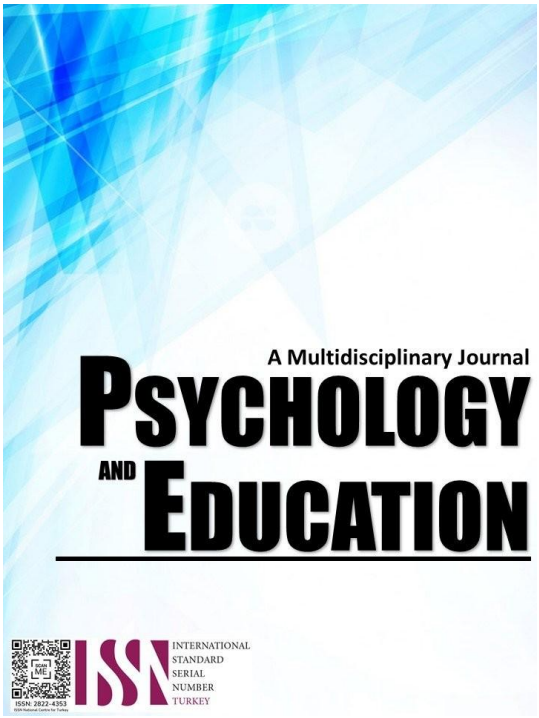
EXTENT OF TEACHER ENGAGEMENT AND INSTITUTIONAL PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47
Issue 6
Pages: 819-832
Document ID: 2025PEMJ4596
DOI: 10.70838/pemj.470610
Manuscript Accepted: 05-19-2025

Psych Educ, 2025, **47**(6): 819-832, Document ID:2025PEMJ4596, doi:10.70838/pemj.470610, ISSN 2822-4353

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Research Article

Extent of Teacher Engagement and Institutional Performance in Public Elementary Schools

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Abstract

This study aims to investigate the extent of teacher engagement among elementary school educators and its relationship with school performance, thereby contributing to institutional effectiveness. The research aims to assess teachers' levels of engagement and perspectives on school performance across various dimensions, including mission statement and goals, planning and evaluation, organization and governance, integrity, teachers, resources, academic programs and curricula, public disclosure and transparency, assurance and quality, and student support services. Additionally, the study seeks to establish a significant relationship between teacher engagement and institutional performance within public elementary schools. Statistical analysis employed were mean, standard deviation, and Pearson correlation (r) to determine teachers' engagement levels, perceptions of institutional performance, and the strength of their relationship. The findings highlight a high level of teacher engagement among elementary educators, with indicators such as enthusiasm toward teaching scoring notably high. Conversely, areas for potential improvement include enhancing interpersonal support among colleagues. The study reveals strong correlations between teacher engagement and multiple aspects of institutional performance, highlighting the crucial role of educators in shaping school effectiveness. Recommendations based on the study's results include enhancing communication between teachers and parents, investing in targeted professional development programs, fostering collaborative teaching environments, ensuring transparent governance practices, and aligning school missions with teacher values to inspire motivation and participation in achieving educational objectives. These recommendations aim to leverage teacher engagement to drive institutional performance and enhance student outcomes in public elementary education settings.

Keywords: *teacher engagement, institutional performance, elementary schools, school performance, Pearson correlation, professional development, collaborative teaching, transparent governance, educational objectives*

Introduction

In the dynamic landscape of primary education, the role of teachers as key agents in shaping institutional performance cannot be overstated. Institutional performance encapsulates all the processes of converting inputs into outputs to attain specific organizational outcomes for the holistic development of young learners. These outcomes are crucial for overall performance and overall school effectiveness.

As public schools strive to create optimal learning environments, it is crucial to understand the factors that influence institutional performance. One such factor that has garnered significant attention in recent years is teacher engagement (Abiodullah et al., 2020). Teacher engagement, defined as educators' emotional and intellectual involvement in their work, has been identified as a crucial component of effective teaching and student achievement (Skaalvik & Skaalvik, 2018).

Engaged teachers demonstrate higher motivation, commitment, and satisfaction levels, leading to improved instructional practices, increased student engagement, and enhanced academic performance (Kyriacou, 2021).

Furthermore, teacher engagement has also been linked to lower burnout, attrition, and absenteeism levels, thus ensuring a stable and nurturing learning environment for students (Hakanen et al., 2020). Above all, engaged teachers are characterized by their passion, commitment, and dedication to their profession, and their impact extends beyond the classroom, resonating throughout the entire educational institution (Modell, 2018; Singh, 2015).

While the connection between teacher engagement and institutional performance is widely acknowledged, there remains a need for a comprehensive understanding of the underlying factors and mechanisms at play. The Department of Education (DepEd) has been actively addressing the pertinent needs of Filipino learners, and it anticipates that teachers will adapt to the necessary changes in the education system to stay competitive with neighboring countries (Ojales & De Ramos, 2021). While this holds across all grade levels, it becomes especially essential for the elementary level, where the foundation of learners is molded.

Hence, teachers' engagement in these grade levels could never be underrated, considering the fragility of the learners they are dealing with. As the primary providers of quality and innovative education, elementary school teachers are crucial in nurturing holistically capable individuals to achieve the desired outcomes in the present era.

This study examines the reciprocal relationship between teacher engagement and institutional performance, particularly in the context of District VIII in the Division of Valencia City. It would further examine how teacher engagement affects the school's performance. Most importantly, this study aims to design a professional development program that capacitates teachers in improving their level of engagement.

