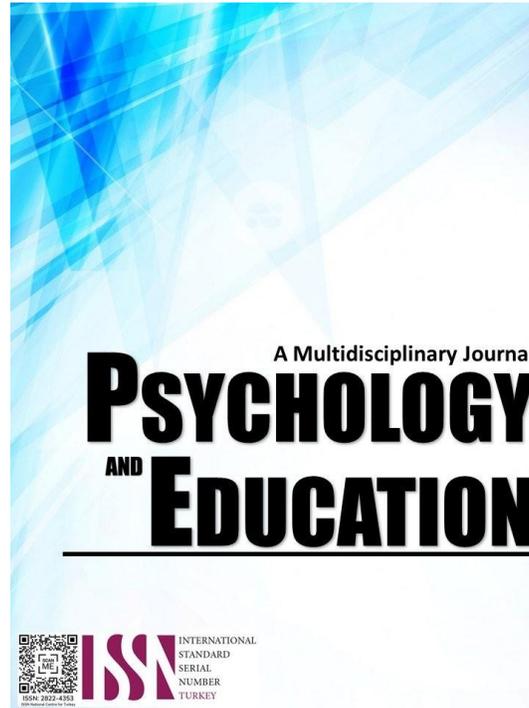


THE MEDIATING EFFECT OF TEAM EFFECTIVENESS ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL TRUST AND JOB PERFORMANCE OF MATHEMATICS TEACHERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44

Issue 1

Pages: 114-128

Document ID: 2025PEMJ4243

DOI: 10.70838/pemj.440107

Manuscript Accepted: 07-15-2025

The Mediating Effect of Team Effectiveness on the Relationship between Organizational Trust and Job Performance of Mathematics Teachers

Ivy T. Olang,* Eugenio S. Guhao Jr.

For affiliations and correspondence, see the last page.

Abstract

This study was conducted to determine the significance of the mediation of the team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers among public secondary school in the Division of Davao Oriental, Region XI, Philippines. A quantitative, non-experimental research design was used in the study, particularly descriptive correlation and mediation analysis. There were 200 teachers who responded to the survey. Additionally, adapted survey questionnaires were utilized for organizational trust, job performance and team effectiveness. As statistical tools, mean, Pearson r, and path analysis were employed. Results show that the level of organizational trust, job performance and team effectiveness of mathematics teachers were very high. Data revealed significant relationships between organizational trust and job performance, between organizational trust and team effectiveness, between team effectiveness and job performance of mathematics teachers. Further, team effectiveness has a substantial partial mediating effect on the relationship between the organizational trust and job performance of mathematics teachers among public secondary schools. This implies that strengthening team effectiveness can enhance the positive impact of organizational trust on teachers' job performance.

Keywords: *educational management, mediation analysis, organizational trust, job performance, team effectiveness, mathematics teachers, Philippines*

Introduction

Teacher job performance is a critical determinant of educational quality, yet it remains a persistent issue in many educational systems. Poor teacher performance is typically observed when educators fail to meet expected standards in instructional delivery, classroom management, student engagement, and assessment practices (Darling-Hammond et al., 2020). This teacher underperformance may manifest as lack of lesson preparation, minimal student interaction, low academic expectations, and inability to adapt to diverse learners' needs (Li et al., 2025). A study also highlighted that teachers sometimes display poor effectiveness in teaching due to some internal and external factors. When teachers underperform, it negatively impacts not only their professional growth but also institutional credibility and student learning outcomes (Klusmann et al., 2022).

High teacher performance is essential for delivering quality education and ensuring positive student outcomes. When teachers demonstrate strong instructional practices, effective classroom management, and consistent student engagement, learners are more likely to stay motivated, perform better academically, and develop critical thinking skills. Good performance among teachers can lead to student engagement and achievement. Investing in strategies that improve teacher performance where teaching quality directly impacts students' foundational skills and long-term success is therefore crucial for educational quality (Tria, 2023; Dederling & Pietsch, 2023).

Considering the importance of teachers' job performance, the researcher have read several studies that explored the factors which influence job performance such as team effectiveness and organizational trust. Recent studies demonstrate the positive link between organizational trust and employees' job performance. A comprehensive meta-analysis found that when teachers perceive greater trust - both in leaders and colleagues they exhibit higher in-role performance (Espinoza et al., 2025). For educators in particular, perceived organizational support which includes trust in the institution directly enhances teaching performance and indirectly boosts outcomes (Zhao et al., 2022). Moreover, Gustafsson et al. (2023) identified organizational trust as a driver of job crafting, which in turn elevates job performance of employees. Similarly, previous researchers (Lamsa & Pucetaite, 2016; Singh & Desa, 2018) stated that the presence of organizational trust is essential to organizational job performance and competitiveness in an increasingly global economy. Trust is commonly important secondary in the organization as well to determine the level of performance and automatically is a source of competitive of advantage. Also, other authors (Li & Tan, 2013; Zauderer, 2002) found that employees who work in organizations with higher levels of organizational trust were more successful and innovative than institutions with lower levels of trust. Organizational trust facilitates positive psychological conditions of meaningfulness, safety, and availability. These conditions are also among predictors of individual job performance.

Also, evidence continues to affirm that team effectiveness is a strong predictor of job performance in educational settings. A study revealed that team effectiveness correlates strongly with positive performance outcomes (Paredes-Saavedra et al., 2024). In knowledge-based workplaces, effective teams boosts team learning and productivity, which directly influence performance outcomes (Patil et al., 2023). Specific to schools, a 2024 structural model study in Region XI, Philippines found that team effectiveness significantly predicted public elementary teachers' results-based performance (Nanol et al., 2025). Likewise, in strong correlations between team purpose, roles, processes, and performance further validate that cohesive, well-structured teams consistently deliver superior results

(Arora et al., 2023). Previous studies (Froebel & Marchington, 2005; Jones et al., 2007; Sanyal & Hisam, 2018) revealed the impact of team effectiveness on the employees' job performance. Team effectiveness at work is an essential occupational component that is necessary to accomplish and achieve the visions, goals, plans and objectives of the organization and to activate and enhance the performances of the workers there. Understanding the impact of team effectiveness on job performance is important because teamwork is viewed by some researchers as one of the key driving force for improving an overall organizational performance.

Further, a growing body of work highlights how organizational trust fosters healthier team dynamics and overall effectiveness. Higher organizational trust contributes to the reduction of team conflict and improves team processes (Joo et al., 2023). This is consistent with broader research showing that trust in leadership leads to stronger team synergy (Özdoğru & Sarier, 2024). Similarly, Kim et al. (2020) demonstrated that higher team-level trust correlates with improved team performance. Likewise, a meta-analysis by van Knippenberg et al. (2020) concluded that a trusting team environments boost effectiveness. Finally, Buvik and Tkalic (2021) confirmed that trust leads to better performance outcomes.

Also, presented in this study are readings from the related literature, different books, journals, articles, and internet of different authors relevant to the present research work. The researcher focused on organizational trust, job performance, and team effectiveness.

Organizational trust refers to the confidence employees place in their organization's integrity, reliability, and alignment with their best interests. It is defined as a willingness to be vulnerable based on positive expectations of another party's intent and behavior, particularly in contexts where outcomes are not guaranteed. When employees believe that their organization acts in good faith such as communicating openly, honoring commitments, and demonstrating leader competence and compassion (Keim & Lamont, 2024; Dai et al., 2022).

Organizational trust in school settings refers to educators' confidence that their institution led by administrators and supported by policies—will act with integrity, competence, and fairness. It encompasses both cognition-based trust - belief in the school's reliability and ability to fulfill commitments and affect-based trust, which includes the emotional bonds developed through supportive interpersonal relationships (Guhao & Sioting, 2023). Behaviors reflecting high organizational trust include teachers' open communication, willingness to share ideas and uncertainties, reliance on colleagues for support, and belief that leadership acts in both educators' and students' best interests. When such trust is present, teachers report enhanced job satisfaction, proactive engagement in professional development, and organizational citizenship behaviors aimed at improving the school community (Okonkwo & Dlamini, 2024).

