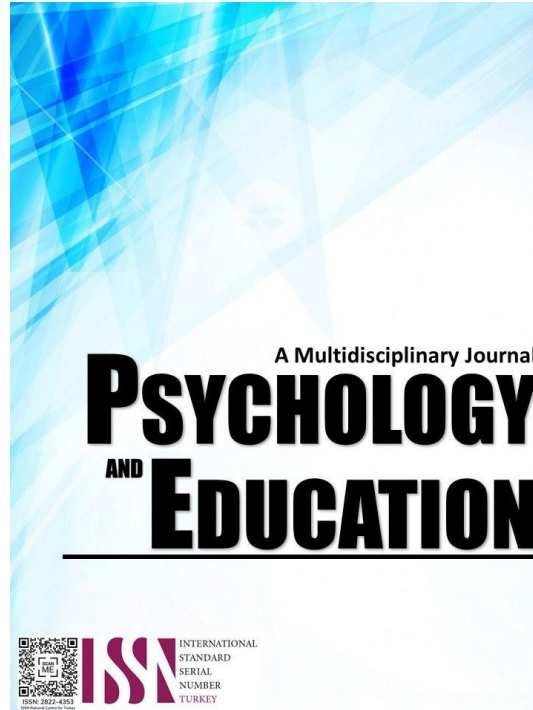


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Level of Teacher Engagement and Institutional Performance Among Public Elementary Schools

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Abstract

This study aimed to determine the level of teacher engagement and institutional performance among public elementary schools at Panadtalan Elementary School, Panalsalan Elementary School, Famador Integrated School, Musuan Integrated School, San Roque Elementary School, Tubigon Elementary School, Kisanday Elementary School, and Dologon Elementary School. It used a descriptive-correlational research design. The respondents were the one hundred fifty (150) elementary teachers in Panadtalan Elementary School, Panalsalan Elementary School, Famador Integrated School, Musuan Integrated School, San Roque Elementary School, Tubigon Elementary School, Kisanday Elementary School, and Dologon Elementary School for the School Year 2024-2025. The result revealed that the findings indicate that elementary school teachers are highly engaged in their roles. They experience joy in teaching, put in strong effort, and maintain positive relationships with colleagues. Teachers also demonstrate enthusiasm for their profession, though there is slight room for improvement in fostering emotional connections with learners. Overall, their high level of engagement contributes to a positive and productive school environment. Moreover, Elementary school teachers demonstrate a high level of engagement, finding joy in teaching, putting in strong effort, and maintaining positive relationships with colleagues. Their enthusiasm for the profession contributes to a productive school environment, though there is room for improvement in fostering stronger emotional connections with learners.

Keywords: *teacher engagement, institutional performance, strong emotional connection, productive school environment*

Introduction

It is impossible to overestimate teachers' significance as pivotal players in determining institutional effectiveness in the ever-changing field of elementary education. In order to achieve particular organizational goals regarding the overall growth of young learners, institutional effectiveness encompasses every procedure of converting inputs into outputs. Both the overall efficacy and success of the school depend on these results.

Understanding the elements that affect institutional performance is essential as public schools work to establish the best possible learning environments. Teacher engagement is one such element that has attracted a lot of attention lately (Abiodullah et al., 2020). Effective teaching and student accomplishment have been found to be significantly influenced by teacher engagement, which is described as the intellectual and emotional investment in their occupation (Skaalvik & Skaalvik, 2018).

Higher levels of motivation, dedication, and satisfaction are exhibited by engaged teachers, which results in better teaching strategies, more engaged students, and improved academic achievement (Kyriacou, 2021). A stable and supportive setting for learners to study is ensured by teacher involvement, which has furthermore been connected to decrease levels of absenteeism, attrition, and burnout (Hakanen et al., 2020). Above all, passionate, dedicated, and committed teachers have an impact that ripples throughout the entire educational institution, extending beyond the classroom (Modell, 2018; Singh, 2015).

Although it is commonly known that teacher engagement and institutional success are related, a thorough grasp of the underlying causes and mechanisms at work is still required. In order to keep up with its neighbors, the Department of Education (DepEd) has been around since aggressively taking care of the relevant needs of Filipino students and expects teachers to adjust to the required alterations in the educational framework (Ojales & De Ramos, 2021). Although this is accurate for every grade level, it becomes particularly crucial for elementary school, as it is where students' foundations are formed. Given the fragility of the students they are working with, teachers' involvement in these grade levels can therefore never be understated.

Elementary school teachers, as the main suppliers of high-quality and creative education, play a critical role in developing individuals who are holistically capable of achieving the intended results in the modern period.

The mutual connection between institutional success and teacher engagement is examined in this study, with a focus on Maramag District II in the Bukidnon Division. It would also investigate the degree to which school performance is impacted by teacher involvement. The primary goal of this research is to create an initiative for professionals' growth, which will allow educators to increase their level of involvement.

Research Questions

This research determined the actual connection between institutional success and the degree of involvement of educators at an elementary school. In particular, it sought to respond to the subsequent research enquiries:

1. To what extent are elementary school teachers involved?

2. In terms of a, what academic performance influences the institution's performance? the objectives and mission, b. preparation and assessment, c. governance and organization, d. honesty, e. educators, f. resources, g. scholarly courses and programs, h. transparency and openness, i.e., quality and assurance, and j. Services for assistance for learners?
3. Do elementary school teachers' levels of involvement with school performance, which influences institutional success regarding the mission statement and objective, have a substantial correlation with each other? preparation and assessment, c. governance and organization, d. honesty, e. educators, f. resources, g. scholarly courses and programs, h. transparency and openness, i.e., quality and assurance, and j. the degree of participation of the presence of elementary educational institution instructors within the classroom and the accessibility of resources for students who need support?

Literature Review

Research and studies pertaining to the various notions of institutional performance and teacher engagement are introduced in this section. The books and research are arranged based on particular themes.

Lawful Foundations

9155 Republic Act, also referred to as the "Governance of Basic Education Act of 2015," is essential in determining the Philippine educational landscape. This law describes the Philippine basic education system's governing structure. It establishes the rules and regulations for starting, setting up, and running schools, including clauses pertaining to planning for school improvement, school-based administration, and accountability systems to improve institutional performance. (Official Gazette, 2015).