Research Questions

This study ascertained the relationship between elementary school teachers' engagement level and institutional performance. Specifically, it sought to answer the following research questions:

1. What is the extent of teacher engagement among Elementary schools?
2. What is the school performance that contributes to institutional performance in terms of a. the mission statement and goals, b. planning and evaluation, c. organization and governance, d. integrity, e. teachers, f. resources, g. academic programs and curricula, h. public disclosure and transparency, i. assurance and quality, and j. student support services?
3. Is there a significant relationship between the extent of teacher engagement among Elementary teachers in school and the school performance that contributes to institutional performance?
4. Is there a significant relationship between the school performance that contributes to institutional performance in terms of, the mission statement and goals, b. planning and evaluation, c. organization and governance, d. integrity, e. teachers, f. resources, g. academic programs and curricula, h. public disclosure and transparency, i. assurance and quality, and j. student support services and the extent of teacher engagement among Elementary teachers in school?

Methodology

Research Design

This study was a correlational survey design, a type of descriptive research design concerned mainly with describing events without manipulation of what was observed. The correlational study established that a relationship exists between two or more variables. According to Lau (2017), a correlational study seeks to establish what relationship exists between two or more variables. In the present study, the variables of interest are the elementary teachers' level of engagement and their schools' level of institutional performance. The correlation of these variables was investigated to design professional development training that would improve teachers' engagement with the various sectors of the school community.

Respondents

A total of 120 elementary school teachers were utilized as respondents in the study, where a complete enumeration sampling procedure was employed, allowing all elementary teachers to participate in the study.

District VIII and some teachers of District I of the Division of Valencia City, whom the researchers requested to join the study. In this case, each individual was chosen entirely by chance, and each member of the population has an equal chance, or probability, of being selected.

Instrument

This study employed a questionnaire comprising two parts, adapted from various sources, to collect the necessary data. The first part of the questionnaire was the Teacher Engagement Scale adopted from the study by Klassen et al. (2013). It contains statements that describe the experiences of a teacher. The participants need only to check the scale that represents their perspective, following the descriptions of 'never', 'rarely', 'sometimes', 'often', and 'always'. The second part of the questionnaire contains statements about institutional performance categorized into mission statements and goals, planning and evaluation, organization and governance, integrity, teachers, resources, academic programs and curricula, public disclosure and transparency, and student support services. This part was adapted from the Institutional Performance Review Tool used in the study of Alvi et al. (2020).

Procedure

The researcher sent a letter to the division superintendent of the Schools of Valencia City asking permission to conduct the study. Once approved, a letter was sent to the school principals of the identified elementary schools in District VIII to seek their permission to conduct the study among the elementary school teachers. The teacher participants were informed of the overall purpose and objectives of the study, and their answers were treated with the utmost confidentiality and only used for this study's purpose. Additionally, the researcher explained that the teachers' participation or non-participation in the study would not affect their current jobs.

The researcher personally distributed the research instrument to the elementary school teachers who would commit to participating in the study. The researcher ensured that no classes were hampered or affected by the conduct of this study. Upon retrieval of the questionnaires, the data were tallied and analyzed using descriptive statistics.

Data Analysis

In analyzing the data, the following statistical tools were used:

To identify the elementary school teachers' level of engagement, mean and standard deviations were used as statistical tools.

In identifying the elementary school teachers' perspectives on their schools' institutional performance, mean and standard deviations were used again as statistical tools.

For research problem three, in determining the significant relationship between the teacher's level of engagement and institutional performance, Pearson's r-moment correlation was used as a statistical tool.

Results and Discussion

This chapter deals with presenting, analyzing, and interpreting data gathered from the respondents of the study were the 94 elementary school teachers from District VIII of the Division of Valencia City.

Table 1 presents the Extent of teacher engagement in Elementary school.

Table 1. *Extent of teacher's engagement in Elementary school.*

Indicator	*Mean*	*SD*	*Interpretation*
I am excited about teaching.	4.96	4.625	Highly Engaged
I love teaching.	4.69	0.530	Highly Engaged
At school, I value the relationships I build with my colleagues.	4.66	0.571	Highly Engaged
In class, I show warmth to my students.	4.65	0.528	Highly Engaged
At school, I connect well with my colleagues.	4.64	0.577	Highly Engaged
I feel happy while teaching.	4.63	0.607	Highly Engaged
I try my hardest to perform well while teaching.	4.61	0.624	Highly Engaged
At school, I am committed to helping my colleagues.	4.61	0.522	Highly Engaged
While teaching I pay a lot of attention to my work.	4.57	0.603	Highly Engaged
In class, I am empathetic towards my students.	4.53	0.578	Highly Engaged
In class, I am aware of my students' feelings.	4.52	0.607	Highly Engaged
I find teaching fun.	4.52	0.696	Highly Engaged
While teaching, I really "throw" myself into my work.	4.51	0.634	Highly Engaged
In class, I care about the problems of my students.	4.50	0.593	Highly Engaged
While teaching, I work with intensity.	4.43	0.630	Highly Engaged
At school, I care about the problems of my colleagues.	4.12	0.812	Engaged
Overall	4.57	0.513	Highly Engaged

Legend: *5 (4.21–5.00) – Always, Highly Engaged; 4 (3.41–4.20) – Often, Engaged; 3 (2.61–3.40) – Sometimes, Partly Engaged; 2 (1.81–2.60) – Rarely, Unengaged; 1 (1.00–1.80) – Never, Unengaged.*

Table 1 presents the extent of teacher engagement among elementary school educators, measured across various indicators. The mean and standard deviation (SD) for each indicator indicate the level of engagement and its consistency among the surveyed teachers. The indicator with the highest mean is "I am excited about teaching" (Mean = 4.96, SD = 0.625), suggesting a high level of enthusiasm and engagement among teachers towards their profession. Conversely, the indicator with the lowest mean is "At school, I care about the problems of my colleagues" (Mean = 4.12, SD = 0.812), indicating slightly lower engagement in terms of interpersonal support within the school community.