The first indicator is the trust to work team. For a workplace team to be productive, cohesive and ultimately successful, trust in one another is essential. When team members know they can count on each other, and understand that all contributions are welcomed and valued, it can create an environment in which morale increases, productivity sees an upswing and work product becomes exceptional in its quality (McQuerrey, 2018). Trust in the work team involves confidence that fellow teachers are competent, supportive, and dependable. When this trust is present, teachers share ideas and feedback more openly, which enhances collaboration, innovation, and collective problem-solving (Çoban et al., 2020). The second indicator is trust to work setting. In this domain, employees believe that abilities and accomplishments of workers are appreciated and awarded in the school and feel supported to do their job better. Trust in the work setting reflects teachers' belief that their contributions and professional efforts are valued and supported by the school infrastructure - promoting job satisfaction, participation in professional development, and organizational commitment (Çelik & Konan, 2020). The third indicator is the trust to management. Trust in management is the employee's inclination to follow and support the leader. Trust in management is an internal context factor and component of an organizational climate. (Ahmad et al., 2017). Trust in management denotes teachers' belief in the integrity, competence, and benevolence of school leaders. Trustworthy principals, who engage in visible, instructional leadership, foster higher teacher self-efficacy, collaboration, and innovative instructional practices (Çoban et al., 2020; Kılınc et al., 2024).

On job performance, it is generally understood as the observable behaviors and efforts exerted by employees that contribute to the achievement of organizational objectives. It reflects how well individuals fulfill their job responsibilities and meet the expectations set by their institutions. Job performance is a critical construct in organizational behavior, as it serves as a key indicator of both individual productivity and institutional effectiveness. High levels of job performance are often associated with increased organizational success, employee engagement, and operational efficiency. Evaluating job performance allows institutions to identify strengths, address areas for improvement, and make informed decisions related to employee development and resource allocation (Jackson et al., 2020).

In the context of education, teacher job performance is a critical determinant of student outcomes and school effectiveness. Teachers who perform well consistently deliver high-quality instruction, engage students meaningfully, adapt to diverse learning needs, and participate in school-based initiatives aimed at improvement. High-performing teachers are characterized by their professional competence, collaborative behavior, and responsiveness to educational reforms (Li et al., 2025).

The first indicator of teacher job performance is contextual performance. This domain includes both altruism and conscientiousness. Altruism or helping behavior involves voluntarily helping others with an organizationally relevant task or problem, such as helping other teachers who have heavy workloads while conscientiousness, namely, going well beyond minimally required levels of attendance, punctuality, housekeeping, conserving resources, and related matters of internal maintenance, such as attending at work above the

norm (Çalışkan & Köroğlu, 2022; Hameed et al., 2023). The second indicator is task performance. This domain includes items such as achieving the objectives of the job, meeting criteria for performance, demonstrating expertise in all job-related tasks, and fulfilling all the requirements of the job. It also includes managing more responsibility than typically assigned, appearing suitable for a higher level role, being competent in all areas of the job, handling tasks with proficiency, performing well in the overall job by carrying out tasks as expected, and planning and organizing to achieve objectives of the job and meet deadlines (Nasir et al., 2023; Nyathi & Kekwaletswe, 2023).

On team effectiveness, teamwork, encouraged by powerful leaders' initiative and management, is one of the methods utilized by organizations to expand gainfulness. This implies that team leaders should feel responsible towards attaining team effectiveness by exerting much service efforts inside the team (Chen & Kanfer, 2024; Eisenbeiss, van Knippenberg & Hoever, 2021).

In conjunction, team building is a theory of occupation plan in which representatives are seen as individuals from related groups rather than as individual laborers. Team building alludes to an extensive variety of exercises, displayed to organizations, schools, games groups, religious or charitable associations intended for enhancing group execution. In addition, team building is sought after through a mixed bag of practices, and can go from straightforward holding activities to complex reproductions and multi-day team building retreats intended to add to a group, normally falling some place in the middle. Most part of it sits inside the hypothesis and practice of hierarchical improvement, however can likewise be connected to group dynamics, school bunches, and different settings. Team building is not to be mistaken for group entertainment that comprises of exercises for groups that are entirely recreational (Oiku et al., 2023).

A key aspect of team effectiveness lies in a clear and shared mission, described as a collectively agreed purpose that guides the team's direction and aligns individual efforts. When team members know why the team exists and what specific goals it must achieve, they are more likely to coordinate effectively, enhance role clarity, and sustain collective commitment. Research in IT and knowledge-based organizations confirms that team mission, goal achievement, empowerment, open communication, and well-defined roles are interdependent and essential predictors of team performance, as these dimensions reinforce each other to support cohesive and productive collaboration (Arora et al., 2025; Paredes-Saavedra et al., 2024).

Furthermore, the foregoing presentation and discussion of various literatures have helped in bringing into focus the important variables of the study; organizational trust, job performance and team effectiveness. These served as support to the results and findings of the study.

Furthermore, this study was anchored on the Social Exchange Theory (SET) by Blau (1964) as it provides a foundational explanation of the reciprocal relationships among organizational trust, team effectiveness, and job performance. SET posits that social behavior is the result of an exchange process where individuals weigh the costs and benefits of relationships. In organizational settings, when teachers perceive high levels of trust from their institutions and leaders, they are more likely to reciprocate through enhanced work behaviors, such as collaboration, commitment, and performance. Also, one supporting framework is Transformational Leadership Theory (Bass & Avolio, 1994), which explains how leadership behaviors that build trust, articulate a clear vision, and foster empowerment can enhance both team effectiveness and individual performance. In schools, transformational leaders who inspire and intellectually stimulate teachers contribute to the development of cohesive, mission-driven teams. A second supportive perspective is the concept of Psychological Safety developed by Edmondson (1999), which refers to a shared belief among team members that it is safe to take interpersonal risks. Psychological safety thrives in environments of organizational trust and open communication - conditions that are fostered by both organizational support and effective team structures. When teachers feel psychologically safe, they are more willing to contribute ideas, admit mistakes, and engage in collaborative problem-solving, all of which contribute to both individual performance and team effectiveness.

A mediating variable was used in this study. Mediating variable is one that describes the association between the other two variables. It interprets the association between independent and dependent variables. Further, mediating variable acts as an intermediary between independent and underlying factors and a final outcome. Its objective is to assess the way a variable affects the influence of X on Y. A mediator assumed to cause the outcome and not vice versa. One reason for testing mediation is attempting to recognize the mechanism through which the initial variable affects the outcome (Baron & Kenny, 1986). In this present study, the mediating variable is the team effectiveness (Fung, 2014).

Despite the extensive literature on organizational trust, team effectiveness, and job performance in various sectors, there remains a notable research gap in understanding how these variables interrelate specifically within the context of public secondary school mathematics teachers in Davao Oriental, Philippines. Most existing studies focus on general employee performance in corporate or higher education settings, leaving a lack of contextualized insights into how organizational trust and team dynamics influence teacher performance in basic education, particularly in subject-specific domains like mathematics. Moreover, limited empirical studies employ mediation analysis to examine whether team effectiveness serves as a conduit through which organizational trust affects job performance. This study addresses that gap by exploring the mediating role of team effectiveness in the trust-performance link, offering a localized and discipline-specific contribution to educational management research in the Philippine setting.

The urgency of this study stems from the growing demands for quality education and the pivotal role that teacher performance plays

in achieving it, particularly in mathematics which is a subject critical to national development and 21st-century competencies. With the increasing pressure on schools to improve learning outcomes, especially in public secondary education, there is a pressing need to understand the organizational and interpersonal factors that drive teacher effectiveness. As education systems recover from the disruptions of the pandemic and adapt to new teaching modalities, fostering trust within institutions and building effective teams have become more crucial than ever. This study responds to that urgency by providing timely, evidence-based insights into how organizational trust and team effectiveness can be strategically enhanced to improve mathematics teachers' job performance and, ultimately, student achievement.