Furthermore, RA 9155 establishes guidelines for educational institutions and highlights the need to guarantee high-quality education. When evaluating how teacher involvement affects institutional performance, this quality assurance component is essential. The compliance and general efficacy of the school are influenced by engaged instructors, who are more inclined to take part in the activity in reaching the actual legal quality criteria. The legislation also places a strong emphasis on professional development for teachers.

It acknowledges that a high-quality educational system is a result of having teachers who are competent and well-trained (DepEd Tambayan, 2023).

Researchers can look at how teachers' propensity to take part in professional development opportunities is influenced by their level of involvement, and how this engagement impacts their teaching methods and student results. Gaining knowledge about the connection between involvement of teachers and professional development will help improve the actual general efficacy of the Banisilan South District's educational institutions.

Finally, RA 9155 emphasizes how crucial educational responsibility is. To guarantee compliance with quality requirements, schools must go through frequent monitoring, assessment, and accreditation procedures (Official Gazette, 2014). Examining how teachers participate affects school responsibility metrics can show the way involved educators create an accountable culture that promotes and supports attempts at continuous improvement.

All things considered, 9155 Republic Act offers a strong legislative foundation regarding the management and advancement of the Philippine basic education, improving the standard of education in Banisilan South District and other educational facilities in the Cotabato Schools Division may be achieved by comprehending its key provisions and their consequences for the institutional perform and teacher engagement.

The Function of Teacher Engagement in the Classroom

Engagement, as a notion for workplace motivation, describes circumstances in which workers voluntarily invest their own resources in the hopes of improving outcomes (Christian et al., 2014).

As an innate, spontaneous inner tendency that is unaffected by outside factors, the meaning presents involvement as a motivating factor or psychological state propensity. Although workplace dynamics can create some favorable conditions to encourage such an attitude, it is not possible to intentionally construct it. Teacher engagement in an educational context is associated with participation, devotion, and commitment to students, fellow educators, and the school community.

According to Raphael (2022), there are two categories of teacher involvement. The initial kind is based on the policies and procedures of the educational establishment. A teacher's tasks, responsibilities, and boundaries—including the degree of autonomy they are allowed to have in the classroom—are clearly outlined in these rules. By serving as a framework, these regulations guarantee that teachers carry out their mandated responsibilities and participate formally in the institutional system. The second type of involvement concerns a teacher's self-motivation, which is unaffected by other forces or authorities. How much a teacher shows interest in the optional elements of their workplace serves as a gauge for their internal motivation. This type of involvement is demonstrated by the degree of eagerness and desire a teacher displays to go above and beyond the call of duty. Self-motivated teachers enhance their work in an independent and impromptu manner. The motivation to participate comes from inside, unaffected by outside participation or observation. A teacher's devotion and dedication are fueled by this intrinsic drive, which cultivates a sincere love for their profession as educators and encourages them to put their all into their work without outside pressure. Each teacher's level of involvement may

differ, influencing how they approach and improve their work-related activities.

Similarly, Santhosh (2022) highlighted how important teacher participation is in the classroom. Classroom performance and teacher engagement are significantly impacted when educators build deep relationships with their pupils. Academic achievement is fostered in a supportive and secure learning environment where children feel emotionally comfortable. Teachers must actively foster good connections with their pupils in order to do this, recognizing and meeting their needs and abilities while exhibiting cultural awareness. It is essential to provide a welcoming and encouraging environment in the classroom. Giving students leadership responsibilities and letting them help create classroom rules are two efficient ways to include learners in directing the learning process. Learners who use this method develop open communication, trust, and a feeling of accountability. Learners are more driven to succeed and engage fully in the educational process when they feel empowered to make contributions to their education setting.

Sakiz (2015) investigated the potential connections between students' academic success and teacher assistance. This study's primary purpose was to investigate the ways in which students' scientific accomplishment in elementary school science classes is influenced by behavioral engagement, self-efficacy, and academic emotions, perceived educators' emotional assistance, and reported teacher proficiency and focus on their objectives. The study involved 138 pupils from Istanbul, Turkey, in the fourth and fifth grades. Post hoc, hierarchical, and univariate regression analyses were employed to examine the gathered data. After adjusting for gender and grade level, the results showed that learners' scientific success in primary school classrooms was strongly impacted by academic anxiety, academic self-efficacy, and emotional support. Students in other groups did worse than those with high levels of mastery goal orientation and instructor emotional support.

Additionally, they reported increased behavioral engagement, academic delight, less anxiety related to school, improved self-efficacy in the classroom, and a stronger sense of belonging. When compared to pupils who had low emotional mastery goal orientation and assistance, they scored higher in science. In order to improve learners' overall academic performance, the research highlights the significance of perceived educator emotional assistance and instructor orientation to mastery goals. The findings highlight the value of developing strong learner-teacher connections and creating a welcoming and stimulating learning environment, which has consequences for both research and educational practices.

Wang et al. (2022) looked at the critical significance that teacher involvement plays in learners' academic success. Self-report questionnaires were utilized in their study to investigate the connection between student performance in an online English as a Foreign Language (EFL) course and an instructor's involvement with 546 Chinese university learners. The findings showed that pupils' proficiency in English was immediately and favorably impacted by teacher involvement.

Furthermore, learners' autonomous motivation and pleasure acted as a mediating factor in the relief's mediating effects, which were not statistically significant, despite the association between teacher involvement and English achievement.

Additionally, instructor participation influenced students' English achievement through a chain mediation process that combined autonomous drive with good academic emotions (enjoyment and relaxation). It is interesting to see that pleasure had a stronger effect on learners' English proficiency than relief. The study's conclusions have consequences for education that may be taken into account in the context of Banisilan South District. Pedagogical techniques in the current study might also benefit from insights into the significance of encouraging good academic emotions and self-motivation.

El Kalai et al.'s (2022) study also examined how instructor dedication affected students' academic performance. Its specific goal was to determine the elements that affect Moroccan teachers' dedication at the qualifying secondary level, namely in Tangier-Assilah, Morocco's Provincial Directorate of National Education. The study looked at the organizational and professional commitments of instructors and how these connect to the emotive and cognitive aspects of students' commitment, as well as their overall academic performance. The research population, which included 204 instructors and 380 pupils from 29 nearby public schools in the qualifying secondary cycle, was sent a questionnaire by email. Through learners' participation in nearby public schools, the empirical study's findings show that teacher dedication has a good and significant impact on students' academic progress.

