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WORK VALUES, SCHOOL CLIMATE AND CULTURE: A PATH MODEL ANALYSIS ON WORK PERFORMANCE OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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Abstract:
This study was conducted to determine the best fit model on work performance of teachers in public elementary schools in Region XII as estimated by work values, school climate and school culture. The study used a quantitative, non-experimental research design using a correlational technique and path analysis. A total of 400 elementary teachers from Sarangani, General Santos, Koronadal and South Cotabato participated in the study and were selected using the stratified sampling procedure. Mean, Pearson r, and path analysis were used as statistical tools. Moreover, adapted and validated survey questionnaires were used. The result shows that the level of work values is very high. Additionally, the level of school climate is high. On the other hand, the level of school culture is very high. Consequently, the level of work performance of teachers among the public school elementary teachers is very high. Further, when each independent variable correlates with teachers' work performance, results showed that work values were significantly correlated with work performance. There was also a significant relationship between school climate and work performance. Moreover, school culture has a positive correlation to work performance. Model 3 came out as the best fit model that predicts work performance. The model showed that work values, school climate and school culture predict teachers' work performance among public elementary school teachers in Region XII. This implies that the Department of Education may prioritize enhancing work

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values, school climate and culture as these factors significantly influence teachers' work performance.

SDG Indicator: (4) Quality Education

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1. Introduction

Teachers' work performance has been a major issue in education, with studies showing wide variability in instructional effectiveness within and across schools (Jones *et al.*, 2022). Factors contributing to poor teacher performance include insufficient content knowledge, poor classroom management skills, lack of cultural competency, and low expectations for students (Williams & Smith, 2021). Additionally, the primary drivers of this performance problem include intensified workloads, increased administrative responsibilities, technological adaptation challenges, mental health pressures from pandemic-related disruptions, and systemic educational inequalities (Skaalvik, 2023).

Hence, education research work performance remains important for organizational success in today's fast-paced landscape (Aguinis *et al.*, 2021). With constant change, global competition, and evolving workplace models, businesses must optimize every employee's productivity to remain responsive, innovative, and cost-efficient. Maximizing each individual's contribution is key to output quality, customer satisfaction, and overall performance (Robertson *et al.*, 2021). Furthermore, high-performing individuals complete quality work efficiently, collaborate smoothly with team members, and help achieve organizational goals in a complex, shifting environment (McDowall & Saunders, 2021). Developing individual knowledge, skills, habits, and motivation to succeed under pressure provides a competitive advantage. With strong individual productivity across the workforce, companies can better attract talent, satisfy customers, reduce costs and position themselves at the forefront of their field (Crant, 2020). The cumulative impact of diligent, optimized employees drives organizational resilience, responsiveness, and excellence.

Furthermore, research demonstrates that the alignment between teachers' work values and their workplace environment directly influences their professional performance. Studies by Su and Li (2019) show that teachers whose personal values match their institutional environment display higher levels of motivation and better classroom outcomes. These educators, driven by their commitment to student growth and professional development, consistently deliver superior teaching results. However, Kulik *et al.* (2022) found that when teachers' values conflict with workplace realities, their performance and motivation decline significantly. This highlights the importance of creating supportive educational environments that honor teachers' professional values, ultimately leading to improved educational quality and student achievement.

Moreover, studies show that a positive school climate marked by strong leadership, collaboration, justice, and emotional safety may correlate with enhanced teacher performance through increased efficacy, engagement, and instructional innovation (Wang & Degol, 2021). According to Bayawa and Guhao, Jr. (2022), the foundation of an excellent learning environment begins with principals demonstrating respect for their faculty and actively valuing their input and recommendations.

In addition, Wang and Degol (2021) suggest that examining school culture - including beliefs and norms - provides crucial insights into factors affecting teacher performance, motivation, and classroom effectiveness. This understanding helps create environments that optimize teacher engagement and student achievement. Supporting this view, Poom-Valickis *et al.* (2022) found that a school's cultural environment serves as a key indicator of its overall performance and success.

While prior study explored relationships between school climate, culture, and teacher performance (Wang & Degol, 2021), various studies have specifically examined the role that work values of teachers play in these associations, representing a gap in the current understanding. Additionally, limited research has utilized path modeling to comprehensively assess the combined influence and interrelationships between work values, school climate, and school culture and their impact on work performance, especially within public elementary school contexts. This study will address this gap by integrating teachers' perceptions of the school culture and climate alongside their motivational values in a unique manner.

Furthermore, examining those dynamics is urgent as schools aim to support teachers in delivering high-quality instruction amidst challenges like teachers feeling stressed, struggling to do their best work and teacher shortages. Conducting the research locally in public elementary schools will provide directly relevant insights to guide policies, practices, and interventions tailored to enhance teacher effectiveness and student success in this setting. Findings will also inform professional development programs and future research.

