10.3390/ijerph182312763>
- Singh, Y. & Gautam, D. (2024). The Impact of Job Satisfaction on Teacher Mental Health: A Call to Action for Educational Policymakers. *Open Education Studies*, 6(1), 20240008. <https://doi.org/10.1515/edu-2024-0008>
- Sparks, S. (2024). What Teacher Pay and Benefits Look Like in Charts. Retrieved from <https://www.edweek.org/teaching-learning/what-teacher-pay-and-benefits-look-like-in-charts/2024/11?utm>
- Tarrant, K. (2025). School head who sued parents over 'campaign of abuse' and won. Retrieved from <https://www.thetimes.com/uk/education/article/i-told-my-sons-not-to-answer-the-door-head-who-sued-parents-over-campaign-of-abuse-68f9tmnf8?utm>
- Toikka, T., & Tarnanen, M. (2024). A shared vision for a school: developing a learning community. *Educational Research*, 66(3), 295–311. <https://doi.org/10.1080/00131881.2024.2361412>
- Toropova, A., Myrberg, E. & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73 (1), <https://doi.org/10.1080/00131911.2019.1705247>
- Van Vijfeijken, M., Scholte, R. H., & Denessen, E. (2024). An evaluation of a professional development program aimed at empowering teachers' agency for social justice. *Frontiers in Education*, 9, 1244113. <https://doi.org/10.3389/feduc.2024.1244113>
- Westover, J. (2024). Understanding Organizational Culture through Schein's Model. Retrieved from <https://www.innovativehumancapital.com/article/understanding-organizational-culture-through-schein-s-model?utm>

- Wheeler, L., Guevara, J.R. & Smith, J.A. (2018). School–community learning partnerships for sustainability: Recommended best practice and reality. *Int Rev Educ* **64**, 313–337 (2018). <https://doi.org/10.1007/s11159-018-9717-y>
- Wilson Heenan, L., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature. *Societies*, *13*(6), 133. <https://doi.org/10.3390/soc13060133>
- Woods, K. (2021). Community Partnerships: The Impact on Learning. Retrieved from <https://arcstsa.org/community-partnerships-the-impact-on-learning/?utm>
- Woolf, N. (2024). Teacher Retention: 5 Effective Strategies for Retaining High-Quality Staff. Retrieved from <https://www.panoramaed.com/blog/teacher-retention-strategies?utm>
- Worth, J. & Van den Brande, J. (2020) Teacher autonomy: How does it relate to job satisfaction and retention? Retrieved from <https://eric.ed.gov/?id=ED604418&utm>
- Xenikou, A. (2019). Leadership and Organizational Culture. In C. Newton and R. Knight(eds.), *Handbook of Research Methods for Organizational Culture*. Northampton, MA: Edward Elgar Publishing.
- Yusoff, S., Mohamed, A., & Moosa, V. (2024). The Influence of Organizational Culture on Instructional Leadership and Trust in Maldivian Schools. Retrieved from https://www.academia.edu/19742029/THE_INFLUENCE_OF_ORGANISATIONAL_CULTURE_ON_INSTRUCTIONAL_LEADERSHIP_AND_TRUST_IN_MALDIVIAN_SCHOOLS?utm