Cardwell (2014), however, looked at the relationship between student and instructor involvement. In order to determine if the degree of instructor involvement affected learners' engagement, the study looked at the relationship between the two. In order to determine if instructors' and learners' stated levels of involvement were consistent, the study collected their opinions. The results showed that student engagement levels were positively impacted by increased instructor engagement levels. Most of the time, moderate to weak connections were found when learner perception factors were analyzed. Self-belief and autonomy, as well as the belief in self and relatedness, were found to be strongly correlated. However, also a discrepancy between the views of teachers and learners on levels of interest. The research proposes a setting that values and supports educators and learner participation, thereby improving the entire educational experience by fostering mutual understanding and employing data-driven techniques.

Grove (2019) also looked at how teachers affect learners' involvement. Three measurement tools were used in the research inquiries to examine the relationships between teacher attitudes, expectations, and learner involvement: the learner engagement observation tool, the survey on instructional techniques, instructor expectations, and opinions, as well as the Likert item teacher survey. The findings of the research indicate the necessity for tools and tactics to raise student motivation and involvement. Teachers should research learning theories as part of their professional development to gain the information they need to create interesting lessons. To effectively meet

the varied learning demands of every student, teachers must modify their teaching strategies and expectations.

Establishing routines, developing a thorough knowledge of each learner, holding all learners to high standards, and encouraging them to take chances and embrace difficulties are all ways to create the best possible learning environment in the classroom.

In their study, Goktas and Kaya (2023) looked at the link between learner academic success and teacher relationships. Educator interactions were divided into two categories in this study: intrapersonal and interpersonal. The term "intrapersonal relationships" describes how a teacher's innermost feelings and ideas impact their methods of instruction and interactions with others. Conversely, interpersonal interactions encompass the social ties that exist between educators and other members of the school community. In order to obtain an average score for effect size, the study uses a meta-analysis for the second-order approach, aggregating effect sizes derived from many preliminary meta-analyses. This study incorporates seventeen first-order meta-analyses that are qualified. The conclusions showed a little positive association between learners' scholarly success within a favorable teacher-intrapersonal connection. On the other hand, a favorable teacher-learner connection has a moderately positive effect on academic achievement. Additionally, there is evidence that a strong teacher-school community relationship has a substantial, favorable effect on learners' performance in school. On the other hand, a bad teacher-learners connection has a little harmful impact on learners' academic performance, while an unfavorable teacher intrapersonal relationship is associated with a medium unfavorable result. Since it also explores how important it is to enhance educator and school community ties for the entire institution's effectiveness, it is relevant to the current study.

Basic Education Institutional Performance

In public schools, institutional performance is the whole efficacy and efficiency of a school in accomplishing its learning objectives. Academic success, learner outcomes, teacher efficacy, administrative procedures, and the general learning environment are just a few of the many facets it covers. A public school's performance is based on how successfully it meets larger educational and societal needs in addition to the academic achievement of its pupils. Positive learner outcomes, such as low dropout rates, high graduation rates, and great academic achievement, define a high-performing public school. It also fosters a supportive and inclusive learning environment that promotes teacher and learner engagement, well-being, and overall personal growth (Sharma & Sinawi, 2021).

The school's capacity to efficiently manage its financial and human resources and make sure they are used to their fullest potential in order to enhance the educational process is another aspect of institutional performance. It entails efficient government and leadership at every level, from district authorities to school administrators. Furthermore, via data-driven decision-making and continual professional development for its staff and teachers, a high-performing public school always looks to enhance its procedures and practices. To better serve its learners and community, it embraces innovation, implements teaching practices based on evidence, and adjusts to the evolving educational landscape. Additionally, institutional performance encompasses the school's interactions with parents, families, and the larger community in addition to the academic sphere. Strong partnerships between the school and stakeholders foster a supportive network that reinforces the educational experience and promotes a sense of collective responsibility for the school's success (Lazibat et al., 2014). As a result, a number of studies examined the various facets of institutional performance and the variables that influence it.

The study of Palma et al. (2017) aimed to explore and analyze the connection between improved school performance in a group of high secondary public schools in Campania, Italy, and significant variables related to school organization. The researchers examined the multiple regression model and principal components methodically. In order to gauge improved academic achievement, they first determined an objective output variable. They then identified the most important factors influencing this performance. The results showed that these factors, when combined, result in a more efficient operation of the whole educational system. About 70% of the variance in this study may be attributed to the connected activities of stakeholders and school facilities, which have a substantial impact on the output variable's variability. Knowing and taking into account these elements can improve student outcomes and a school's efficacy, but only if they are effectively handled.

The study of Dela Cruz (2019) focused on evaluating the influence of organizational culture on school performance using multiple regression analysis. Using two essential tools—the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn, and a modified questionnaire based on the Hong Kong Evaluation School Performance Indicator Tool—the researcher used the descriptive correlational survey approach to do this. The results show that the dominant and favored culture of school organizations is clan culture. Additionally, the respondents said the school was doing well at a respectable level. The study found a strong correlation between clan culture and academic achievement, indicating that the dominant organizational culture may significantly influence the attitudes and work behaviors of school staff.

The research's findings highlight how crucial it is to foster a healthy organizational culture in educational establishments. By cultivating a culture that values cooperation, candid communication, and support among teachers and staff, schools may establish an atmosphere that inspires them to perform to the best of their abilities. It will probably result in a more productive learning atmosphere and better student outcomes.

On the other hand, Belencion (2020) aimed to explore the relationships between management action and organizational performance in public elementary schools in Barotac Nuevo, Philippines. Finding out which aspects of managerial activity may forecast organizational performance was another goal of the study. 168 teachers and 24 administrators participated in the study as respondents;



the teachers were chosen using stratified random selection. Two data-gathering instruments were used: the Management Action Questionnaire to assess respondents' management action level, and the OPCRF, a standardized instrument used by the Department of Education (DepEd) to measure school performance. For data analysis, descriptive statistics like frequency counts, percentage analyses, means, and standard deviations were employed, along with inferential statistics like Pearson's *r*, standard multiple regression, and *t*-tests for independent samples. The results showed that respondents used either an autocratic/political or a rational/collegial approach to decision-making, demonstrating significant levels of managerial activity. They also demonstrated outstanding communication skills, outstanding human relations ability, and strong problem-solving competency.