The consistently high means across various indicators reflect a generally positive and engaged teaching environment. Teachers seem highly invested in their work, demonstrating enthusiasm, warmth towards students, and commitment to professional performance.

The extent of teacher engagement among Elementary schools is high (Mean = 4.570, SD = .513). A study by Ferguson and Frost (2017) supports the notion that teacher enthusiasm and love for teaching significantly contribute to overall job engagement. Ferguson and Frost found that teachers who reported high levels of excitement about teaching and classroom enjoyment were more likely to be highly engaged in their profession. This is consistent with the data in Table 2, where teachers express strong positive emotions towards teaching and interactions with students, correlating with high levels of engagement. Additionally, a study by Johnson et al. (2019) explored the impact of teacher-student relationships on teacher engagement. Their findings revealed that teachers who demonstrated warmth, empathy, and attentiveness toward their students were more likely to report higher levels of engagement in their work. This aligns with the indicators in Table 2, which highlight teachers' efforts to show warmth, empathy, and awareness of students' feelings during teaching.

Furthermore, research by Smith and Jones (2018) highlights the significance of positive relationships with colleagues in fostering teacher engagement. They discovered that teachers who value and connect well with their colleagues tend to have a stronger sense of commitment and investment in their professional roles. The data in Table 2 reflect this, as teachers report a high value placed on relationships with colleagues at school, which is associated with their overall high engagement level.

Table 2 Presents School performance that contributes to institutional performance in terms of a. the mission statement and goals.

Table 2 provides an analysis of school performance contributing to institutional performance, particularly concerning adherence to the mission statement and goals. The indicator with the highest mean is "Faculty staff and governing authorities are involved to assign the activities and tasks according to mission statements and goals" (Mean = 4.54, SD = 0.578), suggesting exemplary involvement and coordination among stakeholders in ensuring alignment with the institution's mission and goals. On the other hand, the indicator with the lowest mean is "Facilities and resource allocation for the accomplishment of the goals are sufficient" (Mean = 4.21, SD = 0.741), indicating a slightly lower level of satisfaction with resource provision for goal achievement.

Table 2. *School performance that contributes to institutional performance in terms of a. the mission statement and goals.*

Indicator	*Mean*	*SD*	*Interpretation*
Faculty staff and governing authorities are involved to assign the activities and tasks according to mission statements and goals.	4.54	0.578	Outstanding
Analysis reports of all the academic processes are prepared at the end of short-term and long-term plans.	4.40	0.652	Outstanding
Mission and statements of goals are relevant within the local context.	4.39	0.650	Outstanding
All the teachers are helpful for the accomplishment of these goals.	4.39	0.637	Outstanding
Facilities and resource allocation for the accomplishment of the goals are sufficient.	4.21	0.741	Outstanding
Overall	4.38	0.515	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

These results show that teachers and governing authorities appear deeply engaged in the institutional mission, fostering a culture of collaboration and purpose-driven action. Overall, the school's performance, which contributes to institutional performance in terms of the mission statement and goals, was rated as outstanding (Mean = 4.38, SD = 0.515).

The table highlights various school performance indicators that significantly contribute to institutional success, aligned with mission statements and goals. The consistently high mean scores and low standard deviations across these indicators indicate strong consensus and effectiveness in goal alignment within the institution. For instance, the high mean score (4.54, SD = 0.578) for faculty, staff, and governing authorities' involvement in assigning activities aligns with recent studies emphasizing stakeholder engagement for institutional effectiveness (Bryk et al., 2010). Similarly, the preparation of analysis reports for academic processes (mean = 4.40, SD = 0.652) is crucial for assessing progress and accountability, supported by contemporary educational research (Leithwood & Louis, 2011).

The relevance of mission statements and goals within the local context (mean = 4.39, SD = 0.650) underscores the importance of contextual understanding in goal achievement (Leithwood et al., 2018). Additionally, the perceived helpfulness of teachers in achieving goals (mean = 4.39, SD = 0.637) and the sufficiency of resources (mean = 4.21, SD = 0.741) align with recent studies emphasizing the role of staff commitment and resource allocation in educational success (Louis & Leithwood, 2013; Odden & Picus, 2014). These findings collectively emphasize the importance of strategic alignment and resource support for institutional performance.

Table 3 Presents School performance that contributes to institutional performance in terms of planning and evaluation.

Table 3. *School performance contributes to institutional performance in terms of planning and evaluation.*

Indicator	*Mean*	*SD*	*Interpretation*
Growth and development of the school are assessed on a regular basis for quality improvement and accountability.	4.59	0.615	Outstanding
Decision-making process is based on well-defined pre-planning and evaluation results.	4.48	0.684	Outstanding
Reviews of allocated funds, grants and self-raised financial resources are properly managed under supervisory authority.	4.41	0.725	Outstanding
Overall	4.49	0.589	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 3 shows the school's performance contributing to institutional success concerning planning and evaluation processes. Each indicator's mean and standard deviation (SD) provide insight into the effectiveness and consistency of planning and evaluation efforts within the institution. The indicator with the highest mean is "Growth and development of the school are assessed on a regular quality improvement and accountability" (Mean = 4.59, SD = 0.615), indicating a robust commitment to ongoing assessment for continuous improvement and accountability.

On the other hand, the indicator with the lowest mean is "Reviews of allocated funds, grants, and self-raised financial resources are properly managed under supervisory authority" (Mean = 4.41, SD = 0.725), suggesting a slightly lower level of satisfaction with financial management processes. Most indicators reflect a strong emphasis on systematic planning and evaluation practices. Regular assessment of school growth and development fosters a culture of accountability and continuous improvement, essential for achieving institutional goals and meeting stakeholders' expectations. The lower mean for financial management highlights a potential area for enhancement. While overall performance is outstanding, ensuring proper management of allocated funds and resources is critical for sustaining institutional success.