This study determined the predictive model of the work performance of teachers in public elementary schools in Region XII. Specifically, it intended to achieve the following objectives: First, it measured the level of work values in public elementary schools in terms of physical facilities' professional growth; interpersonal relationships; social environment, personal gratification, new challenges; and job security. Second, it determined the school climate in terms of collaboration, student relations, school resources, decision-making, and instructional innovation. Third, the study sought to assess the school culture in terms of collaborative leadership, teacher collaboration, professional development, unity purpose, collegial support, and partnership. Fourth, the study aimed to ascertain the level of work performance of teachers in terms of task performance; contextual performance-interpersonal and organizational; adaptive performance; and counterproductive work behavior. Fifth, it intended to determine if there are significant relationships between work values and work performance of teachers, school climate and work performance of teachers, and school culture and work

performance of teachers. Finally, it determined the best-fit path model that predicts the work performance of teachers among public elementary school teachers in Region XII.

2. Literature Review

As demonstrated by Quines and Piñero (2022), work values represent a fundamental construct across social science research. These values encompass individuals' moral compass regarding workplace behavior and their convictions about meaningful professional pursuits, offering crucial insights into what drives and motivates people in their occupational endeavors.

Moreover, collaborative work environments provide employees with platforms to express their creative potential and cultivate positive workplace values. Team dynamics fosters a sense of collective identity and shared responsibility, particularly when mutual respect forms the foundation of professional interactions, thereby enhancing individual and group accountability for organizational objectives (Half, 2020).

Additionally, the research by Bastasa and Guhao (2024) affirms that a positive school climate significantly contributes to enhanced teacher performance and overall educational effectiveness. Furthermore, a supportive and nurturing school environment has been empirically linked to multiple beneficial outcomes, including improved student academic achievement, reduced dropout rates, increased teacher retention, and comprehensive strategies for risk mitigation and student well-being (Anderson, 2021).

Moreover, Quines and Relacion (2022) stated that a positive school climate is a crucial notion that would enhance the success and welfare levels we want to achieve in educational institutions. School members have significant duties in creating an atmosphere characterized by mutual honesty, trust, and respect, which they want to inhabit. Using restorative justice disciplinary techniques and social-emotional development projects helps to foster compassion, inclusion, and close ties among people of communities (Wang *et al.*, 2023). Similarly, distributed leadership frameworks that empower teachers and students in decision-making contribute to the establishment of good, affirming learning environments (Aldridge & Fraser 2019).

Positive school cultures also result in improved teaching-learning procedures. According to Liu and Xiu (2019), cultural expectations are shaped throughout time when educators, parents, administrators, and students work together to solve problems, overcome challenges, and accept mistakes. When a positive school culture develops, student success increases and vice versa. According to Ismail, Khatibi, and Azam (2022), learning results are directly impacted by school culture and organization. Professional collaboration is an important aspect of school culture for teacher development (Liu & Xiu, 2019). As stated by Guhao and Sioting (2023), school culture also offers insights into how schools can improve the quality of education for students by fostering a culture of collaboration and continuous learning, as well as by providing a supportive atmosphere for their teachers.

In a study conducted by Poom-Valickis, Eve and Leppiman (2022), the findings showed that school leadership development programs should prioritize fostering skills that promote collaborative learning environments. Moreover, school administration fosters a culture of recognition, independence, creativity, vision, collaboration, and excellent leadership, all of which contribute to both organizational and individual success (Ponsades & Guhao, 2021).

A positive school culture emerges when teachers actively engage with each other in trusting relationships, openly sharing instructional strategies, resources, and innovative ideas. Improvements in schools are significantly supported by teachers who are responsive to new ideas and genuinely care about their pupils.

In addition, the important contribution that teachers make to the achievement of educational goals and objectives is reflected in their work performance. Since relationships with parents and colleagues can directly or indirectly impact teachers' performance, it is important that educators cultivate favorable relationships with both groups. Furthermore, teachers must be able to improve all of their competence-related skills and establish a welcoming and supportive learning environment for their pupils in order to attain excellent performance. Additionally, this must be to have a correlation between teachers' effectiveness in the classroom and students' academic achievement, particularly when it comes to the teachers' preferred delivery and communication styles (Aguilon & Guhao, 2024). Teachers that are motivated, imaginative, creative, dynamic, and active will be able to increase the quality of education (Indajang *et al.*, 2020; Limon & Sezgin-Nartgun, 2020).

Globally, teachers' work performance emerges as a worldwide crisis; this path model highlights sustainable pathways for improving satisfaction through work values, school climate, and culture. This quality education is said to be first in line to sustainable development; however, studies show that unfavorable school climates and unsupportive school cultures often lead to decreased work performance and increased teacher turnover (Martinez & Chen, 2023).

On the other hand, this study is anchored in Boyatzis's 1982 Contingency Theory of Work and Performance, which emerged as an alternative to conventional management approaches that failed to enhance employee productivity. This theory suggests that effective performance depends on three key elements: individual factors, job-related aspects, and organizational environment. According to the theory, when these elements align well together, they create better performance outcomes. In the context of this research, psychological resilience represents an important individual-level factor that demonstrates how personal mindset and initiative can influence work performance.

Additionally, Goal-Setting Theory, pioneered by Edwin Locke and Gary Latham in their seminal work in 1990, is a fundamental psychological approach to understanding work motivation and performance. According to Locke and Latham, specific, challenging, and well-defined goals significantly enhance individual performance by providing clear direction, increasing motivation, and creating a benchmark for self-evaluation. The theory emphasizes that the most effective goals are those that are not

only challenging but also align with an individual's personal values and organizational objectives, creating a powerful framework for understanding and enhancing work performance.