The main thrust of the study was to find out the significance of the mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers among public secondary schools in Davao Oriental. Specifically, it aimed to describe the level of organizational trust of mathematics teachers in terms of trust to work team, trust to work setting, and trust to management. It also ascertained the level of job performance of mathematics teachers in terms of contextual performance, and task performance, and determined the level of team effectiveness of mathematics teachers in terms of team mission, goal achievement, empowerment, open and honest communication, and positive roles and norms. In addition, it determined the significance of the relationship between organizational trust and team effectiveness of mathematics teachers, between team effectiveness and job performance of mathematics teachers, and between organizational trust and job performance of mathematics teachers. Lastly, it aimed to determine the significance of the mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers.

With the above objectives, the null hypotheses were tested at 0.05 level of significance. It is stated that there is no significant relationship between the organizational trust and team effectiveness of mathematics teachers; the team effectiveness and job performance of mathematics teachers; and the organizational trust and job performance of mathematics teachers. Also, it is stated that there is no significant mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers.

The global significance of this study lies in its contribution to understanding and enhancing teacher job performance which is a key driver of educational quality and student success. Numerous international studies underscore that effective teacher performance is closely tied to improved academic achievement and holistic student development. In the context of Sustainable Development Goal 4 (SDG 4: Quality Education), this research aligns with global efforts to ensure inclusive, equitable, and high-quality education by strengthening one of the most crucial in-school factors: teacher effectiveness. Teacher job performance is widely recognized as a multidimensional construct encompassing subject mastery, pedagogical skills, classroom management, and professional commitment. Its impact on student learning outcomes has been consistently validated across various educational systems. Socially, the study is highly relevant as it addresses the urgent need to improve educational delivery in public secondary schools, where performance disparities can perpetuate inequality. For policymakers and education leaders, focusing on teachers who serve as the frontline agents of learning which is a strategic and sustainable approach to achieving national and global education targets. As emphasized by Hanushek (2011), apart from family background, teacher performance remains the single most important determinant of student academic success, making this study not only timely but essential.

Furthermore, the findings of this study may be beneficial to the policy makers, school heads, teachers, and even the future researchers. The result of the study may give information to the policy makers regarding the organizational trust, team effectiveness, and job performance of teachers at school which may serve as the basis for the formulation of plans and programs for improving these aspects which consequently contribute to the improvement of student learning. School heads in particular may organize school-based seminars and activities that will enhance team work attitudes and trust of teachers so as to augment job performance of teachers. Also, teachers may improve their performance at work by establishing trust to co-teachers, work setting, and school management. When teachers are involved in team, the school should build a team work culture that promotes team mission, goal achievement, empowerment, open and honest communication, and positive roles and norms. Likewise, this study would serve as springboard of the future researcher for further studies about the related variables and related studies.

Methodology

Research Design

This study employed a quantitative, non-experimental research design utilizing the correlational technique. The correlational technique is a non-experimental approach in which researchers explore relationships between two or more variables in a natural setting without manipulation or control. In correlational studies, the focus is on assessing the strength of associations between variables by examining how changes in one variable correlate with changes in another (Cresswell, 2013). Additionally, a mediation model was applied in this study. A mediation model aims to identify and elucidate the mechanism or process underlying an observed relationship between an independent variable (organizational trust) and a dependent variable (job performance) by incorporating a third explanatory variable, known as a mediator variable (team effectiveness). Rather than postulating a direct causal link between the independent and dependent variables, a mediation model posits that the independent variable influences the mediator variable, which subsequently influences the dependent variable. Thus, the mediator variable helps clarify the nature of the relationship between the independent and dependent variables. Essentially, mediating relationships occur when a third variable plays a crucial role in governing the relationship between

the other two variables (MacKinnon, 2008).

Furthermore, this study utilized path analysis as a methodological approach. Path analysis serves as a valuable framework for specifying and evaluating hypothesized causal relationships among sets of measured variables (Hancock & Schoonen, 2015). Stage, Carter, and Nora (2004) conducted an assessment of the application of path analyses in educational research, highlighting its purpose in estimating the magnitude and significance of hypothesized causal connections among sets of variables using path diagrams. In line with this, the correlational research design is apt for the study since it sought to examine the significant mediation of team effectiveness on the relationship between organizational trust and job performance among mathematics teachers.

Respondents

This study was conducted among public secondary schools in the Division of Davao Oriental. Davao Oriental is a province located in the southeastern part of Mindanao, Philippines. It is part of the Davao Region (Region XI) and is bounded by the Pacific Ocean to the east, making it the easternmost province in the country. To its north lies the province of Agusan del Sur, to the west is Compostela Valley (Davao de Oro), and to the south is Davao Gulf and Davao Occidental. Davao Oriental has several municipalities, and it plays a vital role in education, agriculture, eco-tourism, and cultural heritage in the region. The public secondary schools in this area cater to a diverse population of learners from both urban centers and geographically isolated and disadvantaged areas (GIDAs), making it a significant location for educational research.

The study involved 200 mathematics teachers from public secondary schools in the Division of Davao Oriental during the 2021-2022 school year. The researchers employed a universal sampling method to select participants. Universal sampling involves studying the entire population that shares a specific characteristic, and it is a practical approach when the population size is manageable, such as a well-defined subgroup within a larger population (Crossman, 2013). This sampling method was deemed suitable for the study as it sought to gather information from the entire population of mathematics teachers in public secondary schools in the Division of Davao Oriental. By using universal sampling, the researcher gained a more in-depth understanding of the target population compared to a partial sample.

Furthermore, the researcher took into account specific criteria for including and excluding participants in the study. The chosen respondents were regular mathematics teachers in public secondary schools within the Division of Davao Oriental, identified by their plantilla numbers in the Department of Education. To be eligible, teachers had to express willingness, obtain permission from their school heads, and voluntarily participate in the conducted survey by providing informed consent. Teachers who openly declined to participate were excluded from the study. Additionally, those with Local School Board contracts and teachers from private schools were not considered. The researcher also considered individuals who opted to withdraw during the actual administration of the survey questionnaires.

Instrument

The survey questionnaire utilized in this study underwent modification and consisted of three sections derived from adapted questionnaires related to organizational trust, job performance, and team effectiveness. The questionnaire for organizational trust was adapted from Celep & Yilmazturk (2012), for job performance was adapted from Yusoff et al. (2014) and for team effectiveness was adapted from Fung (2014) which were modified to fit in to the study and subjected to the validation of the experts.

The questionnaire for the organizational trust has the following indicators: trust to work team, trust to work setting, and trust to management. The questionnaire for the job performance has the following indicators: contextual performance, and task performance. The team effectiveness has the following indicators: team mission, goal achievement, empowerment, open and honest communication, and positive roles and norms.

The evaluation for the organizational trust, job performance and team effectiveness of teachers were based on the same five-point Likert scale where the mean scores of 4.20-5.00, 3.40-4.19, 2.60-3.39, 1.80-2.59 and 1.00-1.79 indicated the manifestation of Very High, High, Moderate, Low and Very Low respectively.

The questionnaires were adjusted and then validated by experts. The initial version of the research instrument was presented to the research adviser for feedback, suggestions, and recommendations aimed at enhancing its clarity and coherence. Corrections were incorporated based on this feedback. The final versions were then submitted to a panel of experts for further refinement. The ultimate revision incorporated corrections, comments, and suggestions provided by the expert validators prior to the data collection phase. The consolidated results from the experts yielded an average weighted mean of 4.50, indicating an excellent level of validation. Moreover, prior to implementing the research instrument, a pilot test was conducted with selected science teachers who were not part of the study's intended respondents. The survey questionnaire used in the pilot test underwent reliability testing through the Internal Consistency Method. This method was deemed suitable because the test included dichotomously scored items, where the examinees either passed or failed each item. The computed reliability of the instrument, as measured by Cronbach Alpha, exceeded 0.70 for the organizational trust questionnaire, job performance questionnaire, and team effectiveness questionnaire.

Procedure

In the data collection phase, the researcher sought permission from the Schools Division Superintendent of the Division of Davao Oriental, DepEd Region XI. Once approval was obtained, the researcher then sought permission from the relevant School Heads to conduct the study with the 200 mathematics teachers. Given the restrictions during pandemic, the research instruments were distributed online via Google Forms. To ensure a high response rate, the researcher sent reminders and tracked responses through the platform. The respondents were given a specific time window to complete the survey at their convenience to minimize disruption to their online classes. The researcher provided contact information for any questions or clarifications during the survey period. After the data collection period, the responses were automatically compiled and stored in Google Forms system. The researcher then downloaded the data for collation and tabulation. Subsequently, appropriate statistical tools were applied to extract the necessary data for interpretation and further analysis. An electronic acknowledgment of the survey administration was obtained from the concerned School Heads.