Additionally, it was stated that the schools' organizational performance was really good. A noteworthy finding of the study showed that organizational success was significantly predicted by the variable of managerial action, particularly decision-making. The organization's overall performance and efficacy can be significantly impacted by the decisions made in the educational context. Understanding and enhancing managerial action, especially in decision-making processes, may help schools improve organizational performance and get better results.

The study of Dalanon et al. (2018) investigated another aspect of institutional performance: organizational climate. At a rural K–12 private school in the Philippines, the organizational climate (OC) and its theoretical and empirical relationships with teachers' performance (TP) and managerial competences (MC) were investigated in this cross-sectional study using content analysis that is both quantitative and thematic. The research used a balanced scorecard and the strengths, weaknesses, opportunities, and threats (SWOT) analysis to examine data from a focus group discussion (FGD). The results of the study showed that rural Philippine schools have high levels of OC, TP, and their corresponding subdomains. On the other hand, it was discovered that the management competences (MC) were at a basic proficiency level. It was shown that teachers' sense of cooperation increased with their assigned position within the organizational climate (OC) domain. Furthermore, tenured female teachers in higher positions showed greater dedication, but male instructors were found to more prominently acknowledge their managerial abilities, especially in terms of interpersonal effectiveness and personal integrity.

Magulod's (2017) research investigated the factors influencing school effectiveness and the level of school performance in private and public elementary schools within the second congressional district of Cagayan province, Philippines. The study looked at the connection between performance and school effectiveness using a mixed-method research methodology. To determine the relationship between these two variables for the quantitative component, the researchers used the descriptive correlational approach. Additionally, the key elements of school success in both public and private primary schools were determined using factorial analysis. 182 primary school administrators and instructors from 20 sampling schools—both public and private—participated in the study. Seven correlates of successful schools were used to gauge how effective a school was. On the other hand, the National Achievement Test (NAT) scores from the previous three years were used to assess the degree of academic success. The results of the study showed that both public and private elementary schools were quite successful.

Nonetheless, a test of difference revealed that public schools had better home-school interactions than private ones. Furthermore, throughout the previous three years, public schools have continuously surpassed private schools in terms of academic achievement. According to the study, performance and school effectiveness are strongly positively correlated. Professional cooperation and school leadership competency were shown to have the greatest effects on both schools' performance out of all the determinants of school success.

Lastly, Ganiron's (2017) study focused on job satisfaction, an aspect of engagement, as a determinant of organizational performance. Investigating the relationship between organizational success and employee job satisfaction was the goal of the study, which was carried out at Pasay City South High School (PCSHS). To determine the key elements affecting the organizational success of the school, the researcher polled both teaching and non-teaching personnel in-depth. The investigation came up with a number of interesting conclusions. First, there was a high association between the respondents' demographic characteristics and wages, since these factors significantly influenced their income levels. Second, the respondents' individual profiles affected their evaluations of work satisfaction and organizational success, indicating that their distinct traits and experiences had a role.

Finally, the study found that the most important elements influencing the school's overall success were policy and administration, supervision, responsibility, interpersonal relationships, and compensation. By revealing these insights, the study gave politicians and school administrators useful information to help them make decisions that will maximize organizational performance and improve employee happiness.

Methodology

Research Design

The correlational survey study approach was a form of descriptive research design that focused on reporting occurrences without altering what was observed. The primary objective of correlational research was to determine the relationship between two or more variables. According to Lau (2017), correlational research aimed to identify the association between variables. In this study, the variables of interest were the level of involvement of primary school teachers and the institutional performance of their respective



schools. The relationship between these variables was investigated to inform professional development initiatives and training programs that could enhance teachers’ engagement in various aspects of the school community.

Respondents

All elementary school teachers were given the opportunity to participate in the survey, which included 150 primary school teachers as respondents. The sampling procedure utilized complete enumeration. In this approach, every member of the population had an equal probability of being selected, and participants were chosen in a random manner.

Instrument

To gather the necessary data for this study, a two-part questionnaire was utilized, adapted from various sources. The first section of the questionnaire was based on the Teacher Engagement Scale developed by Klassen et al. (2014). It included statements describing teachers’ experiences, and participants indicated their responses using a Likert scale ranging from never, rarely, sometimes, frequently, to always.

The second section of the questionnaire focused on institutional performance and included indicators such as mission and vision, planning and evaluation, organization and governance, integrity, faculty, resources, academic programs and curricula, public disclosure and transparency, and student support services. This section was adapted from the Institutional Performance Review Tool used in the study of Alvi et al. (2020).

Procedure

The researcher requested permission to conduct the study through a formal letter addressed to the Schools Division Superintendent of Bukidnon. Upon approval, letters were sent to the principals of the selected elementary schools in the Maramag II District to seek authorization to administer the survey to primary school teachers.

The purpose and objectives of the study were explained to the teacher-participants, and they were assured that their responses would be treated with utmost confidentiality and used solely for the purposes of the study. The researcher also clarified that participation or non-participation would not affect the teachers’ current employment status.

The researcher personally distributed the research instrument to the participating elementary school teachers and ensured that the administration of the survey did not disrupt regular classroom activities. Upon retrieval of the completed questionnaires, the data were tallied and analyzed using appropriate statistical methods.

Data Analysis

The following statistical tools were employed in the analysis of the data:

The mean and standard deviation were used to determine the level of teacher involvement among elementary school teachers. These statistical measures were also utilized to assess teachers’ perceptions of the institutional performance of their respective schools.

For the third research problem, Pearson’s r-moment correlation was applied to determine whether a significant relationship existed between teachers’ level of involvement and institutional performance.