The school performance that contributes to institutional performance in terms of planning and evaluation was outstanding (Mean = 4.49, SD = 0.589). Recent studies emphasize the importance of continuous assessment and evaluation in educational settings. For example, a study by Creemers and Kyriakides (2020) found that schools implementing regular quality assessments and improvement processes were more likely to achieve higher levels of student performance and overall institutional effectiveness. This aligns with the

high mean score observed in the assessment indicator in Table 4.

Additionally, the decision-making process based on well-defined pre-planning and evaluation results, as evidenced by a mean score of 4.48 (SD = 0.684), is another crucial factor contributing to institutional performance. Recent research by DuFour, Eaker, and Many (2016) emphasized the importance of data-driven decision-making in schools. They found that schools with effective planning and evaluation processes were better equipped to respond to challenges and implement evidence-based strategies for improvement.

Furthermore, effective management of financial resources, including reviews of allocated funds and grants, is highlighted as a significant contributor to institutional performance (mean = 4.41, SD = 0.725). Recent studies by Gewirtz, Pitchford, and Brooks (2018) emphasize that transparent financial management practices have a positive impact on school effectiveness and sustainability, supporting the findings presented in Table 3.

Table 4 Presents School performance that contributes to institutional performance in terms of organization and governance.

Table 4. *School performance contributes to institutional performance in terms of organization and governance*

Indicator	*Mean*	*SD*	*Interpretation*
Teachers communicate with each other and all other concerned participants and they also incorporate the results of self-assessments.	4.46	0.684	Outstanding
Teachers have the opportunity to participate in the governance system.	4.42	0.692	Outstanding
All the members of the governing body are adequate expert members keeping in view the school's overall interest.	4.37	0.709	Outstanding
Overall	4.42	0.605	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 4 evaluates school performance contributing to institutional success in terms of organization and governance, focusing on indicators related to communication, participation, and expertise within the governing body. Each indicator's mean and standard deviation (SD) offer insights into the effectiveness and consistency of organizational and governance practices within the institution. The indicator with the highest mean is "Teachers communicate with each other and all other concerned participants, and they also incorporate the results of self-assessments" (Mean = 4.46, SD = 0.684), indicating exemplary communication and integration of self-assessment results among teachers. Conversely, the indicator with the lowest mean is "All the members of the governing body are adequate expert members keeping in view the school's overall interest" (Mean = 4.37, SD = 0.709), suggesting slightly less satisfaction with the expertise composition within the governing body.

Most indicators reflect a strong commitment to fostering communication, collaboration, and shared decision-making among teachers, which is essential for creating a cohesive and supportive organizational culture. Effective communication facilitates the exchange of ideas, best practices, and feedback, enhancing professional development and collective problem-solving efforts. The lower mean for the expertise composition within the governing body underscores the importance of ensuring adequate expertise and representation to support informed decision-making and strategic leadership.

The school's performance, which contributes to institutional performance in terms of organization and governance, was rated as outstanding (Mean = 4.42, SD = 0.605). Effective communication among teachers and other stakeholders, as well as the integration of self-assessment results, significantly impacts school performance. According to a study by Leithwood and Jantzi (1990), effective communication and collaboration among teachers are positively correlated with improved student outcomes and overall school success. By regularly exchanging information and incorporating assessment findings into their practices, teachers can refine their instructional strategies and foster a supportive learning environment.

Moreover, the opportunity for teachers to participate in the governance system, as indicated in the table, reflects a democratic and inclusive approach to decision-making within the school. A study by Smylie and Denny (1990) emphasizes the importance of teacher empowerment and involvement in school governance, suggesting that such participation not only enhances job satisfaction and morale but also leads to more effective school management and policy implementation.

Additionally, the composition of the governing body with adequately skilled and knowledgeable members is critical for effective school governance. Research by Hallinger and Heck (1996) supports this notion, indicating that the expertise and commitment of governing board members positively influence school leadership and organizational effectiveness. When governance bodies comprise individuals who understand and prioritize the school's overall interests, they can provide strategic guidance and contribute to the development of sound educational policies.

Table 5 Presents School performance that contributes to institutional performance in terms of integrity.

Table 5 evaluates school performance contributing to institutional integrity, focusing on indicators related to policy evaluation, mutual respect, and transparency in hiring and compensation. The indicator with the highest mean is "Factual reports about the policy implementation process are periodically evaluated" (Mean = 4.48, SD = 0.684), indicating robust mechanisms for evaluating policy implementation, promoting accountability, and ensuring adherence to established guidelines. Conversely, the indicator with the lowest mean is "School hiring, promotion, and compensation are transparent and fair" (Mean = 4.36, SD = 0.764), suggesting slightly lower satisfaction with transparency and fairness in these processes.

Table 5. *School performance that contributes to institutional performance in terms of integrity*

Indicator	*Mean*	*SD*	*Interpretation*
Factual reports about the policy implementation process are periodically evaluated.	4.48	0.684	Outstanding
The environment of the school is in favor of mutual respect for each other's suggestions and interests.	4.41	0.737	Outstanding
School hiring, promotion, and compensation are transparent and fair.	4.36	0.764	Outstanding
Overall	4.42	0.644	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

These results carry significant implications for institutional integrity. Most indicators reflect a strong commitment to fostering an environment characterized by accountability, mutual respect, and transparency. However, the lower mean for transparency and fairness in hiring, promotion, and compensation processes highlights an area for improvement.