Data Analysis

The following statistical tools were used in interpreting the data collated. Mean was used to determine the level of organizational trust, job performance, and team effectiveness of mathematics teachers among public secondary schools. Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between the organizational trust and team effectiveness of mathematics teachers; the team effectiveness and job performance of mathematics teachers; and the organizational trust and job performance of mathematics teachers. Lastly, path analysis was used to determine the significance of the mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers.

Ethical Considerations

Prior to data collection, this study underwent rigorous ethical review and was approved by the UM Ethics Review Committee (UMERC). Participation was strictly voluntary, with informed consent obtained after a clear explanation of the study's purpose, ensuring respondents had sufficient understanding to participate. Privacy and confidentiality were strictly upheld in compliance with the Data Privacy Act of 2012 where no identifiable information was disclosed, and pseudonyms were used. Risk assessments were conducted to safeguard respondents from physical, psychological, and social risks, and safety measures, including adherence to COVID-19 protocols, were observed. The researcher avoided conflicts of interest, did not survey peers, and ensured objectivity and professionalism throughout the study. Permissions from school authorities were secured, and instruments were reviewed by a panel of experts for clarity and validity. The research utilized credible scholarly sources, followed APA 7th edition guidelines, and employed Turnitin and Grammarly software to ensure originality and academic integrity.

Results and Discussion

Presented in this section are the data and analysis of findings based on the data collated from the research instruments used in the study to determine the significance of the mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers among public secondary schools in the Division of Davao Oriental, Region XI, Philippines. Interpretations of results were engaged in the following subheadings: level of organizational trust of mathematics teachers, level of job performance of mathematics teachers, level of team effectiveness of mathematics teachers, significance of the relationship between organizational trust and job performance of mathematics teachers, organizational trust and team effectiveness of mathematics teachers, and team effectiveness and job performance of mathematics teachers, and significance of the mediation of team effectiveness on the relationship between the organizational trust and job performance of mathematics teachers.

Level of Organizational Trust of Mathematics Teachers

With a standard deviation SD of 0.54, the level of organizational trust of mathematics teachers yielded a grand mean of 4.30 or very high, indicating that the organizational trust of mathematics teachers among public secondary schools is always manifested. This signifies that the mathematics teachers express substantial confidence in the specific tasks and responsibilities associated with their work and also demonstrate a high degree of trust in the broader work environment, including their colleagues and the leadership within the educational institution.

This is consonance with the studies several researchers (Agyun, 2021; Babaoglan, 2016; Boyaci et al., 2018) highlighting the importance of increased level of organizational trust among high school teachers. Also, it further expanded the ideas of some authors (Çobanoğlu, 2020; Kocabas & Kartal, 2016) which revealed that high school teachers' perceptions regarding trust is lined up from trust in the administrator, trust in the colleagues and trust in the stakeholders.

Data reveals that the domains of organizational trust of mathematics teachers that yielded the highest mean score, as shown in Table 1, the trust to work setting with an SD of 0.55 and a mean rating of 4.31 or very high and which means is it always manifested. On the other hand, trust to work team is the lowest domain with SD equals to 0.53 and a mean of 4.29 albeit very high which means it is always manifested. The very high level of organizational trust among mathematics teachers in terms of the trust to work setting implies that teachers believe that their abilities and accomplishments are acknowledged and rewarded at school. Colleagues are perceived as treated fairly and there is confidence in the school's future. Teachers see the work setting being consistent in sharing of knowledge and information, adherence to planned strategies, and the valuing of ideas. This reflects having a supportive and collaborative work environment in school. This aligns with the idea of Lakkala et al. (2021) emphasizing the need for collaborative action in teachers'

work. Also, this is echoed by the study of García-Martínez et al. (2021) highlighting the importance of sharing and collaboration in creating a climate of trust among teachers.

Table 1. *Level of Organizational Trust of Mathematics Teachers*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
trust to work team	0.53	4.29	very high
trust to work setting	0.55	4.31	very high
trust to management	0.66	4.30	very high
Overall	0.54	4.30	very high

On the other hand, the very high level of mathematics teachers' trust to work team implies a strong confidence in their colleagues' competence, dependability, and willingness to assist. This trust forms the foundation of a collaborative, secure, and respectful work environment where achievements are acknowledged, and ethical conduct is expected. This aligns with the findings of other researchers (Akinyemi et al., 2020; Barle, 2018), emphasizing the significance of organizational trust and positive working relationships within communities of practice for teachers' professional development. The teamwork among teachers in schools yields various benefits, including the enhancement of interpersonal communication skills and the refinement of pedagogical practices. This also supports the findings of Kolleck et al. (2021), who observed a high degree of engagement in collaborative activities like team teaching among teachers.

Level of Job Performance of Mathematics Teachers

The level of job performance of mathematics teachers among public secondary schools with an SD of 0.53, yielded a grand mean of 4.22 or very high which indicates that the job performance of mathematics teachers is always manifested. This indicates that public secondary school mathematics teachers demonstrate exceptional job performance, excelling in both contextual aspects and task-related responsibilities in teaching. The results support the study of Kadtong et al. (2018) and Suherman (2021) where they noted that teachers' work performance was evaluated very favorably and showed increased level of performance-related skills, abilities, initiative, and efficiency. Also, it affirms the result of the study of Misu et al. (2021) and which revealed increased levels of perceived job performance among high-school teachers.

Table 2. *Level of Job Performance of Mathematics Teachers*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
contextual performance	0.57	4.11	high
task performance	0.53	4.33	very high
Overall	0.53	4.22	very high

From this result, the domain of job performance of mathematics teachers that yielded the highest mean score, as shown in Table 2, is task performance with an SD of 0.53 and a mean rating of 4.33 or very high which means it is always manifested. On the other hand, contextual performance was the lowest domain, albeit still high, with SD of 0.57, gained a mean score of 4.11 which is oftentimes manifested.

The very high level of task performance of mathematics teachers indicates that there are consistent in achieving job objectives, meeting performance criteria, and demonstrating expertise in all tasks. They fulfill job requirements proficiently, handle additional responsibilities competently, and appear well-suited for higher-level roles. Their overall job performance is marked by proficiency in planning, organizing, and meeting deadlines, showcasing comprehensive competence in all aspects of their teaching responsibilities. The study's results corroborate the analysis of Ricaplaza and Quines (2022) as they found out increased level of task performance of public school teachers in a district in Davao del Sur, Philippines. Furthermore, the results agree with the study of Damianus et al. (2021) as they found out that teachers show better task performance. Furthermore, the results confirm the study of Gao et al. (2021), who found out that employees who are task performers feel accountable of their tasks and can concentrate better in accomplishing those tasks.

On the other hand, the high level of contextual performance among mathematics teachers implies that they display proactive collaboration, voluntary contributions, and initiatives like assisting colleagues and suggesting improvements. They actively participate in non-mandatory functions, exhibit a strong work ethic through punctuality and responsible absence notifications, and maintain a focus on productivity by avoiding unnecessary breaks and idle conversations. The results concord with the study of Damianus et al. (2021) which showed increased level of work performance of teachers in terms of contextual performance. The results are also in consonance with that of Duyar et al. (2015), who noted that teachers with contextual performance could complete the tasks given to them by school administrators, continuously updating their knowledge and adopting new skills, going above and beyond their roles, finding solutions to students' problems and providing guidance, and developing positive relationships with parents and their colleagues.

Level of Team Effectiveness of Mathematics Teachers

The level of team effectiveness of mathematics teachers among public secondary schools with a standard deviation of 0.55 gets an overall mean of 4.39 or very high. This means that the level of team effectiveness of mathematics teachers is always manifested. This further indicates that teachers consistently and reliably exhibit strong teamwork. This aligns with the ideas of some authors (Britton et



al., 2017; Prada et al., 2022; Varela & Mead, 2018) stating that effective teamwork is vital for thriving in a workplace that increasingly relies on collaborative efforts. Teamwork is a critical element for success, with employers highlighting the importance of fostering collaboration and teamwork skills, especially in diverse group settings.