Furthermore, Vroom's Expectancy Theory (1964) provides further theoretical foundation by explaining the relationship between work values and teacher performance. In this theory, teachers are motivated when they believe their efforts will lead to successful performance and meaningful rewards. In supportive school environments, teachers with strong work values are more likely to excel professionally because they see a clear connection between their dedication and positive outcomes.

Moreover, Bandura's 1977 Social Cognitive Theory gives support to examining how school climate and cultural factors shape teachers' self-efficacy, agency, motivation, and performance. This theory highlights how environmental elements influence behaviors through cognitive processes. A positive climate and culture may enhance teacher performance by promoting collective teacher efficacy and motivation.

3. Material and Methods

The respondents involved in this study were the Public Elementary School teachers in the Department of Education, Region XII. The Region has 23,569 teachers who are qualified to be included as participants of this study. The researcher utilized Raosoft sample size calculator, which suggested 379 respondents. However, 400 respondents in this study were taken from the four divisions of Region XII through proportionate sampling with the number of schools per division as the reference point. The breakdowns of the respondents are as follows: General Santos City (99), Koronadal City (32), South Cotabato (148), and Sarangani (121).

A Raosoft sample size calculator was used to determine the number of respondents per division. Raosoft's online sample size calculator is a widely used tool in research to determine the minimum recommended sample for a study population that will achieve a desired statistical confidence level and margin of error (Ekore & Okekeocha, 2022). Raosoft computes the minimum sample size needed for those specifications. This allows researchers to derive an appropriately sized sample that provides a level of probability that the sample distribution accurately reflects accurate distribution parameters in the study population (Alhatmi, 2019).

Additionally, the research used stratified random sampling to ensure fair data collection across different groups of people. This method works by carefully dividing the total population into separate groups based on specific features, followed by randomly selecting participants from each group. When these randomly selected samples from various groups are combined, they form a complete sample that shows the population's diversity, making it a reliable sampling method that captures the unique characteristics of each section of the population (Iliyasu & Etikan, 2021).

Moreover, to be eligible for participation in the study as a respondent, inclusion criteria were developed. They must be teachers in public elementary schools with item

positions Teacher I to III and Master Teachers I to IV, and they must possess permanent status in the Department of Education. On the other hand, the researcher excluded members of certain groups from serving as survey respondents. Principals and head teachers, among other administrative positions, were explicitly excluded from the sample. Moreover, the sample comprised teachers exclusively from public schools; teachers from private schools will not be included. However, participation in the study was completely optional for respondents. Teachers were allowed to withdraw from the study at any point if they no longer desired to participate. The researcher made it very clear that responders should only participate if they are motivated to do so and may quit without facing consequences.

Based on their priorities and degree of comfort with the research, the respondents showed overall flexibility in choosing whether or not to take part. There are four instruments used in this study based on the research problem. The study consists of four parts: teachers' work values, school climate, school culture and work performance used primary data for collected information.

The survey questionnaires used in the study were derived from a variety of similar studies. The questionnaire on teachers' work values was adapted from the study of Almagro and Flores (2023) with seven indicators, namely: physical facilities, professional growth, interpersonal relationships, social environment, personal gratification, new challenges, and job security. The school climate questionnaire was adapted from the study of Johnson, Stevens and Zvoch (2007) with five indicators, namely: collaboration, student relations, school resources, decision-making, and instructional innovation. For the school culture, the questionnaire was adapted from the study by Horton (2018) with six indicators, namely: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Lastly, the work performance questionnaire was adapted from the study of Koopmans *et al.* (2011) with five indicators, namely: task performance, contextual performance- interpersonal, organizational, adaptive performance, and counterproductive work behavior. All the survey questionnaires utilized the 5-point Likert Scale.

Six specialists also reviewed the survey forms to ensure that the questions were credible and correct. This content was ruminated on by the competent validators to ensure construct validity. The researcher followed the advice given. Since the total score on content validity by both internal and external validators stood at 4.76 each, it is considered as a very good instrument for content validity. Afterwards, a pilot test was conducted and the reliability of the items in the survey was measured by Cronbach's alpha. It is a metric for measuring internal consistency that establishes the degree to which a collection of things is related to one another. Higher values on the scale denote higher reliability (Mohsen & Reg, 2022). During the pilot testing, Work Values obtained a Cronbach alpha of 0.965, school climate got 0.951, school culture earned 0.980, and work performance had a Cronbach alpha of 0.956. This suggests that the survey questions are credible and reliable.

The following are the scales that were used to interpret the means of variables of this study: The range 4.20-5.00, which means a very high level of work values, school climate, school culture, and work performance are manifested/observed by public elementary teachers. The range 3.40-4.19, which means a high level of work values, school climate, school culture, and work performance are manifested/observed by public elementary teachers. Additionally, the range 2.60-3.39, which means a moderate level of work values, school climate, school culture, and work performance are manifested/observed by public elementary teachers. Also, the range 1.80-2.59 means a low level of work values, school climate, school culture, and work performance are manifested/observed by public elementary teachers. Lastly, the range 1.00-1.79, which means a very low level of work values, school climate, school culture, and work performance are manifested/observed by public elementary teachers.