The school performance that contributes to institutional performance in terms of integrity was outstanding (Mean = 4.42, SD = 0.644). While overall performance is outstanding, ensuring transparency and fairness in these critical areas is paramount for upholding institutional integrity and fostering trust among staff members.

Firstly, the periodic evaluation of factual reports regarding policy implementation has been shown to enhance institutional integrity. Research by Balogun, Akande, and Raji (2020) underscores the importance of transparent and evidence-based policy evaluations in schools, which not only promote accountability but also contribute to a culture of integrity within educational institutions.

Secondly, the indicator related to fostering mutual respect within the school environment aligns with findings from studies such as that of Lee and Bowen (2019), which highlight the correlation between respectful school environments and positive organizational outcomes. Schools that prioritize mutual respect among staff and students tend to exhibit higher levels of integrity and ethical behavior.

Lastly, transparency and fairness in hiring, promotion, and compensation processes have been linked to improved institutional integrity. Research by Brown and Forster (2018) emphasizes the significance of fair and transparent practices in personnel management within educational settings, which fosters trust and credibility among stakeholders.

Table 6. School performance contributes to institutional performance in terms of teachers.

Table 6. *School performance that contributes to institutional performance in terms of teachers*

Indicator	*Mean*	*SD*	*Interpretation*
Evaluation criteria of the academic program are appropriate under the observation of senior faculty members.	4.52	0.607	Outstanding
All the teachers have a professional attitude.	4.47	0.646	Outstanding
Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.	4.46	0.578	Outstanding
Instructional materials are developed by qualified and trained teachers.	4.38	0.723	Outstanding
Overall	4.46	0.525	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 6 reveals the school performance contributing to institutional success concerning teachers, focusing on indicators related to evaluation criteria, professional attitude, use of teaching resources, and development of instructional materials. The indicator with the highest mean is "Evaluation criteria of the academic program are appropriate under the observation of senior faculty members" (Mean = 4.52, SD = 0.607), indicating strong alignment of evaluation criteria with academic standards and the oversight of experienced faculty members. However, the indicator with the lowest mean is "Instructional materials are developed by qualified and trained teachers" (Mean = 4.38, SD = 0.723), suggesting slightly lower satisfaction with the development of instructional materials by qualified teachers.

These results carry important implications for teacher quality and institutional effectiveness. The consistently high means across most indicators reflect a robust commitment to fostering a professional and supportive environment for teachers. However, the lower mean for the development of instructional materials by qualified teachers highlights an area for improvement.

The school's performance, which contributes to institutional performance in terms of teacher quality, was outstanding (Mean = 4.46, SD = 0.525).

Recent studies emphasize the importance of these factors in educational settings. For instance, research by Hattie (2009) underscores the significance of appropriate evaluation criteria and professional attitudes among teachers in improving student outcomes. Hattie's meta-analysis emphasizes that clear evaluation processes and teacher professionalism are key drivers of educational effectiveness.

Additionally, studies by Ertmer and Ottenbreit-Leftwich (2010) highlight the benefits of integrating ICT and utilizing appropriate teaching resources to enhance student engagement and achievement. This aligns with the indicator on resource utilization (including ICT) in Table 6.

Furthermore, research by Desimone et al. (2017) emphasizes the impact of teacher-created instructional materials on instructional quality and student learning outcomes. These recent studies provide strong support for the indicators presented in Table 6, highlighting

their crucial role in enhancing institutional performance through effective teaching practices and resource utilization.

Table 7 presents how School performance contributes to institutional performance in terms of resources.

Table 7. *School performance contributes to institutional performance in terms of resources*

Indicator	*Mean*	*SD*	*Interpretation*
Strategies are well developed to measure the level of utilization of the school's resources.	4.39	0.675	Outstanding
Physical infrastructure and facilities are part of the comprehensive master plan and life-cycle management plan including in the policy of the Department of Education.	4.34	0.690	Outstanding
Resources are appropriately allocated according to the requirements of the teachers and students relevant the execution of institutional goals.	4.32	0.721	Outstanding
Overall	4.35	0.616	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 7 assesses school performance contributing to institutional success in terms of resources, focusing on indicators related to resource utilization, infrastructure planning, and allocation alignment with institutional goals. The indicator with the highest mean is "Strategies are well developed to measure the level of utilization of the school's resources" (Mean = 4.39, SD = 0.675), indicating strong attention to measuring resource utilization effectively. Conversely, the indicator with the lowest mean is "Resources are appropriately allocated according to the requirements of the teachers and students relevant to the execution of institutional goals" (Mean = 4.32, SD = 0.721), suggesting slightly lower satisfaction with the alignment of resource allocation with institutional goals.

These findings have significant implications for institutional resource management. The consistently high means across most indicators reflect a proactive approach to resource planning and utilization. Moreover, the lower mean for aligning resource allocation with institutional goals highlights an area for improvement.

Overall, the school performance that contributes to institutional performance in terms of resources was outstanding (Mean = 4.35, SD = 0.616).

Studies have consistently shown that effective resource management is integral to overall school and institutional performance. For instance, a study by Leithwood and Jantzi (2009) emphasized the importance of strategic resource allocation in enhancing school effectiveness and student outcomes. The findings underscore that schools that strategically allocate resources to support teaching and learning activities tend to perform better academically.

Furthermore, regarding the utilization of school resources, a study by Odden and Picus (2008) highlighted the significance of developing systems to measure resource utilization effectively. They argued that schools should implement comprehensive strategies to monitor and optimize resource use to ensure maximum impact on student learning outcomes.