Table 3. *Level of Team Effectiveness of Mathematics Teachers*

Items	SD	Mean	Descriptive Level
Seeing teachers as part of the team are knowing exactly why the team is doing what it does	0.60	4.38	very high
Seeing teachers as part the team are knowing and understanding the team’s priorities	0.60	4.40	very high
Acknowledging the team with understanding how it fits into the school organization	0.63	4.41	very high
Seeing teachers as part of the team are working toward accomplishing the same thing	0.64	4.42	very high
Finding the team leader consistently is letting the team members know how we’re doing on meeting our clientele’s expectations	0.63	4.40	very high
Experiencing the team who are working together to set clear, achievable, and appropriate goals	0.61	4.48	very high
Observing that if the team is not reaching a goal, I’m more interested in finding out why we have failed to meet the goal than I am in reprimanding the team members	0.65	4.31	very high
Finding the team as having the support and resources it needs to meet clientele’s expectations	0.63	4.39	very high
Seeing teachers as part of the team is having a significant amount of say or influence on decisions that affect their job	0.68	4.37	very high
Letting the team decide how to do something rather than have the team leader give step-by-step instructions	0.76	4.29	very high
Finding the team having so much ownership of the work that, if necessary, we would be offering to stay late to finish a job	0.71	4.24	very high
Seeing the team is knowing as much about what’s going on in the organization as the team leader does, because the team leader is always keeping everyone up-to-date	0.68	4.44	very high
Acknowledging that if outsiders were to describe the way we communicate within our team, they would be using such words as "open," "honest," "timely," and "two-way"	0.70	4.30	very high
Observing that as a team, we were being able to work together to solve destructive conflicts rather than ignoring conflicts	0.68	4.31	very high
Seeing the team leader who is encouraging every person of the team to be open and honest, even if people have to share information that goes against what the team leader would like to hear	0.65	4.41	very high
Seeing the team leader who is believing that everyone on the team has something to contribute- such as knowledge, skills, abilities, and information- that is of value to all	0.64	4.48	very high
Observing that teachers as team members are having the skills they need to accomplish their roles within the team	0.61	4.50	very high
Acknowledging that the role each member of the team is expected to play is making sense to whole team	0.61	4.46	very high
Acknowledging that there is being a good match between the capabilities and responsibilities of each person on the team	0.63	4.48	very high
Observing that teachers as team members are having clear understanding of the team's unwritten rules of how to behave within the group	0.60	4.37	very high
Overall	0.55	4.39	very high

In addition, it confirms the avowal of some studies (McQuerrey, 2018; Peterson, 2020) indicating that the strength of schools is built upon effective teacher teamwork, motivating the prevalence of teacher learning teams that facilitate professional collaboration. This extends to various levels, encompassing collaboration between students, between students and teachers, and among parents and educators, enhancing opportunities for students to learn essential skills such as compromise and collaboration. Additionally, collaboration among teachers ensures instructional continuity, and when teachers and parents collaborate, it reinforces positive behaviors and learning skills acquired in the classroom and practiced at home. Also, it affirms the idea of Freedman and Somech (2021) stating that teamwork is necessary to ensure the achievement of school goals.

Significance of the Relationship between Organizational Trust and Job Performance of Mathematics Teachers

Table 4. *Significance of the Relationship between Organizational Trust and Job Performance of Mathematics Teachers*

Organizational Trust	Job Performance		
	Contextual Performance	Task Performance	Overall
trust to work	.532* (0.000)	.570* (0.000)	.576* (0.000)
trust to work setting	.533* (0.000)	.565* (0.000)	.575* (0.000)
trust to management	.423* (0.000)	.434* (0.000)	.448* (0.000)
Overall	.534* (0.000)	.562* (0.000)	.573* (0.000)

*Significant at 0.05 significance level.

This study aimed to investigate the correlation between organizational trust and the job performance of mathematics teachers. The results presented in Table 4 reveal that the overall correlation coefficient (r -value) between organizational trust and job performance is 0.573, and the associated p -value is less than 0.05. This indicates a statistically significant relationship, leading to the rejection of the null hypothesis. In essence, the study confirms a meaningful association between organizational trust and the job performance of mathematics teachers. Hence, this indicates that when mathematics teachers trust their colleagues, perceive a positive work environment, and trust leadership, their job performance improves. Effective teamwork, a supportive setting, and effective management are key factors in fostering high performance in teachers. This aligns with the study of Singh and Desa (2018) which found a positive correlation between the two variables in the public sector, suggesting that job performance may be influenced by organizational trust. Also, it affirms the idea of some authors (Bulińska-Stangrecka & Iddagoda, 2020; Tekingündüz et al., 2020) stating the critical role of trust in improving performance.

Also, it affirms the findings of several studies. Espinoza et al (2025) demonstrated the positive link between organizational trust and employees' job performance. Zhao et al. (2022) stated that trust in the institution directly enhances teaching performance. Gustafsson et al. (2023) identified organizational trust as a driver of job crafting, which in turn elevates job performance of employees. Also, other authors (Li & Tan, 2013; Zauderer, 2002) found that employees who work in organizations with higher levels of organizational trust were more successful in their job.

In addition, this result is in consonance with the study of some authors (Lamsa & Pucetaite, 2016; Singh & Desa, 2018) indicating that the presence of organizational trust is essential to organizational job performance. Trust is important in the organization to determine the level of performance. Organizational trust which is defined as the readiness of the employee to be vulnerable to the actions of the employers based on the expectation that they would act in order to satisfy his needs irrespective of the ability to monitor or control in order to increase performance among the employees.

Significance of the Relationship between Organizational Trust and Team Effectiveness of Mathematics Teachers

Table 5. Significance of the Relationship between Organizational Trust and Team Effectiveness of Mathematics Teachers

<i>Organizational Trust</i>	<i>Team Effectiveness</i>
	<i>Overall</i>
Trust to Work	.688* (0.000)
Trust to Work Setting	.773* (0.000)
Trust to Management	.639* (0.000)
Overall	.758* (0.000)

*Significant at 0.05 significance level.

Another objective of this study was to explore the potential correlation between organizational trust and the effectiveness of teamwork among mathematics teachers. The computed results, displayed in Table 5, exhibit an overall correlation coefficient (r -value) of 0.758 at a significance level of $p < 0.05$, indicating a statistically significant relationship between organizational trust and the effectiveness of team dynamics among mathematics teachers. Consequently, the rejection of the null hypothesis underscores a substantive association between organizational trust and the team effectiveness of mathematics teacher teams. This indicates that when teachers trust their colleagues, experience a positive work environment, and have confidence in organizational leadership, it leads to an improvement in teamwork effectiveness. The results emphasize the crucial influence of interpersonal relationships within teams, the quality of the work environment, and trust in leadership in molding and maximizing the team effectiveness of teacher teams within the school settings.

This confirms the studies of several authors. Joo et al. (2023) highlighted how organizational trust fosters healthier team dynamics and overall effectiveness. Higher organizational trust improves team processes. Özdoğru and Sarier (2024) also showed that trust in leadership leads to stronger team synergy. Additionally, Kim et al. (2020) demonstrated that higher team-level trust correlates with improved team performance. Also, van Knippenberg et al. (2020) concluded that a trusting team environments boost effectiveness while Buvik and Tkalic (2021) confirmed that trust leads to better performance outcomes.

In addition, the results are consistent with the findings of several research which shows a positive relationship between organizational trust and team performance (Costa, 2002; Erdem et al., 2003). This is further supported by Cho and Poister (2014) trust in leadership can significantly improve teamwork effectiveness. Further, it confirms the study of Morrisette and Kisamore (2020) indicating that employee trust especially in work teams affect team effectiveness.