The researcher employed a non-experimental research method utilizing descriptive-correlational research design. This non-experimental approach is beneficial for examining intricate behavioural, social, or educational phenomena where experimental manipulation is impractical or unethical, enabling researchers to discern patterns and formulate predictions while recognizing that correlation does not equate to causation.

Furthermore, this study utilized statistical tools such as mean, Pearson r, regression analysis and path analysis. This method was used to measure the relationship between work values, school climate and school culture to the work performance among public elementary school teachers in Region XII. Mueller and Hancock (2022) discussed that path analysis is a statistical method that investigates direct and indirect causal linkages among various variables using numerous regression analyses to evaluate proposed effect patterns. It enables researchers to dissect correlations into their fundamental components and assess intricate theoretical models by quantifying the amount and relevance of proposed relationships between variables using standardized route coefficients.

In gathering the relevant data for this research, the following steps were followed: First, the researcher reached out to the relevant authorities, such as the regional director, superintendents, and principals, to ask for permission to survey their schools. This step was crucial to ensure that everything followed the necessary policies and to get approval for gathering data. Once approval was granted, the survey questionnaires were then distributed to the chosen respondents. Care was taken to ensure respondent anonymity. Teachers will be given ample time to complete the survey on their own time. Reminders will be sent to prompt completion. Teachers who wished to opt out could voluntarily withdraw from the process. The researcher gathered third, completed surveys. The survey responses were compiled for the next stage of analysis. Fourth, survey questionnaires were checked for completion and prepared for analysis by coding responses and inputting data into statistical software. Lastly, relevant data analyses were summarized in the form of tables and graphs to present the overall results and significant findings from the teacher survey responses.

The data interpretation employed multiple statistical methods to examine the research variables. First, the mean scores were calculated to evaluate work values, school climate, school culture, and work performance levels. Second, the Pearson Product-Moment Correlation was utilized to determine the relationships between these variables (Pallant, 2022). Third, Regression Analysis assessed the significant influence of work values, school climate, and school culture on work performance. Lastly, the Path Model Analysis examined how these variables interacted with teachers' work performance as the endogenous variable while also evaluating the model's fit values.

When assessing the goodness of fit of a model, various fit indices were used to determine the best fit. The following are the criteria: Chi-Square/Degrees of Freedom (CMIN/DF) 0<value<2; Normed Fit Index (NFI) >0.95; Tucker-Lewis Index (TLI) >0.95; Comparative Fit Index (CFI) .0.95; Goodness of Fit Index (GFI) >0.95; Root Means Square of Error Approximation (RMSEA) <0.05; P of Close Fit (P-close) >0.05; and Probability Level (P-value). The combination of fit indicators will be scrutinized to evaluate the overall model fit and determine the optimal model.

This quantitative study strictly followed to ethical research standards under the University of Mindanao Ethics Review Committee (Certificate No. UMERC-2024-253). The research prioritized ethical principles, including research integrity, participant confidentiality, and informed consent. All participants were given clear information about the voluntary nature of their participation, including any potential benefits and risks. They were also assured of their right to privacy throughout the process. The researchers maintained academic honesty by avoiding plagiarism and data manipulation while securing proper institutional permissions and maintaining transparency with all stakeholders throughout the research process.

4. Results and Discussion

Table 1: Level of Work Values

Indicators	SD	Mean	Descriptive Equivalent
Physical Facilities	0.52	4.48	Very High
Professional Growth	0.51	4.37	Very High
Interpersonal Relationship	0.56	4.21	Very High
Social Environment	0.52	4.44	Very High
Personal Gratification	0.50	4.34	Very High
New Challenges	0.50	4.36	Very High
Job Security	0.59	4.16	High
Overall	**0.43**	**4.34**	**Very High**

Presented in Table 1 is the level of work values, which has an overall mean of 4.34 with a standard deviation of 0.43 and a descriptive equivalent of Very High. The mean of indicators ranges from 4.16 to 4.48. This indicates that the organization has invested significantly in creating a comfortable, well-equipped, and supportive physical work

environment that potentially contributes to enhanced productivity and employee well-being.

Additionally, the results show that Physical Facilities got the highest mean value of 4.48. Teachers place a high emphasis on physical facilities and are extremely satisfied with their workplace. While, Job Security had a mean value of 4.16, which gained the lowest mean value among the seven indicators. This indicates that teachers' work performance, need more interventions to enhance educators' sense of professional stability and organizational commitment. It implies schools should focus on leveraging their strong physical facilities as a foundation while developing targeted programs to address teachers' job security concerns. The lower score on job security suggests a need for administrators to implement clearer career progression pathways, tenure policies, and professional development opportunities that can help teachers feel more secure in their positions.

The result is similar to the idea of Purwanto (2023) that social environment significantly influences emotional experiences, with interpersonal interactions among teachers generating affective values that cultivate a supportive and professionally nurturing atmosphere. School administration plays a crucial role in shaping daily practices that can foster an environment conducive to promoting high student achievement and collaborative professional growth.