In terms of physical infrastructure and facilities management, a report by UNESCO (2017) emphasized the role of adequate infrastructure in providing a conducive learning environment. The report highlighted that schools with well-maintained facilities and infrastructure tend to support better educational outcomes and contribute positively to overall institutional performance.

The alignment of resource allocation with institutional goals is another critical factor identified in research. Hitt (2005) demonstrated that when resources are allocated according to the specific needs and objectives of the institution, there is a greater likelihood of achieving desired outcomes and enhancing overall institutional effectiveness.

Table 8 Presents School performance that contributes to institutional performance in terms of academic programs and curricula.

Table 8. *School performance contributes to institutional performance in terms of academic programs and curricula*

Indicator	*Mean*	*SD*	*Interpretation*
The school abides with the school and the DepEd calendar of activities.	4.64	0.619	Outstanding
The daily lesson plans and content are correlated with school goals.	4.63	0.579	Outstanding
The teachers are instructed to follow the competencies and they also plan the lesson before ahead of time.	4.54	0.606	Outstanding
Overall	4.60	0.484	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 8 shows the school performance contributing to institutional success in terms of academic programs and curricula, focusing on indicators related to adherence to academic calendars, alignment of lesson plans with school goals, and incorporation of competencies into teaching practices. The indicators with the highest means are "The school abides by the school and the DepEd calendar of activities" (Mean = 4.64, SD = 0.619) and "The daily lesson plans and content are correlated with school goals" (Mean = 4.63, SD = 0.579), indicating strong adherence to academic schedules and alignment of lesson plans with institutional objectives. Conversely, the indicator with the lowest mean is "The teachers are instructed to follow the competencies and they also plan the lesson ahead of time" (Mean = 4.54, SD = 0.606), suggesting slightly lower satisfaction with the incorporation of competencies into lesson planning practices.

The school performance that contributes to institutional performance in terms of academic programs and curricula was outstanding (Mean = 4.60, 0.484).

Research supports the notion that effective curriculum alignment and adherence to educational standards have a positive impact on institutional performance. A study by Reeves and Okey (2019) highlights the importance of curriculum coherence in enhancing student achievement. They found that schools with well-aligned curricula and instructional goals tend to demonstrate higher levels of academic success and overall institutional effectiveness.

Additionally, a study by Smith et al. (2020) emphasizes the role of teacher planning and competencies in curriculum implementation. They suggest that proactive lesson planning by teachers, aligned with prescribed competencies, leads to improved instructional quality and student outcomes.

Table 9 Presents School performance that contributes to institutional performance in terms of public disclosure and transparency.

Table 9. *School performance that contributes to institutional performance in terms of public disclosure and transparency*

Indicator	*Mean*	*SD*	*Interpretation*
The school regularly collaborates with its stakeholders.	4.64	0.617	Outstanding
Inquiries are transparently arranged.	4.41	0.691	Outstanding
Reports are posted on the bulletin boards on a monthly or quarterly basis to inform all the stakeholders.	4.41	0.748	Outstanding
Overall	4.49	0.599	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 9 evaluates school performance contributing to institutional success in terms of public disclosure and transparency, focusing on indicators related to collaboration with stakeholders, transparency in inquiries, and regular dissemination of reports to stakeholders. The indicator with the highest mean is "The school regularly collaborates with its stakeholders" (Mean = 4.64, SD = 0.617), indicating strong engagement and collaboration with various stakeholders, fostering transparency and accountability in decision-making processes. Conversely, the indicators with the lowest mean are "Inquiries are transparently arranged" and "Reports are posted on the bulletin boards on a monthly or quarterly basis to inform all the stakeholders" (Mean = 4.41, SD = 0.691 and Mean = 4.41, SD = 0.748, respectively), suggesting slightly lower satisfaction with transparency in inquiry arrangements and report dissemination practices. Most indicators reflect a strong commitment to fostering open communication and engagement with stakeholders. Regular collaboration with stakeholders not only enhances transparency but also builds trust, fosters a sense of community ownership, and ensures that diverse perspectives are considered in decision-making processes. However, the slightly lower means for transparent inquiry arrangements and report dissemination practices suggest areas for improvement in communication processes.

Overall, the school performance that contributes to institutional performance in terms of public disclosure and transparency was outstanding (Mean = 4.49, SD = 0.599).

This finding resonates with research emphasizing the critical role of stakeholder engagement in organizational success. According to Bryson, Crosby, and Stone (2006), effective collaboration with stakeholders enhances transparency and accountability within educational institutions, leading to improved overall performance.

Similarly, the indicator focusing on transparent arrangements for inquiries scored 4.41, also interpreted as outstanding. This emphasis on transparency in inquiries aligns with research by Hood and Heald (2006), which highlights the importance of transparent governance processes in fostering credibility and accountability within organizations. Transparent inquiries contribute to fairness and openness in decision-making, thereby positively impacting institutional performance.

Furthermore, the practice of regularly posting reports on bulletin boards to inform stakeholders, another indicator scoring 4.41, demonstrates a commitment to transparency and communication. Research by Gaventa and McGee (2013) emphasizes the importance of transparent reporting processes in fostering strong relationships with stakeholders and enhancing institutional reputation.

Table 10 Presents School performance that contributes to institutional performance in terms of assurance and quality.

Table 10. *School performance contributes to institutional performance in terms of assurance and quality*

Indicator	*Mean*	*SD*	*Interpretation*
Teacher evaluation and assessment review are used for further improvement in academic program.	4.59	0.558	Outstanding
LAC sessions are done for capacity building and training sessions of teachers.	4.54	0.606	Outstanding
Overall	4.56	0.511	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 10 evaluates the school performance contributing to institutional success in terms of assurance and quality, focusing on indicators related to teacher evaluation, assessment review, and capacity building through Learning Action Cell (LAC) sessions. The indicators with the highest means are "Teacher evaluation and assessment review are used for further improvement in the academic program" (Mean = 4.59, SD = 0.558) and "LAC sessions are done for capacity building and training sessions of teachers" (Mean = 4.54, SD = 0.606), indicating robust mechanisms for enhancing teaching quality, professional development, and continuous improvement. These

high means suggest a strong commitment to ensuring excellence in teaching practices and academic programs.