Results and Discussion

This section’s presentation order was determined by the order in which the various difficulties were presented in the problem statement, which is organized under the relevant subject below. This section summarizes, analyses, and makes sense of the data collected from the participants. Frequency, mean tables, correlation, and standard deviation are all used in the data analysis process.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.948	62

Table 2. Degree of elementary school teachers' involvement

Indicator	Mean	SD	Interpretation
I feel happy while teaching.	4.48	0.541	Highly - engaged
I make every effort to do well when I'm giving lesson.	4.43	0.607	Highly - engaged
I get along with my co-workers at school.	4.40	0.829	Highly engaged
Teaching excites me.	4.28	0.740	Highly engaged
In class, I show warmth to my learners.	4.18	0.821	Engaged
Overall	4.35	0.525	Highly engaged

Scale-Range-Qualifying Statement-Qualitative Description: 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, totally unengaged).

The total mean-score of 4.35 (SD = 0.525) in Table 2 shows that elementary school educators are typically highly involved, falling into the "Highly engaged" group. The indication having the most average, "I feel happy while teaching" (Mean = 4.48, SD = 0.541),



indicates that instructors enjoy their work, which might lead to a more upbeat and effective setting for learning. However, "In class, I show warmth to my students" (Mean = 4.18, SD = 0.821) is categorized as having the lowest mean as "Engaged."

It implies that there could be space for growth in developing emotional ties with pupils, even though it still shows a high degree of involvement. A high dedication to teaching and peer collaboration is also demonstrated by other indicators, such as "I try my hardest to perform well while teaching" (Mean = 4.43, SD = 0.607) and "At school, I connect well with my colleagues" (Mean = 4.40, SD = 0.829). Furthermore, the assertion "I am excited about teaching" (Mean = 4.28, SD = 0.740) supports the instructors' passion for their work. According to these results, elementary school instructors are very committed to their jobs, which can have a positive impact on the general atmosphere of the school as well as the learning outcomes of the students.

Table 3. Performance of schools that influences the performance of the institution with respect to the goals and mission

Indicator	Mean	SD	Interpretation
Every teacher contributes to the achievement of these objectives.	4.54	0.610	Outstanding
At the end of both short- and long-term initiatives, analysis reports on every academic procedure are created.	4.51	0.745	Outstanding
In order to allocate activities and duties in accordance with mission statements and goals, governing authorities, faculty, and staff are engaged.	4.42	0.606	Outstanding
There are enough facilities and resources available to achieve the objectives.	4.29	0.756	Outstanding
In the local context, mission and goal statements are relevant.	4.19	0.813	Very Satisfactory
Overall	4.39	0.463	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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).

The total mean score of 4.39 (SD = 0.463) in Table 3 shows that the school's ability to improve institutional performance with regard to its mission statement and goals is typically exceptional. The highest-mean indicators, "All the teachers are helpful for the accomplishment of these goals" (Mean = 4.54, SD = 0.610), demonstrate that teachers actively participate in and support the achievement of institutional goals. Conversely, the lowest mean is noted in "Mission and statements of goals are relevant within the local context" (Mean = 4.19, SD = 0.813), categorized as "Very Satisfactory." This suggests that while the mission and objective of the organization are generally relevant, there may be opportunities for better alignment with local needs and contexts. Other indicators, such as "Analysis reports of all the academic processes are prepared at the end of short-term and long-term plans" (Mean = 4.51, SD = 0.745) and "Faculty staff and governing authorities are involved to assign the activities and tasks according to mission statements and goals" (Mean = 4.42, SD = 0.606), demonstrate strong institutional planning and collaborative governance.

Additionally, "Facilities and resource allocation for the accomplishment of the goals are sufficient" (Mean = 4.29, SD = 0.756) implies that adequate resources are available as a support institutional objective. These findings highlight the institution's strong commitment to achieving its mission and goals through effective collaboration, planning, and resource management, although there may be areas for further improvement in contextualizing mission statements within the local setting.

Table 4. The performance of the school that influences the planning and assessment performance of the institution.

Indicator	Mean	SD	Interpretation
Well-defined pre-planning and evaluation outcomes serve as the foundation for the decision-making process.	4.52	0.689	Outstanding
Under supervisory authority, reviews of grants, allotted monies, and self-raised financial resources are appropriately managed.	4.52	0.659	Outstanding
The project goals are clearly defined and align with the overall mission and objectives of the organization.	4.50	0.644	Outstanding
The school's growth and development are regularly evaluated for accountability and quality enhancement.	4.46	0.658	Outstanding
The project's scope is well-established, with clear boundaries to ensure focus and avoid scope creep.	4.45	0.702	Outstanding
Overall	4.49	0.528	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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).

The total mean scores of 4.49 (SD = 0.528) in Table 4 indicate that the school performance in contributing to institutional performance regarding planning within assessment is exceptional. The institution's strong adherence to structured decision-making and financial management is the highest-mean indicators: "Decision-making highlighted by process is based on well-defined pre-planning and evaluation results" (Mean = 4.52, SD = 0.689) and "Reviews of allocated funds, grants, and self-raised financial resources are properly managed under supervisory authority" (Mean = 4.52, SD = 0.659). This implies that the main assets that guarantee the effectiveness and sustainability of the institution are planning and financial control.

Conversely, the lowest mean is noted in "The project's scope is well-established, with clear boundaries to ensure focus and avoid scope creep" (Mean = 4.45, SD = 0.702), which, while still classified as "Outstanding," suggests that maintaining a well-defined project scope is slightly less emphasized compared to other aspects. Other indicators, such as "The project goals are clearly defined and align with the overall mission and objectives of the organization" (Mean = 4.50, SD = 0.644) and "Growth and development of the school are assessed on a regular basis for quality improvement and accountability" (Mean = 4.46, SD = 0.658), demonstrate the institution's



commitment to strategic goal-setting and continuous assessment.

Table 5. Performance of the school that influences the governance and organization of the institution.

Indicator	Mean	SD	Interpretation
Mechanism to review and update governance structures and processes based on experience and external best practices.	4.38	0.663	Outstanding
Teachers are able to take part in the system of governance.	4.35	0.757	Outstanding
Board focused on governance and strategic oversight, or are they involved in operational management	4.34	0.728	Outstanding
Considering the general interests of the school, every member of the governing council is a suitable expert member.	4.31	0.761	Outstanding
In addition to communicating with one another and all other interested parties, teachers also take into account the findings of their own self-evaluations.	4.26	0.895	Outstanding
Overall	4.33	0.608	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 5 illustrates that the actual school performance regarding organization, along with governance, is outstanding, as demonstrated by the overall mean score of 4.33 (SD = 0.608). Among the indicators, "Mechanism to review and update governance structures and processes based on experience and external best practices" (Mean = 4.38, SD = 0.663) has the highest average, highlighting the institution's strong commitment to continuously improving governance mechanisms through internal review and benchmarking with external best practices. This indicates that the school prioritizes adaptability and enhancement of governance structures.