Additionally, the study of Tack and Vanderlinde (2020) states that "*values promoting the well-being of close others which benevolence are located opposite to values that promote personal enhancement and domination of others and the social and natural environment. The high level of job security reflects a strong sense of confidence among employees, knowing that their positions are stable*". This aligns with the findings of Valackiene *et al.* (2021), who state that job security helps reduce employees' uncertainty about their future careers. Additionally, the very high level of work values suggests the importance of school management's ongoing efforts to maintain and improve best practices, as stated by Quines and Piñero (2022), both in the classroom and across the school as a whole.

Table 2: Level of School Climate

Indicators	**SD**	**Mean**	**Descriptive Equivalent**
Collaboration	0.54	4.38	Very High
Student Relations	0.70	4.14	High
School Resources	0.99	3.84	High
Decision Making	0.69	4.12	High
Instructional Innovation	0.55	4.43	Very High
Overall	**0.54**	**4.18**	**High**

Presented in Table 2 is the level of School Climate, with a standard deviation of 0.54 and an overall mean of 4.18 with a descriptive equivalent of High. This indicates that the environment of innovation empowers teachers by providing them with the autonomy, resources, and institutional support to continuously refine their instructional strategies,

potentially leading to increased job satisfaction, professional growth, and a sense of being valued as dynamic educational professionals.

Moreover, the results show that two indicators received a Very High mean value. Instructional Innovation garnered the highest mean value of 4.43. Meanwhile, among the indicators, School Resources gained the lowest mean value of 3.84. This means that teachers are actively encouraged to adopt innovative pedagogical approaches, integrate new technologies, and develop creative approaches that can enhance student learning and engagement.

It implies that schools continue investing in professional development programs that enhance teachers' technological competencies and creative teaching methodologies. The notably lower score in school resources indicates a critical need for administrators to bridge this resource gap by securing additional funding, establishing partnerships with educational organizations, and implementing resource-sharing systems to support teachers' innovative teaching initiatives, thereby preventing resource limitations from hindering their ability to implement creative instructional approaches.

The study's result supported the views of Okar and Aydin (2020) that teachers' innovative practices can send cues to other teachers as to expected performance and, through the social influence process, give rise to a supportive climate for the norms of innovativeness and facilitate the implementation of improved instructional practices. Therefore, an innovative school climate can contribute to, in turn, enhancing teachers' collective endeavors and heightening innovative instructional practices.

Table 3: Level of School Culture

Indicators	SD	Mean	Descriptive Equivalent
Collaborative Leadership	0.59	4.40	Very High
Teacher Collaborative	0.59	4.30	Very High
Professional Development	0.56	4.44	Very High
Unity Purpose	0.52	4.57	Very High
Collegial Support	0.61	4.32	Very High
Learning Partnership	0.54	4.36	Very High
Overall	**0.46**	**4.40**	**Very High**

It can be gleaned in Table 3, which presents the level of school culture, with an overall mean of 4.40 and a standard deviation of 0.46, which has a descriptive equivalent of Very High. The mean of indicators ranges from 4.30 to 4.57. This means that the Department of Education, Region XII teachers are establishing a cohesive work environment where they feel deeply connected to a larger, meaningful mission beyond their individual classroom responsibilities.

Furthermore, the result shows all six indicators received a very high mean value, Unity Purpose garnering the highest mean value of 4.57. Meanwhile, teacher collaboration got the lowest mean value of 4.30. This means that the organizational environment actively supports teachers by providing comprehensive professional

growth opportunities, strong leadership support, and an understanding of the mission of the school.

The result of the study conforms with Liu and Xiu's (2019) finding that one aspect of school culture professional development is a key pathway to teacher growth. In addition, supported by Gulsen and Celik (2021), school culture has stronger relations with school effectiveness than teacher empowerment. This means that schools should have a culture that values the professional development of its teachers, collegiality, collaborative leadership and teamwork in order to be effective.

Table 4: Level of Work Performance

Indicators	SD	Mean	Descriptive Equivalent
Task Performance	0.49	4.58	Very High
Contextual Performance – Interpersonal	0.50	4.58	Very High
Contextual Performance – Organizational	0.50	4.58	Very High
Adaptive Performance	0.51	4.43	Very High
Counterproductive Work Behavior	1.41	3.85	High
Overall	**0.51**	**4.40**	**Very High**

Shown in Table 4 are the weighted means of each indicator of work performance, in which the overall mean is 4.40 with a standard deviation of 0.51 and a descriptive interpretation of Very High. The mean of the indicators ranges from 3.85 to 4.58. This means that Region XII public school teachers are communicating effectively with other teachers, showing resiliency and taking on challenging work tasks.

The results revealed that Task Performance, Contextual Performance-Interpersonal and Organizational got the highest mean score of 4.58 with a standard deviation of 0.51, described as Very High. This indicates that teachers have extraordinary professional effectiveness, commitment, and capability. Meanwhile, Counterproductive Behavior with a mean value of 3.85, described as High, which gained the lowest mean value. It implies a professionally mature and self-regulated workforce capable of maintaining high standards of workplace conduct.

These findings align with those of Monica (2019), who emphasized that teachers' work performance encompasses various dimensions that reflect how effectively tasks and responsibilities are executed. The study revealed that teachers demonstrated exceptional work performance, which serves as a crucial component in maintaining organizational effectiveness and operational excellence. This very high performance among teachers proves to be fundamental in achieving the institution's educational objectives and ensuring efficient task completion. Further, developing strong skills enhances both academic and non-academic performance, which in turn leads to better work outcomes (Macasarte & Quines, 2024).