Significance of the Relationship between Team Effectiveness and Job Performance of Mathematics Teachers

This present study also aimed to determine whether or not the team effectiveness has a significant relationship with the job performance of mathematics teachers. The results of the computations are shown in Table 6. As shown in the table, the overall r -value on the correlation between the level of team effectiveness and the level of job performance of mathematics teachers is 0.572 with $p < 0.05$,

which means that the team effectiveness of mathematics teachers is significantly associated with their job performance. Hence, the null hypothesis is rejected. This result suggests that the team dynamics significantly contribute to how well mathematics teachers perform their assigned tasks and navigate the broader contextual responsibilities associated with their roles. In school, effective teamwork appears to play a crucial role in enhancing the overall job performance of mathematics teachers.

Table 6. Significance of the Relationship between Team Effectiveness and Job Performance of Mathematics Teachers

Team Effectiveness	Job Performance		
	Contextual Performance	Task Performance	Overall
Overall	.522* (0.000)	.572* (0.000)	.572* (0.000)

*Significant at 0.05 significance level.

The findings support the studies of previous authors. Paredes-Saavedra et al. (2024) affirmed that team effectiveness is a strong predictor of job performance in educational settings. Patil et al. (2023) also stated that team effectiveness correlates strongly with positive performance outcomes. Further, Nanol et al. (2025) explained that effective teams boosts team land productivity, which directly influence performance outcomes. Likewise, Arora et al. (2023) highlighted the strong correlations between team and performance .

In addition, Mashikhi (2017) indicating that the correlation analysis displayed a significant impact of teamwork on employee performance. In particular, it confirms the study of Sanyal & Hisam (2018) which revealed that there is a strong and significant connection between the teamwork and the performance of the faculty members.

Further, this affirms the study of Manzoor et al. (2011) which found that effective teamwork has a significant positive effect on employee performance. Teamwork activity within the organization is very much beneficial and its effect directly on employee performance. When employees acquired adequate opportunities of teamwork their performance is automatically improve. Also, it aligns with the study of Al Salman and Hassan (2016) stating the impact of effective teamwork on employee performance.

Significance of the Mediation of Team Effectiveness on the Relationship between Organizational Trust and Job Performance of Mathematics Teachers

Table 7. Significance of the Mediation of Team Effectiveness on the Relationship between Organizational Trust and Job Performance of Mathematics Teachers

PATH	ESTIMATES			SE	C.R.	P
	Unstandardized	Standardized				
OT ▼ TE	.782	.758		.063	12.402	***
TE ▼ JP	.323	.328		.112	2.890	.004
OT ▼ JP	.308	.323		.108	2.845	.004

X = ORGANIZATIONAL TRUST (OT)
Y = JOB PERFORMANCE (JP)
M = TEAM EFFECTIVENESS (TE)

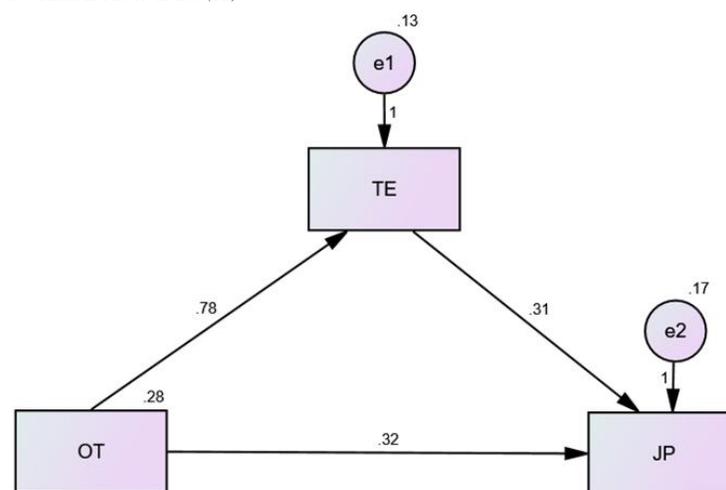


Figure 1. Model Fit on the Significance of the Mediation of Team Effectiveness on the Relationship between Organizational Trust and Job Performance of Mathematics Teachers

Utilizing Path Analysis, Table 7 demonstrates that the findings indicating significant paths from Organizational Trust (OT) to Team Effectiveness (TE), TE to Job Performance (JP), and OT to JP. This leads to a computation of partial mediation, indicating that TE

partially mediates the relationship between OT and JP. Additionally, the mediation computation in Figure 1 reveals a direct path, showing that a one-unit increase in Organizational Trust corresponds to a 0.32-unit increase in the Job Performance of mathematics teachers. Moreover, indirect paths indicate that a one-unit increase in Organizational Trust corresponds to a 0.78-unit increase in Team Effectiveness and, simultaneously, a one-unit increase in Team Effectiveness corresponds to a 0.31-unit increase in Job Performance. In general, the results suggest that Team Effectiveness is just one factor through which Organizational Trust influences the Job Performance of mathematics teachers, acknowledging its role as a partial mediator rather than the sole reason.

This suggests that, given the partial mediation, Organizational Trust exerts both direct and indirect influences on the Job Performance of mathematics teachers. The direct effect remains unmediated, while the indirect effect operates through the sequence of Organizational Trust (OT) to Team Effectiveness (TE) and, subsequently, to Job Performance (JP). This implies that the enhancement of Job Performance among mathematics teachers can be directly attributed to their Organizational Trust and can be further amplified by traversing an enhanced level of Team Effectiveness. Consequently, this finding supports the rejection of the null hypothesis.

Essentially, teachers' team, its quality, and effectiveness play a significant role in translating the trust teachers have in the organization into tangible improvements in their job performance. This confirms the proposition of several authors indicating that trust can significantly improve teamwork effectiveness (Cho & Poister, 2014) in which consequently the effective teamwork significantly affect employee performance (Manzoor et al. , 2011). Further, several studies (Bulińska-Stangrecka & Iddagoda, 2020; Tekingündüz et al., 2020) revealed the impact of trust on employee performance.

Conclusion

Based on the findings of the study, conclusions were drawn as follows:

The study demonstrated that team effectiveness partially mediates the relationship between organizational trust and job performance of mathematics teachers. The direct and indirect effects were explored, indicating that team effectiveness plays a role as a partial mediator rather than the sole reason for the influence of organizational trust on job performance. Significantly, the study established a positive correlation between organizational trust and job performance, emphasizing that teachers who trust their colleagues and perceive a positive work environment demonstrate improved job performance. Furthermore, there was a significant correlation between organizational trust and team effectiveness, indicating that trust in team, colleagues and management contributes to enhanced teamwork effectiveness. The study also found a significant relationship between team effectiveness and job performance, highlighting the pivotal role of effective teamwork in improving overall job performance.

Moreover, in examining the organizational trust of mathematics teachers, the study revealed a very high level of trust across various indicators, including trust in the work team, trust in the work setting, and trust in management. Mathematics teachers in public secondary schools express substantial confidence in their colleagues, perceive a positive work environment, and trust organizational leadership. Further, the assessment of job performance among mathematics teachers indicated a consistently high level, encompassing both contextual and task-related aspects. The teachers demonstrated exceptional performance in fulfilling job requirements, handling additional responsibilities proficiently, and excelling in planning, organizing, and meeting deadlines. Likewise, the study explored the level of team effectiveness among mathematics teachers, revealing a very high level of effective team dynamics. Teachers consistently and reliably exhibited strong teamwork, emphasizing the importance of effective collaboration in achieving school goals.

In addition, enhancing the job performance of mathematics teachers holds pivotal significance for the overall quality of education and student success. Improved teacher effectiveness in mathematics directly influences the depth of student understanding, fostering a positive learning experience and laying a strong foundation for future academic pursuits. Beyond individual classrooms, elevated teacher job performance contributes to a positive school culture, increased student engagement, and institutional success. Investing in the continuous improvement of mathematics teachers is an investment in the educational landscape, promoting innovation, critical thinking, and the development of a skilled workforce capable of navigating the challenges of a dynamic and evolving world.

Moreover, this study affirms the idea of the social exchange theory of Blau (1964). The social exchange theory posits that individuals engage in social interactions based on the principle of reciprocity, expecting mutual benefits from their relationships. In the context of the study, teachers' organizational trust can be viewed as an investment in their professional relationships within the team. The positive correlation between organizational trust and team effectiveness reflects the reciprocated efforts within the team, leading to team success. This collaboration, in turn, contributes to enhanced job performance. The mediation role of team effectiveness suggests that the positive social exchanges fostered by organizational trust extend to the team dynamics, creating an environment where teamwork becomes a conduit for translating trust into improved job performance. Social Exchange Theory, therefore, offers a lens through which to understand how trust, reciprocated through effective teamwork, influences and enhances the professional performance of mathematics teachers.