Conversely, the lowest mean is observed in "Teachers communicate with each other and all other concerned participants, and they also incorporate the results of self-assessments" (Mean = 4.26, SD = 0.895). When still classified as "Outstanding," this implies that self-assessment integration and communication require further strengthening to maximize collaborative governance. Other indicators, such as "Teachers have the opportunity to participate in the governance system" (Mean = 4.35, SD = 0.757) and "Board focused on governance and strategic oversight, or are they involved in operational management" (Mean = 4.34, SD = 0.728), show that the institution fosters teacher involvement in governance while ensuring that the board maintains strategic oversight. Additionally, "All the members of the governing body are adequate expert members keeping in view the school's overall interest" (Mean = 4.31, SD = 0.761) suggests that governance decisions are informed by expertise and aligned with the institution's goals.

These findings indicate that the school has a well-structured governance system that emphasizes strategic oversight, inclusivity, and continuous improvement. However, enhancing communication among teachers and incorporating self-assessment results more effectively could further strengthen institutional governance.

Table 6. The performance of the school that influences the integrity of the institution.

Indicator	Mean	SD	Interpretation
Mutual respect for one another's ideas and interests is encouraged in the educational atmosphere.	4.39	0.650	Outstanding
Periodically, factual reports about the progress of implementing policies are assessed.	4.28	0.753	Outstanding
Pay, promotions, and hiring practices at schools are open and equitable.	4.24	0.854	Outstanding
Overall	4.30	0.580	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 presents the school's performance in relation to integrity, which is outstanding, as indicated by the total mean score of 4.30 (SD = 0.580). Among the indicators, "The environment of the school is in favor of mutual respect's suggestions and interests" (Mean = 4.39, SD = 0.650) possesses the greatest mean, highlighting the institution's strong culture of respect and inclusivity. This suggests that open communication and consideration of diverse perspectives are key priorities within the school environment.

Conversely, the lowest mean was recorded in "School hiring, promotion, and compensation are transparent and fair" (Mean = 4.24, SD = 0.854). While continuing to classify as "Outstanding," this implies that there may be opportunities to enhance further transparency in recruitment, career advancement, and compensation practices. Another important indicator, "Factual reports about the policy implementation process are periodically evaluated" (Mean = 4.28, SD = 0.753), reflects the institution's commitment to monitoring and assessing policy execution to ensure accountability.

Table 7. The performance of the school that influences the performance of the institution with regard to instructors.

Indicator	Mean	SD	Interpretation
incorporating ICT to meet learning objectives.	4.65	0.520	Outstanding
Choose, create, arrange, and make use of relevant teaching and learning materials,	4.55	0.592	Outstanding
Instructional materials are developed by trained and certified teachers.	4.36	0.811	Outstanding
Senior faculty members have observed that the academic program's evaluation standards are adequate.	4.35	0.757	Outstanding
Every instructor act in a professional manner.	4.29	0.756	Outstanding
Overall	4.44	0.503	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 demonstrates the actual school performance in terms of teacher is outstanding, as reflected by the overall mean score of 4.44 (SD = 0.503). Among the indicators, "Including ICT to address learning goals" (Mean = 4.65, SD = 0.520) shows that information and Communication Technology (ICT) possesses the highest average integration within the classroom, which is a strong practice within the institution. This implies that educators effectively utilize digital tools to improve learning outcomes along with align with modern educational standards.

Conversely, the mean that is lowest is seen in "All the teachers have a professional attitude" (Mean = 4.29, SD = 0.756), which, while still classified as "Outstanding," implies that there may be areas where professional conduct and attitude can be further reinforced. Other indicators, such as "Select, develop, organize, and use appropriate teaching and learning resources" (Mean = 4.55, SD = 0.592) and "Qualified and trained teachers develop instructional materials" (Mean = 4.36, SD = 0.811), highlight the institution's strong commitment to high-quality teaching resources and teacher competency. Additionally, "Evaluation criteria of the academic program are appropriate under the observation of senior faculty members" (Mean = 4.35, SD = 0.757) reflects that academic assessments are well-monitored and adhere to established standards.

Table 8. School performance that influences the resource performance of the institution.

Indicator	Mean	SD	Interpretation
Employee growth resources, mentorship opportunities, and professional development programs	4.52	0.594	Outstanding
The Department of Education's policy and the comprehensive master plan and life-cycle management plan both include physical infrastructure and facilities.	4.46	0.731	Outstanding
Skills audits conducted to ensure that employees' capabilities align with the organization's evolving needs.	4.46	0.688	Outstanding
Resources are distributed judiciously in accordance with the needs of educators and learners that are pertinent to the achievement of institutional objectives.	4.41	0.712	Outstanding
There are established methods for gauging how successfully the school's resources are being used.	4.40	0.667	Outstanding
Overall	4.45	0.504	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 presents the school's performance in terms of resources, which is outstanding, as indicated by the total mean score of 4.45 (SD = 0.504). Among the indicators, "Professional development programs, mentorship opportunities, and resources for employees to grow" (Mean = 4.52, SD = 0.594) possesses the greatest mean, highlighting the actual institution's strong commitment to employee growth and continuous professional development. This suggests that the school provides ample chances for staff members and educators to improve their abilities and competencies, which contributes to overall institutional success.

Conversely, the mean is the lowest observed in "Strategies are well developed to measure the level of utilization of the school's resources" (Mean = 4.40, SD = 0.667). When still classified as "Outstanding," this implies that although resource utilization strategies are in place, there may be opportunities to further refine the measurement and assessment of how effectively resources are used. Other key indicators, such as "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" (Mean = 4.46, SD = 0.731) and "Skills audits conducted to ensure that employees' capabilities align with the organization's evolving needs" (Mean = 4.46, SD = 0.688), demonstrate that the school prioritizes infrastructure planning and workforce capability assessments. Additionally, "Resources are appropriately allocated according to the requirements of the teachers and students relevant to the execution of institutional goals" (Mean = 4.41, SD = 0.712) reflects a well-managed allocation system that supports institutional objectives.