Table 5: Significance of the Relationship between Work Values and Work Performance

Work Values	Work Performance					Overall
	Task Performance	Contextual Performance – Interpersonal	Contextual Performance – Organizational	Adaptive Performance	Counter productive Work Behavior	
Physical Facilities	.467* (0.000)	.482* (0.000)	.473* (0.000)	.415* (0.000)	.217* (0.000)	.483* (0.000)
Professional Growth	.547* (0.000)	.541* (0.000)	.539* (0.000)	.457* (0.000)	.228* (0.000)	.538* (0.000)
Interpersonal Relationship	.515* (0.000)	.486* (0.000)	.502* (0.000)	.444* (0.000)	.297* (0.000)	.549* (0.000)
Social Environment	.507* (0.000)	.497* (0.000)	.455* (0.000)	.440* (0.000)	.216* (0.000)	.495* (0.000)
Personal Gratification	.518* (0.000)	.519* (0.000)	.514* (0.000)	.503* (0.000)	.186* (0.000)	.509* (0.000)
New Challenges	.551* (0.000)	.528* (0.000)	.547* (0.000)	.581* (0.000)	.276* (0.000)	.589* (0.000)
Job Security	.449* (0.000)	.425* (0.000)	.435* (0.000)	.361* (0.000)	.221* (0.000)	.452* (0.000)
Overall	**.624* (0.000)**	**.610* (0.000)**	**.609* (0.000)**	**.560* (0.000)**	**.290* (0.000)**	**.635* (0.000)**

*Significant at 0.05 significance level.

Shown in Table 5 are the results of the test of the relationship between Work Values and Work Performance. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-value of .635 with a p-value of less than 0.05 signified the rejection of the null hypothesis. It means a significant relationship exists between Work Values and Work Performance. This means that work values are correlated with work performance.

More specifically, results reveal that all indicators of Work Values are positively correlated with work performance. The p-value is less than 0.05, and the overall r-value is .483 on Physical Facilities, .538 on Professional Growth, .549 on Interpersonal Relationships, .495 on Social Environment, .509 on Personal Gratification, .589 on New Challenges, and .452 on Job Security. In this table, all indicators of each variable are correlated. Hence, data show a positive association between the two variables.

This conforms to the findings of Argon and Taskin's (2023) study, which revealed that there is a significant relationship between work values and teachers' work performance in the school climate. It suggests that work values, which shape teachers' behaviors and direct them to educational goals in action, are a strategically important factor that will enable teachers to demonstrate their performance to transfer the desired knowledge and skills to students.

Table 6: Significance of the Relationship between School Climate and Work Performance

School Climate	Work Performance					Overall
	Task Performance	Contextual Performance – Interpersonal	Contextual Performance – Organizational	Adaptive Performance	Counter Productive Work Behavior	
Collaboration	.589* (0.000)	.587* (0.000)	.565* (0.000)	.519* (0.000)	.208* (0.000)	.561* (0.000)
Student Relations	.380* (0.000)	.383* (0.000)	.412* (0.000)	.350* (0.000)	.091 (0.069)	.351* (0.000)
School Resources	.378* (0.000)	.339* (0.000)	.374* (0.000)	.299* (0.000)	.254* (0.000)	.415* (0.000)
Decision Making	.451* (0.000)	.419* (0.000)	.449* (0.000)	.390* (0.000)	.238* (0.000)	.469* (0.000)
Instructional Innovation	.579* (0.000)	.590* (0.000)	.596* (0.000)	.530* (0.000)	.234* (0.000)	.583* (0.000)
Overall	**.576* (0.000)**	**.557* (0.000)**	**.581* (0.000)**	**.502* (0.000)**	**.256* (0.0000**	**.580* (0.000)**

*Significant at 0.05 significance level.

Shown in Table 6 are the results of the test of the relationship between School Climate and Work Performance. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-value of .580 with a p-value of less than 0.05 signified the rejection of the null hypothesis. It means a significant relationship exists between School Climate and Work Performance. This means that school climate is correlated with work performance.

More specifically, the results reveal that all indicators of School Climate are positively correlated with work performance. The p-value is less than 0.05, and the overall r-value is .561 on Collaboration, .351 on Student Relations, .415 on School Resources, .469 on Decision Making and .583 on Instructional Innovation. As seen in the table, all indicators of each variable are correlated. Hence, data show a positive association between the two variables.

The result affirms the study of Manla (2021), which indicated a correlation between school climate and teachers' work performance. These results have significant implications for efforts to improve the standards of education since they show that teachers' competence, duties and responsibilities, good morals, and positive behavior all contribute to their performance. The school climate where teachers are assigned may have an impact on their performance.

Moreover, the result of this study strengthened that of Fei and Han (2020), who revealed a strong correlation between school climate and teacher performance outcomes. When teachers experience positive leadership opportunities and maintain collaborative relationships with colleagues, their professional performance tends to improve. Notably, administrators play a crucial role as organizational motivators, whose leadership directly influences the achievement of educational goals. This highlights the dual impact of both peer relationships and administrative support in enhancing teacher effectiveness.