In light of the foregoing findings and conclusions, the following recommendations are offered:

The study revealed the domain of organizational trust of mathematics teachers which is the trust to work team got the lowest mean. Thus, the researcher recommends that the DepEd policy makers initiates targeted interventions to bolster trust within work teams among mathematics teachers. This could involve implementing team-building activities, fostering open communication channels, and

providing professional development opportunities focused on enhancing interpersonal relationships and collaboration. Additionally, the DepEd policy makers may consider establishing support mechanisms or forums where teachers can express concerns, share ideas, and collectively contribute to a more trusting and collaborative work environment within their teams. Strengthening trust within work teams is crucial not only for the well-being of teachers but also for fostering a positive and conducive atmosphere that directly influences the overall job performance of mathematics educators.

In congruence, since the result suggests that while team effectiveness is strong, there is still room for improvement in the specific domain of trust within work teams. Therefore, the researcher strongly recommends that the DepEd policy makers directs targeted efforts toward enhancing trust among mathematics teachers within their work teams. Despite the general effectiveness of teamwork, addressing the trust deficit in this specific domain could further amplify team efforts and contribute to an even more positive and cohesive work environment. By aligning interventions with this recommendation, the DepEd policy makers can strategically enhance both the organizational trust dynamics within work teams and the already very high level of overall team effectiveness, ultimately fostering an environment conducive to heightened job performance among mathematics teachers.

Additionally, the study revealed the domain of job performance of mathematics teachers which is the task performance got the lowest mean. Hence, the researcher recommends to mathematics teachers focus on enhancing their task performance through targeted professional development and skill-building initiatives. This could involve workshops, training programs, or collaborative sessions aimed at refining planning, organizational, and task-related competencies. Additionally, the recommendation extends to encouraging teachers to engage in self-assessment and reflective practices to identify areas of improvement within their task performance. By prioritizing these aspects, mathematics teachers can elevate their overall job performance, contributing to a more effective and impactful educational environment.

Further, results revealed that team effectiveness mediates the relationship between organizational trust and job performance of mathematics teachers, hence, it is recommended for the schools to strategically invest in initiatives that enhance both organizational trust and team effectiveness. Schools should prioritize fostering a trusting and collaborative work environment, encouraging open communication, and providing team-building opportunities for mathematics teachers. Professional development programs that focus on teamwork skills, conflict resolution, and leadership within teams could be implemented. Additionally, creating platforms for regular feedback and discussions among team members can further strengthen interpersonal relationships and contribute to improved team dynamics. By recognizing and actively addressing the mediating role of team effectiveness, schools can optimize the positive impact of organizational trust on the job performance of mathematics teachers, ultimately enhancing the overall effectiveness of the educational institution.

For future researchers, it is recommended to delve deeper into the specific factors influencing the trust within work teams among mathematics teachers, especially considering the identified domain of trust to work team with the lowest mean. Exploring the nuances of team dynamics, communication patterns, and individual perceptions within these teams could provide valuable insights for developing targeted interventions. Additionally, investigating the contextual factors that contribute to task performance, particularly in areas with lower means, can offer a more comprehensive understanding of the challenges faced by mathematics teachers. Moreover, adopting a mixed-methods approach to gather both quantitative and qualitative data would enrich the findings and provide a more holistic perspective for informing educational policies and practices.

References

- Al Salman, W., & Hassan, Z. (2016). Impact of effective teamwork on employee performance. *International Journal of Accounting & Business Management*, 4(1), 76-85.
- Aygun, M. (2021). Analysis of the relationship between job satisfaction and organizational trust of physical education and sports teachers. *Journal of Pedagogical Research*, 5(1), 203-215.
- Arora, R., Gajendragadkar, S., & Neelam, N. (2023). Team effectiveness: A key to success in 'IT organizations'. *Australasian Accounting, Business and Finance Journal*, 17(1).
- Babaoglan, E. (2016). The predictive power of organizational trust to organizational commitment in elementary and high school teachers. *The Anthropologist*, 24(1), 83-89.
- Bas, G., & Senturk, C. (2011). Elementary school teachers' perceptions of organisational justice, organizational citizenship behaviours and organisational trust. *Educational Administration: Theory and Practice*, 17(1), 29-62.
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Boyaci, A., Karacabey, M. F., & Bozkus, K. (2018). The Role of Organizational Trust in the Effect of Leadership of School Administrators on Job Satisfaction of Teachers= Okul Yöneticilerinin Liderliğinin Öğretmenlerin İş Doyumuna Etkisinde Örgütsel Güvenin Rolü. *Educational Administration: Theory & Practice*, 24(3), 437-482.
- Bulińska-Stangrecka, H., & Iddagoda, Y. A. (2020). The relationship between inter-organizational trust and employee engagement and performance.

- Buvik, M. P., & Tkalich, A. (2021). Psychological safety in agile software development teams: Work design antecedents and performance consequences. arXiv preprint arXiv:2109.15034.
- Çalışkan, A., & Köroğlu, E. Ö. (2022). Job performance, task performance, contextual performance: development and validation of a new scale. *Uluslararası İktisadi ve İdari Bilimler Dergisi*, 8(2), 180-201.
- Çelik, O. T., & Konan, N. (2020). Okul müdürlerinin güçlendirici liderliği ile öğretmenlerin özyeterliliği ve örgütsel vatandaşlık davranışları arasındaki ilişki. *Eğitim ve Bilim*, 46(206).
- Chen, G., & Kanfer, R. (2024). The future of motivation in and of teams. *Annual Review of Organizational Psychology and Organizational Behavior*, 11(1), 93-112.
- Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*, 51(1), 95-115.
- Çobanoğlu, N. (2020). Relation among managers, teachers and schools at state schools in Turkey: Shared leadership, job satisfaction, organizational trust. *European Journal of Education Studies*, 7(7).
- Costa, A. C. (2002). The role of trust for the functioning of teams in organisations. In Report]. *European Academy of Management Conference*, Berlin.
- Dai, Y., Tang, Y. M., Chen, W., & Hou, J. (2022). How organizational trust impacts organizational citizenship behavior: Organizational identification and employee loyalty as mediators. *Frontiers in Psychology*, 13, 996962.
- Damianus, A., Luciano, A., Ubasa, A., & Magallanes, T. (2021). Attitude toward the work and its influence on the Individual work performance of employees: Basis for Attitude Management. *Technium Social Science Journal*, 18 (1), pp.378-394. hal-03195389
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140.
- Dedering, K., & Pietsch, M. (2025). School leader trust and collective teacher innovativeness: On individual and organisational ambidexterity's mediating role. *Educational Review*, 77(2), 351-380.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, 44(2), 350-383.
- Erdem, F., Ozen, J., & Atsan, N. (2003). The relationship between trust and team performance. *Work study*, 52(7), 337-340.
- Espinoza, L., Ríos-Leal, S., Villacura-Herrera, C., Pérez, F., & Acosta-Antognoni, H. (2025). A meta-analytic examination of the association between vertical and horizontal trust and the in-role, extra role, and organizational levels of performance. *Psychology, Society & Education*, 17(2), 26-43.
- Freedman, I., & Somech, A. (2021). Translating Teamwork into School Effectiveness: A Systematic Review of Two Decades of Research. *European Journal of Educational Management*, 4(2), 109-125.
- Gao, X., Chen, H., Wu, J., & Huang, J. (2021). Task Performance: Report on the Study of Social and Emotional Skills of Chinese Adolescents (I). *Best Evidence in Chinese Education*, 9(1), 1197-1202. <https://doi.org/10.15354/bece.21.rp031>
- García-Martínez, I., Montenegro-Rueda, M., Molina-Fernandez, E., & Fernández-Batanero, J. M. (2021). Mapping teacher collaboration for school success. *School Effectiveness and School Improvement*, 32(4), 631-649.
- Guhao, E. S., & Sioting, R. N. (2023). Organizational trust, teachers' self-efficacy and school culture: A structural equation model on professional learning communities among public elementary schools in Region XI. *European Journal of Education Studies*, 10(6). <https://doi.org/10.46827/ejes.v10i6.4855>
- Hameed, A., Khwaja, M. G., & Zaman, U. (2023). Configuring optimal contextual performance and task performance in offshore business processing organizations. *Business Process Management Journal*, 29(1), 285-307.
- Jackson, D. J., Michaelides, G., Dewberry, C., Schwencke, B., & Toms, S. (2020). The implications of unconfounding multisource performance ratings. *Journal of Applied Psychology*, 105(3), 312.
- Joo, B. K., Yoon, S. K., & Galbraith, D. (2023). The effects of organizational trust and empowering leadership on group conflict: psychological safety as a mediator. *Organization Management Journal*, 20(1), 4-16.
- Kadtong, M. L., Unos, M., Antok, T. D., & Midzid, M. A. E. (2018). Teaching Performance and Job Satisfaction Among Teachers at Region XII. *SSRN Electronic Journal*, 4(1). <https://doi.org/10.2139/ssrn.3169846>
- Keim, A. C., & Lamont, J. M. (2024). Organizational Trust Leads to Positive Employee and Organizational Outcomes. *TIP: The Industrial-Organizational Psychologist*, 62(2).