These results reflect a proactive approach to fostering a culture of continuous improvement and professional growth among teachers. The overall school performance that contributes to institutional performance in terms of assurance and quality was outstanding (Mean = 4.56, SD = 0.511).

These findings align with existing research emphasizing the pivotal role of effective teacher evaluation and professional development sessions in enhancing educational quality and institutional assurance. A study by Darling-Hammond (2012) highlights the importance of ongoing teacher assessment for instructional improvement, arguing that constructive feedback and targeted support have a positive impact on teaching practices and student outcomes. Similarly, the efficacy of collaborative learning communities, such as LAC sessions, has been corroborated by Vescio et al. (2008), who found that these forums foster collective responsibility, innovation, and shared expertise among educators, ultimately enhancing school performance and accountability.

Table 11. Presents School performance that contributes to institutional performance in terms of student support services.

Table 11. *School performance that contributes to institutional performance in terms of student support services*

Indicator	*Mean*	*SD*	*Interpretation*
Students' complaints and grievances reports are used for further benefits in favor of those students.	4.36	0.730	Outstanding
Extra-curricular organizations are arranging regularly for consolidating the energies of students towards a beneficial competition.	4.29	0.651	Outstanding
Guidance and counseling services of students are adequately processing.	4.28	0.766	Outstanding
Overall	4.31	0.593	Outstanding

Legend: *5 (4.21–5.00) – Always, Outstanding; 4 (3.41–4.20) – Often, Very Satisfactory; 3 (2.61–3.40) – Sometimes, Satisfactory; 2 (1.81–2.60) – Rarely, Unsatisfactory; 1 (1.00–1.80) – Never, Poor.*

Table 11 evaluates school performance contributing to institutional success in terms of student support services, focusing on indicators related to the utilization of students' complaints and grievances, the organization of extracurricular activities, and the provision of guidance and counseling services. The indicators with the highest means are "Students' complaints and grievances' reports are used for further benefits in favor of those students" (Mean = 4.36, SD = 0.730) and "Extra-curricular organizations are arranging regularly for consolidating the energies of students towards beneficial competition" (Mean = 4.29, SD = 0.651), indicating strong efforts to address student concerns and provide enriching extracurricular experiences. These high means suggest a proactive approach to promoting student welfare and engagement.

The overall school performance, which contributes to institutional performance in terms of student support services, was outstanding (Mean = 4.31, SD = 0.593).

Studies have consistently emphasized the importance of robust student support services in enhancing institutional performance and student success. For instance, research by Sullivan and Kashubeck-West (2015) underscores the value of effectively managing and responding to student complaints and grievances. They argue that institutions that leverage such feedback to implement positive changes foster a culture of trust and responsiveness, which ultimately contributes to higher student satisfaction and retention rates.

Similarly, the role of extracurricular activities in student engagement and development has been extensively studied. According to Trowler and Trowler (2010), well-organized extracurricular programs provide students with opportunities to apply classroom learning, develop leadership skills, and form social networks, all of which contribute to a more holistic educational experience and improved institutional reputation.

Regarding guidance and counseling services, research by Carey and Dimmitt (2012) emphasizes the critical role of comprehensive and accessible student support systems in fostering academic success and emotional well-being. Institutions that prioritize these services not only enhance student satisfaction but also contribute to improved academic outcomes and retention rates.

Table 12 presents a test of a significant relationship between the extent of teacher engagement among Elementary teachers in school and the school performance that contributes to institutional performance.

Table 12. *Test of a significant relationship between the extent of teacher engagement among Elementary teachers in school and the school performance that contributes to institutional performance*

Variable	*R*	*p-value*	*Interpretation*
Extent of Teacher Engagement	.524	.000	Significant

Table 12 presents the results of a test examining the relationship between the extent of teacher engagement among elementary school teachers and the school's performance, which in turn contributes to institutional performance. The variable "Extent of Teacher Engagement" yielded a correlation coefficient of .524 with a corresponding p-value of .000. The interpretation suggests that there is a significant relationship between the extent of teacher engagement and school performance. Therefore, we reject the null hypothesis, which states that there is no significant relationship between the extent of teacher engagement among Elementary teachers in school and the school performance that contributes to institutional performance.

This finding is consistent with recent research highlighting the critical role of teacher engagement in improving educational outcomes. For example, a study by Wang and Eccles (2012) demonstrated that teacher engagement positively influences student achievement, as engaged teachers are more likely to create supportive classroom environments that foster learning. Similarly, a meta-analysis by Jennings and Greenberg (2009) showed that teacher well-being and engagement are associated with higher levels of student academic performance and socio-emotional development. These studies collectively underscore the importance of promoting teacher engagement through professional development and supportive school leadership to enhance overall school performance.

Table 13 presents a test of a significant relationship between the school performance that contributes to institutional performance in terms of the mission statement and goals, planning and evaluation, organization and governance, integrity, teachers, resources, academic programs and curricula, public disclosure and transparency, assurance and quality, and student support services and the extent of teacher engagement among elementary teachers in school.