Table 7: Significance of the Relationship between School Culture and Work Performance

School Culture	Work Performance					Overall
	Task Performance	Contextual Performance Interpersonal	Contextual Performance Organizational	Adaptive Performance	Counter-productive Work Behavior	
Collaborative Leadership	.530* (0.000)	.509* (0.000)	.493* (0.000)	.426* (0.000)	.182* (0.000)	.487* (0.000)
Teacher Collaborative	.528* (0.000)	.514* (0.000)	.508* (0.000)	.445* (0.000)	.180* (0.000)	.493* (0.000)
Professional Development	.641* (0.000)	.641* (0.000)	.628* (0.000)	.562* (0.000)	.194* (0.000)	.596* (0.000)
Unity Purpose	.620* (0.000)	.642* (0.000)	.615* (0.000)	.575* (0.000)	.096 (0.056)	.537* (0.000)
Collegial Support	.490* (0.000)	.444* (0.000)	.483* (0.000)	.427* (0.000)	.251* (0.000)	.503* (0.000)
Learning Partnership	.586* (0.000)	.620* (0.000)	.572* (0.000)	.544* (0.000)	.284* (0.000)	.616* (0.000)
Overall	**.688* (0.000)**	**.681* (0.000)**	**.668* (0.000)**	**.602* (0.000)**	**.243* (0.000)**	**.655* (0.000)**

*Significant at 0.05 significance level.

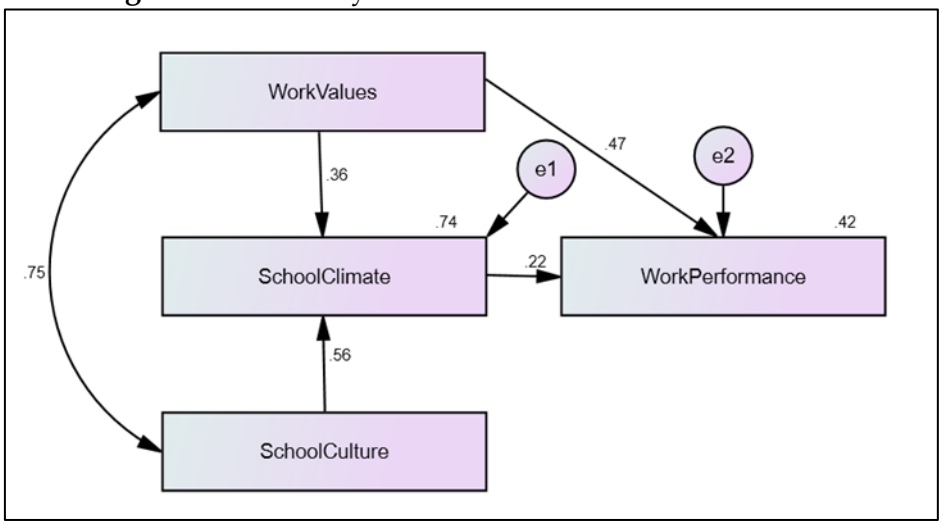
Shown in Table 7 are the results of the test of the relationship between School Culture and Work Performance. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-value of .655 with a p-value of less than 0.05 signified the rejection of the null hypothesis. It means a significant relationship exists between School Culture and Work Performance. This means that School Culture is correlated with work performance.

Moreover, the results reveal that all indicators of school culture are positively correlated to work performance. The p-value is less than 0.05, and the overall r-value is .487 on Collaborative Leadership, .493 on Teacher Collaborative, .596 on Professional Development, .537 on Unity Purpose, .503 on Collegial Support, and .616 on Learning Partnership. As shown in the table, all indicators of each variable are correlated.

Hence, data show a positive association between the two variables. These ideas resemble the study conducted by Amtu, Makulua, Matital, and Pattiruhu (2020), which shows that there is a significant relationship between school culture and teachers' work performance. In other words, the existence of hopes and demands for improving teachers' work performance is largely determined by the support of school culture. A healthy, dynamic, and creative school culture will naturally encourage teacher performance in the process and learning outcomes.

Additionally, improving teacher performance requires a dynamic, creative, and innovative school climate, culture, and atmosphere as well as the natural desire of each teacher (Amtu *et al.*, 2020).

Figure 2: Path Analysis Model 1 in Standardized Solution



Legend:
Work Values = Work Values
School Climate = School Climate
School Culture = School Culture
Work Performance = Work Performance

4.1 The Goodness of Fit Measures of Path Analysis Model 1

Results from the data gathered, Goodness of Fit Measures of Path Analysis Model 1 on Table 8, shows that Chi-Square/Degrees of Freedom obtained 0 < value < 2 criterion with 40.919 models fit value; Goodness Fit Index has a criterion of greater than 0.95 with.954 model fit value; Comparative Fit Index of greater than .095 with.964 model fit value; Normed Fit Index of greater than 0.95 with model fit value of .964; Tucker-Lewis Index has a criterion of greater than 0.95 with .786 model fit value; RMSEA- Root Means Square of Error Approximation gained less than 0.05 and a model fit value of .316.

Shown in appended Figure 2 is the Path Analysis Model 1 in Standardized Solution of the mediating effect of work values, school culture, and school climate on work performance among Public Elementary School Teachers.