- Kim, S., Lee, H., & Connerton, T. P. (2020). How psychological safety affects team performance: mediating role of efficacy and learning behavior. *Frontiers in psychology*, 11, 1581.
- Kılınç, A. Ç., Polatcan, M., Savaş, G., & Er, E. (2024). How transformational leadership influences teachers' commitment and innovative practices: Understanding the moderating role of trust in principal. *Educational Management Administration & Leadership*, 52(2), 455-474.
- Klusmann, U., Aldrup, K., Roloff, J., Lüdtke, O., & Hamre, B. K. (2022). Does instructional quality mediate the link between teachers' emotional exhaustion and student outcomes? A large-scale study using teacher and student reports. *Journal of Educational Psychology*, 114(6), 1442.
- Kocabas, İ., & Kartal, S. E. (2016). High School Teachers' Level of Organizational Trust. *International Online Journal of Educational Sciences*.
- Lakkala, S., Galkienė, A., Navaitienė, J., Cierpiałowska, T., Tomecek, S., & Uusiautti, S. (2021). Teachers supporting students in collaborative ways—An analysis of collaborative work creating supportive learning environments for every student in a school: Cases from Austria, Finland, Lithuania, and Poland. *Sustainability*, 13(5), 2804.
- Li, L., Kanchanapoom, K., Deeprasert, J., Duan, N., & Qi, Z. (2025). Unveiling the factors shaping teacher job performance: exploring the interplay of personality traits, perceived organizational support, self-efficacy, and job satisfaction. *BMC psychology*, 13(1), 1-13.
- Manzoor, S. R., Ullah, H., Hussain, M., & Ahmad, Z. M. (2011). Effect of teamwork on employee performance. *International Journal of Learning and Development*, 1(1), 110-126.
- Misu, S. I., Triculescu, M., & Petre, A. (2021). Determining Perceived Work Performance and Self-efficacy Among High-school Teachers. *Journal of Economics and Management Sciences*, 4(2), p15-p15.
- Morrisette, A. M., & Kisamore, J. L. (2020). Trust and performance in business teams: a meta-analysis. *Team Performance Management: an international journal*, 26(5/6), 287-300.
- Nanol, A. L. S., & Tagadiad, C. L. (2025, February 7). School leadership, team effectiveness, and school culture: A path analysis on job performance among public elementary school teachers. *International Journal of Research and Innovation in Social Science*, 9(1), 1800–1815. <https://doi.org/10.47772/IJRIS.2025.9010147>
- Nasir, S. Z., Bamber, D., & Mahmood, N. (2023). A perceptual study of relationship between emotional intelligence and job performance among higher education sector employees in Saudi Arabia. *Journal of Organizational Effectiveness: People and Performance*, 10(1), 60-76.
- Nyathi, M., & Kekwaletswe, R. (2023). Realizing employee and organizational performance gains through electronic human resource management use in developing countries. *African Journal of Economic and Management Studies*, 14(1), 121-134.
- Oiku, P. O., Obiekwe, O., & Obiekwe, P. A. (2023). Team Building in Organizations: Benefit and Challenge-A Review.
- Okonkwo, A., & Dlamini, T. (2024). Trust in teachers as a mediator between school climate and school belonging. *Journal of Adolescent and Youth Psychological Studies*, 5(11), 144–152. <http://dx.doi.org/10.61838/kman.jayps.5.11.17> journals.kmanpub.com
- Özdoğan, M., & Sarier, Y. (2024). The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: a meta-analysis study. *Humanities and Social Sciences Communications*, 11(1), 1-14.
- Paredes-Saavedra, M., Vallejos, M., Huancahuire-Vega, S., Morales-García, W. C., & Geraldo-Campos, L. A. (2024). Work Team Effectiveness: Importance of Organizational Culture, Work Climate, Leadership, Creative Synergy, and Emotional Intelligence in University Employees. *Administrative Sciences*, 14(11), 280.
- Patil, R., Raheja, D. K., Nair, L., Deshpande, A., & Mittal, A. (2023). The power of psychological safety: investigating its impact on team learning, team efficacy, and team productivity. *The Open Psychology Journal*, 16(1).
- Prada, E. D., Mareque, M., & Pino-Juste, M. (2022). Teamwork skills in higher education: is university training contributing to their mastery?. *Psicologia: Reflexao e critica*, 35, 5.
- Ricaplaza, M. C. B., & Quines, L. A. (2022). The Mediating Effect of Work Ethics on the Relationship Between Authentic Leadership of School Heads and Task Performance of Public School Teachers. *American Journal of Multidisciplinary Research and Innovation*, 1(6), 13–29. 104 <https://doi.org/10.54536/ajmri.v1i6.1006>
- Sanyal, S., & Hisam, M. W. (2018). The impact of teamwork on work performance of employees: A study of faculty members in Dhofar University. *IOSR Journal of Business and Management*, 20(3), 15-22.
- Singh, K., & Desa, Z. M. (2018). Organizational trust and job performance: a study of land and survey department. *International Journal of Academic Research in Business and Social Sciences*, 8(11), 1954-1961.

Suherman, A. (2021). Pengaruh Kompetensi, Kompensasi, Disiplin Kerja terhadap Kinerja Guru pada Lazuardi Global Islamic School. *Journal of Management and Business Review*, 18(3), 614-629.

Susanto, S., Kosasih, H., Julitawaty, W., Syaifullah, S., & Pebri, P. (2025). Organizational Trust and Readiness for Change: Its Impact on Employee Performance Through Job Crafting (Empirical Study at PT Saudara Buana Samudera Medan). *Society*, 13(1), 35-57.

Tekingündüz, S., Karabel, E., Zekioglu, A., & Sünbül, S. Ö. (2020). Modeling the Relationship Between Organizational Trust, Job Performance, Identity and Organizational Identification. *İşletme Araştırmaları Dergisi*, 12(2), 1192-1206.

Tria, J. Z. (2023). Job satisfaction among educators: A systematic review. *International Journal of Professional Development, Learners and Learning*, 5(2), ep2310.

van Knippenberg, D., & Hoeber, I. J. (2021). Team creativity and innovation. *Handbook of research on creativity and innovation*, 49-66.

Van Knippenberg, D., Nishii, L. H., & Dwertmann, D. J. (2020). Synergy from diversity: Managing team diversity to enhance performance. *Behavioral Science & Policy*, 6(1), 75-92.

Zhao, Y., Lu, Z., Cheng, X., & Li, J. (2022). The effect of organizational trust on turnover intention of rural kindergarten teachers: The mediating role of teaching efficacy and job satisfaction. *International Journal of Environmental Research and Public Health*, 19(19), 12403.

Affiliations and Corresponding Information

Ivy T. Olang

University of Mindanao
Davao City – Philippines

Eugenio S. Guhao Jr.

University of Mindanao
Davao City – Philippines