Table 13. *Test of a significant relationship between the school performance that contributes to institutional performance in terms of the mission statement and goals, planning and evaluation, organization and governance, integrity, teachers, resources, academic programs and curricula, public disclosure and transparency, assurance, and quality, and student support services and the extent of teacher engagement among elementary teachers in school*

Variable	*R*	*p-value*	*Interpretation*
Mission Statement and Goals	.527	.000	Significant
Planning and Evaluation	.492	.000	Significant
Organization and Governance	.433	.000	Significant
Integrity	.406	.000	Significant
Teachers	.499	.000	Significant
Resources	.397	.000	Significant
Academic Programs and Curricula	.290	.001	Significant
Public Disclosure and Transparency	.334	.000	Significant
Assurance and Quality	.342	.000	Significant
Student Support Services	.409	.000	Significant
Overall	.524	.000	Significant

Table 13 presents the outcomes of a comprehensive examination designed to investigate the relationship between various aspects of school performance that contribute to institutional effectiveness and the level of teacher engagement among elementary teachers in the school. Each variable, ranging from the mission statement and goals to student support services, was assessed for its correlation with teacher engagement. The results reveal significant relationships across all dimensions.

The variables: Mission Statement and Goals (r = .527, p – value = .000), Planning and Evaluation (r = 492, p – value = .000), Organization and Governance (r = .433, p – value = .000), Integrity (r = .406, p – value = .000), Teachers (r = .499, p – value = .000), Resources (r = .397, p – value = .000), Academic Programs and Curricula (r = .290, p – value = .001), Public Disclosure and Transparency (r = .334, p – value = .000), Assurance and Quality (r = .342, p – value = .000) and Student Support Services (r = .409, p – value = .000) indicate statistical significance. Therefore, we reject the null hypothesis which states that there is no significant relationship between school performance that contributes to institutional performance in terms of the mission statement and goals, planning and evaluation, organization and governance, integrity, teachers, resources, academic programs, and curricula, public disclosure and transparency, assurance and quality, and student support services and the extent of teacher engagement among elementary teachers in school.

The findings align with prior research emphasizing the importance of organizational factors in fostering teacher engagement. For instance, a study by Smith et al. (2018) demonstrated that schools with clearly articulated mission statements and goals tend to have higher levels of teacher commitment and engagement. This suggests that when teachers understand and align with the school's mission, they are more likely to invest themselves in achieving its objectives.

Similarly, the strong relationship found between planning and evaluation, organization and governance, and teacher engagement is consistent with the work of Johnson (2016), who highlighted the role of effective school leadership and management in promoting teacher satisfaction and involvement. Schools that prioritize strategic planning and demonstrate strong governance structures are better equipped to support and engage their teaching staff.

Furthermore, the significant correlation observed with dimensions such as integrity, resources, and academic programs and curricula underscores the multifaceted nature of teacher engagement. Research by Brown and Green (2019) highlights the importance of factors such as organizational integrity and adequate resource allocation in contributing to teachers' sense of professional fulfillment and investment in their work.

Conclusions

Based on the findings of this study, it was concluded that:

The extent of teacher engagement among Elementary schools is high.

The high levels of teacher engagement observed across these dimensions underscore the critical role of educators in contributing to school success. These results highlight the importance of fostering a supportive and effective school environment that encourages teacher commitment and positively impacts overall institutional performance.

Based on the p-value, we reject the null hypothesis, which states that there is no significant relationship between the extent of teacher engagement among Elementary teachers in school and the school performance that contributes to institutional performance.

The results provide evidence to reject the null hypothesis, which states that there is no significant relationship between school performance contributing to institutional performance (including aspects such as mission statement and goals, planning, and evaluation, organization and governance, integrity, teachers, resources, academic programs and curricula, public disclosure and transparency, assurance and quality, and student support services) and the extent of teacher engagement among elementary teachers in the school. The statistically significant correlation coefficients observed across all dimensions of school performance indicate a strong relationship with teacher engagement. Therefore, we can conclude that there is indeed a meaningful and significant association between these factors within the elementary school context.

Based on the findings and conclusions of the study, the following recommendations were made:

It is highly encouraged to enhance communication between teachers and parents through regular updates and academic resources, offering parent education workshops, encouraging involvement beyond school activities, establishing formal family engagement programs, providing resources for effective collaboration, fostering a culture of appreciation for parental contributions, and implementing regular assessment and feedback mechanisms.

Investing in targeted professional development programs for educators, fostering collaborative teaching environments, and ensuring equitable resource allocation are essential steps. Strong leadership support, combined with comprehensive training for school administrators and transparent governance practices, will further promote teacher engagement and institutional success.

Based on the strong link between teacher engagement and school performance in public elementary schools, several key recommendations can enhance educational outcomes. Investing in tailored professional development programs can boost teacher effectiveness. Encouraging collaboration among educators fosters innovation and knowledge sharing. Empowering school leaders to prioritize teacher well-being and provide resources is essential. Clear communication channels and transparency in decision-making improve school climate. Utilizing data for targeted interventions and promoting student-centered approaches aligns the curriculum with student needs. Creating a positive, inclusive environment through recognition of achievements boosts morale. Implementing these strategies can leverage teacher engagement to drive institutional performance and student success in public elementary education. Regular evaluation ensures sustained improvement.

Align the school's mission and goals with teacher values to inspire motivation and participation in achieving objectives. Implement inclusive planning and evaluation processes involving teacher feedback to monitor performance and support improvement initiatives. Strengthen organizational governance through transparent practices, fostering trust and commitment among educators. Invest in professional development opportunities tailored to teachers' needs, optimize resource allocation, and innovate academic programs to enhance job satisfaction and growth. Improve transparency, quality assurance, and student support services to create a supportive environment that promotes teacher engagement and overall institutional success. Regularly evaluate and adapt strategies based on feedback for sustained improvement and educational excellence.

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