Table 9. School performance that contributes to institutional performance in terms of academic programs and curricula.

Indicator	Mean	SD	Interpretation
The daily lesson plans and content are correlated with school goals.	4.59	0.637	Outstanding
The program has clear, well-defined goals and learning outcomes aligned with the academic discipline and institutional mission.	4.52	0.731	Outstanding
The school abides with the school and the DepEd calendar of activities.	4.51	0.745	Outstanding
The program provides opportunities for students to tailor their education based on interests or career goals through electives, minors, or specializations.	4.47	0.731	Outstanding
The teachers are restricted to follow the competencies, and they also plan the lesson before ahead of time.	4.40	0.725	Outstanding
Overall	4.50	0.507	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 shows that the school's performance in terms of academic programs and curricula is outstanding, as reflected by the overall mean score of 4.50 (SD = 0.507). Among the indicators, "The daily lesson plans and content are correlated with school goals" (Mean = 4.59, SD = 0.637) has the highest mean, signifying that lesson planning is well-aligned with institutional objectives. This highlights the school's commitment to structured and goal-oriented teaching, ensuring that instructional content directly supports academic success.

Conversely, the lowest mean is observed in "The teachers are restricted to follow the competencies and they also plan the lesson ahead



of time" (Mean = 4.40, SD = 0.725). While still categorized as "Outstanding," this suggests that while adherence to competencies and lesson planning is emphasized, there might be a need for more flexibility or support in lesson preparation to enhance teaching effectiveness. Other key indicators, such as "The program has clear, well-defined goals and learning outcomes aligned with the academic discipline and institutional mission" (Mean = 4.52, SD = 0.731) and "The school abides with the school and the DepEd calendar of activities" (Mean = 4.51, SD = 0.745), demonstrate that the curriculum is well-structured and follows national educational standards. Additionally, "The program provides opportunities for students to tailor their education based on interests or career goals through electives, minors, or specializations" (Mean = 4.47, SD = 0.731) reflects the institution's efforts to offer flexible learning pathways for students.

Table 10. 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.	4.50	0.689	Outstanding
Inquiries are transparently arranged.	4.37	0.800	Outstanding
Reports are posted on the bulletin boards on a monthly or quarterly basis to inform all the stakeholders.	4.26	0.970	Outstanding
Overall	4.38	0.652	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 reveals that the school's performance in terms of public disclosure and transparency is outstanding, as reflected by the overall mean score of 4.38 (SD = 0.652). Among the indicators, "The school regularly collaborates with its stakeholders" (Mean = 4.50, SD = 0.689) has the highest mean, highlighting the institution's strong commitment to maintaining active engagement and communication with stakeholders. This suggests that the school prioritizes collaboration, ensuring that all parties involved are well-informed and engaged in institutional affairs.

Conversely, the lowest mean is observed in "Reports are posted on the bulletin boards on a monthly or quarterly basis to inform all the stakeholders" (Mean = 4.26, SD = 0.970). While still classified as "Outstanding," this indicates that there might be areas for improvement in the consistency and accessibility of posted reports. Ensuring that all stakeholders have timely access to relevant information could enhance transparency further. Another key indicator, "Inquiries are transparently arranged" (Mean = 4.37, SD = 0.800), demonstrates that the school effectively handles inquiries clearly and openly, fostering trust among its community members.

Table 11. School performance that contributes to institutional performance in terms of assurance and quality.

Indicator	Mean	SD	Interpretation
The program and curriculum are clearly aligned with defined learning outcomes, ensuring that students are assessed on relevant skills and knowledge.	4.50	0.718	Outstanding
LAC sessions are done for capacity building and training sessions for teachers.	4.48	0.717	Outstanding
The curriculum incorporates the latest industry standards, research advancements, and practical knowledge.	4.47	0.627	Outstanding
The curriculum is logically structured, with courses that build progressively and are aligned with program objectives.	4.46	0.626	Outstanding
Teacher evaluation and assessment review are used for further improvement in academic program.	4.44	0.783	Outstanding
Overall	4.47	0.543	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 illustrates that the school's performance in terms of assurance and quality is outstanding, as indicated by the overall mean score of 4.47 (SD = 0.543). Among the indicators, the highest mean is observed in "The program and curriculum are clearly aligned with defined learning outcomes, ensuring that students are assessed on relevant skills and knowledge" (Mean = 4.50, SD = 0.718). This suggests that the institution places significant emphasis on ensuring that learning outcomes are well-defined and that student assessments are aligned with essential competencies. This alignment enhances the effectiveness of the academic program in preparing students for future endeavors.

The lowest mean is found in "Teacher evaluation and assessment review are used for further improvement in the academic program" (Mean = 4.44, SD = 0.783). While still categorized as "Outstanding," this indicates that there may be room for improvement in how teacher evaluations and assessments are utilized to refine academic programs. Strengthening feedback mechanisms and ensuring that assessment results directly inform program development could enhance overall quality assurance.

Other notable indicators include "LAC sessions are done for capacity building and training sessions of teachers" (Mean = 4.48, SD = 0.717), highlighting the institution's commitment to continuous teacher development, and "The curriculum incorporates the latest industry standards, research advancements, and practical knowledge" (Mean = 4.47, SD = 0.627), emphasizing the school's effort to keep the curriculum relevant and updated. Additionally, "The curriculum is logically structured, with courses that build progressively and are aligned with program objectives" (Mean = 4.46, SD = 0.626) reflects the institution's systematic approach to curriculum development.



Table 12. School performance that contributes to institutional performance in terms of student support services.

Indicator	Mean	SD	Interpretation
The institution offers a broad range of support services that cover academic, personal, and career development needs.	4.54	0.610	Outstanding
Extra-curricular organizations are arranging regularly for consolidating the energies of students towards a beneficial competition.	4.53	0.703	Outstanding
Students' complaints and grievances' reports are used for further benefits in favor of those students.	4.52	0.689	Outstanding
Guidance and counseling services of students are adequately processing.	4.50	0.674	Outstanding
Student support services are easily accessible to all students, including those with disabilities and non-traditional students.	4.49	0.689	Outstanding
Overall	4.52	0.539	Outstanding

Scale-Range-Qualifying Statement-Qualitative Description: 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 12 shows that the school's performance in terms of student support services is outstanding, as reflected by the overall mean of 4.52 (SD = 0.539). Among the indicators, the highest mean is observed in "The institution offers a broad range of support services that cover academic, personal, and career development needs" (Mean = 4.54, SD = 0.610). This highlights the institution's strong commitment to providing comprehensive student support, ensuring that learners receive assistance in various aspects of their education and personal growth. This broad support system likely enhances student engagement, well-being, and overall academic success.

The lowest mean is recorded in "Learners support services are easily accessible to all learners, including those with disabilities and non-traditional students" (Mean = 4.49, SD = 0.689). While still categorized as outstanding, this suggests that there may be slight room for improvement in ensuring that all students, particularly those with special needs or from diverse backgrounds, can fully access and benefit from the available support services. Strengthening accessibility measures, such as expanding digital and in-person support options, could further enhance inclusivity.

Other notable indicators include "Extra-curricular organizations are regularly arranging for consolidating the energies of students towards a beneficial competition" (Mean = 4.53, SD = 0.703), reflecting the institution's dedication to holistic learner development through competitive and constructive activities. Additionally, "Learners' complaints and grievances' reports are used for further benefits in favor of those students" (Mean = 4.52, SD = 0.689) emphasizes the responsiveness of the institution in addressing student concerns, fostering a supportive learning environment. Lastly, "Guidance and counseling services of students are adequately processed" (Mean = 4.50, SD = 0.674) signifies that learners have access to professional guidance and counseling, contributing to their overall well-being and academic performance.

Table 13. Test of the significant relationship between the variables of level of teachers' engagement among Elementary teachers in the school performance that contributes to institutional performance in terms of, and the extent of teacher engagement among Elementary teachers in school.

Variable	r	p-value	Interpretation
Mission Statement and Goals	.500	.000	Significant
Planning and Evaluation	.234	.019	Significant
Organization and Governance	.131	.193	Not Significant
Integrity	.228	.023	Significant
Teachers	.227	.023	Significant
Resources	.048	.632	Not Significant
Academic Programs and Curricula	.079	.433	Not Significant
Public Disclosure and Transparency	.029	.771	Not Significant
Assurance and Quality	.054	.594	Not Significant
Student Support Services	.002	.985	Not Significant
Overall	.225	.024	Significant

Table 13 is the test of significant relationships between the level of teachers' engagement and school performance contributing to institutional performance, revealing several key findings. The overall correlation between teacher engagement and school performance is significant (r = .225, p-value = .024), suggesting a positive relationship between these two factors. Among the individual variables, the strongest correlation is observed in "Mission Statement and Goals" (r = .500, p-value = .000), indicating that teachers' engagement is highly associated with a clear and well-communicated institutional mission. This implies that when teachers understand and align with the school's mission and goals, their level of engagement increases, which positively impacts school performance.

Other significant relationships are found in "Planning and Evaluation" (r = .234, p-value = .019), "Integrity" (r = .228, p-value = .023), and "Teachers" (r = .227, p-value = .023). These results suggest that effective planning, a strong ethical foundation, and a professional teaching environment contribute to higher teacher engagement. Schools that prioritize strategic planning and uphold ethical practices may foster a more engaged teaching workforce, ultimately improving institutional outcomes.

On the other hand, several variables do not show a significant relationship with teacher engagement. "Organization and Governance"

($r = .131$, p -value = .193), "Resources" ($r = .048$, p -value = .632), "Academic Programs and Curricula" ($r = .079$, p -value = .433), "Public Disclosure and Transparency" ($r = .029$, p -value = .771), "Assurance and Quality" ($r = .054$, p -value = .594), and "Student Support Services" ($r = .002$, p -value = .985) all yielded non-significant results. This suggests that while these factors are essential for institutional performance, they may not directly influence teachers' level of engagement. The lack of a significant relationship could indicate that engagement is more strongly driven by direct teacher-related factors such as mission alignment, integrity, and planning rather than institutional structures or available resources. Therefore, the null hypothesis is rejected because significant relationships were observed in the variables Mission Statement and Goals, Planning and Evaluation, Integrity, and Teachers.

Conclusions

The following conclusions were derived from the results of the study:

Elementary school teachers demonstrate a high level of engagement, finding joy in teaching, putting in strong effort, and maintaining positive relationships with colleagues. Their enthusiasm for the profession contributes to a productive school environment, though there is room for improvement in fostering stronger emotional connections with learners. School performance plays a crucial role in institutional success by aligning mission and goals with academic programs, planning, and evaluation. Strong governance, transparency, professionalism, and resource management support institutional growth, while integrity and learner support services enhance the overall quality of education. Teacher involvement is significantly linked to overall school performance, particularly when the school's mission, goals, planning, and ethical practices are well-defined. However, institutional structures like governance, resources, and academic programs do not directly impact engagement, highlighting the importance of strategic alignment and a strong ethical culture in fostering teacher involvement.

Based on the findings related to, the following recommendations were put out.

To further improve teacher engagement, schools may provide professional development programs that focus on strengthening emotional connections with learners. Encouraging mentorship, fostering a supportive work environment, and implementing strategies to boost teacher well-being can also help sustain high levels of enthusiasm and commitment. Schools may continue to strengthen institutional performance by ensuring clear alignment between mission, goals, and academic programs. Enhancing governance structures, improving resource allocation, and promoting transparency will further support institutional success. Additionally, expanding student support services can contribute to a more inclusive and well-rounded educational environment.

Future researchers may explore took into other factors other than those that influence educator engagement, like leadership styles, workplace culture, and student-teacher interactions. To maximize teacher engagement, school leaders may emphasize clear communication of institutional goals, strategic planning, and ethical leadership. Providing teachers with opportunities to contribute to decision-making processes and fostering a strong professional culture can help sustain engagement. While governance, resources, and academic programs remain essential, schools should focus on initiatives that directly influence teacher motivation and alignment with institutional values. Outcomes could offer valuable recommendations for improving both teacher satisfaction and institutional performance.

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