Table 8: Goodness of Fit Measures of Path Analysis Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	40.919
P-value	> 0.05	.000
GFI	> 0.95	.954
CFI	> 0.95	.964
NFI	> 0.95	.964
TLI	> 0.95	.786
RMSEA	< 0.05	.316

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
Pclose = P of Close Fit
P-value = Probability Level

4.2 Estimates of Variable Regression Weights in Path Analysis Model 1

Table 9 shows the Estimates of Variable Regression Weights in Path Analysis Model 1. Work Values to School Climate revealed a significant regression with p less than 0.001. This path signifies that every unit increase in work values corresponds to a .444-unit increase in school climate with a standard error of .047, while School Culture with School Climate gained a regression with p less than 0.001. It signifies that every unit increase in School Culture corresponds to a .637-unit increase in school climate. Also, Work Values to Work Performance obtained a significant regression with p less than 0.001, which means that every unit increase in Work Values corresponds to a .552 increase in Work Performance. Lastly, School Climate to Work Performance revealed a significant regression with p less than 0.001, which means that in every unit increase, School Climate corresponds to a .209 increase in Work Performance.

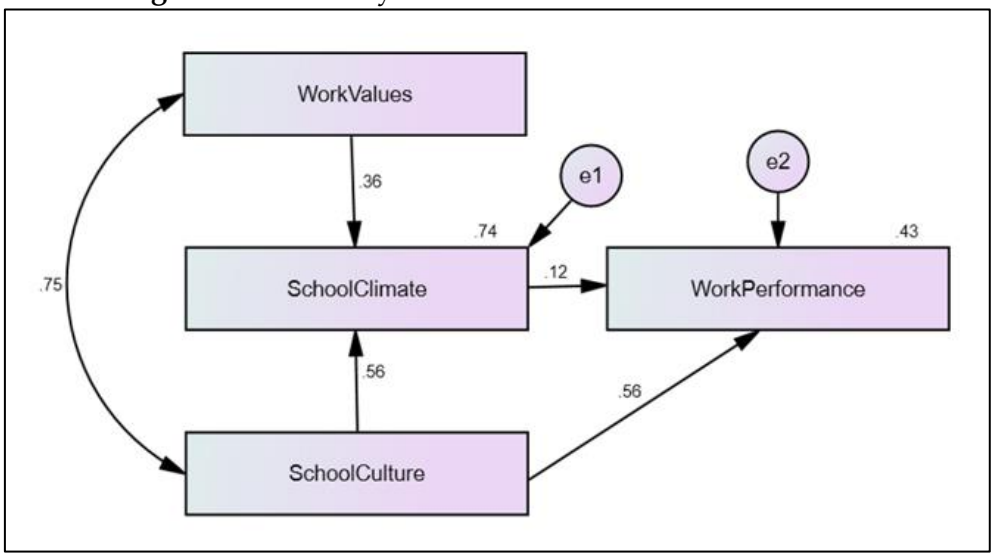
It has been found that work values and school climate have a statistically significant relationship. In addition, school culture has a significant relationship to school climate. Also, work values and school climate have a significant relationship to work performance.

Table 9: Estimates of Variable Regression Weights in Path Analysis Model 1

			B	S.E.	C.R.	BETA	P
School Climate	<---	Work Values	.444	.047	9.371	.359	***
School Climate	<---	School Culture	.637	.044	14.594	.559	***
Work Performance	<---	Work Values	.552	.071	7.727	.466	***
Work Performance	<---	School Climate	.209	.058	3.613	.218	***

Note: Chi-square = 40.919; Degrees of freedom = 1; Probability level = .000

Figure 3: Path Analysis Model 2 in Standardized Solution



Legend:
Work Values = Work Values
School Climate = School Climate
School Culture = School Culture
Work Performance = Work Performance

4.3 Goodness of Fit Measures of Path Analysis Model 2

Table 10 depicts the Goodness of Fit Measures of Path Analysis for Model 2. Results revealed from the data gathered on Goodness of Fit Measures of Path Analysis Model 2. Chi-Square/Degrees of Freedom obtained 0 < value < 2 with a model fit value of 32.682; Goodness of fit index has a criterion of greater than 0.95 a model fit value of .962; Comparative Fit Index is greater than 0.95 and .972; Normed Fit Index has a criterion of greater than 0.95 with a model fit value of .971; Tucker-Lewis Index has greater than 0.95 criterion with .830 model fit value; RMSEA- Root Means Square of Error Approximation has a criterion of less than 0.05 with a model fit value of .282.

Table 10: Goodness of Fit Measures of Path Analysis Model

Index	Criterion	Model Fit Value
P-Close	> 0.05	.00
CMIN/DF	0 < value < 2	32.682
P-value	> 0.05	.000
GFI	> 0.95	.962
CFI	> 0.95	.972
NFI	> 0.95	.971
TLI	> 0.95	.830
RMSEA	< 0.05	.282

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index
TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
P close = P of Close Fit
P-value = Probability Level

4.4 Estimates of Variable Regression Weights in Path Analysis Model 2

Table 11 depicts the results of the Estimates of Variable Regression Weights in Path Analysis Model 2, which shows that Work Values to School Climate revealed a significant regression with a p-value less than 0.001.

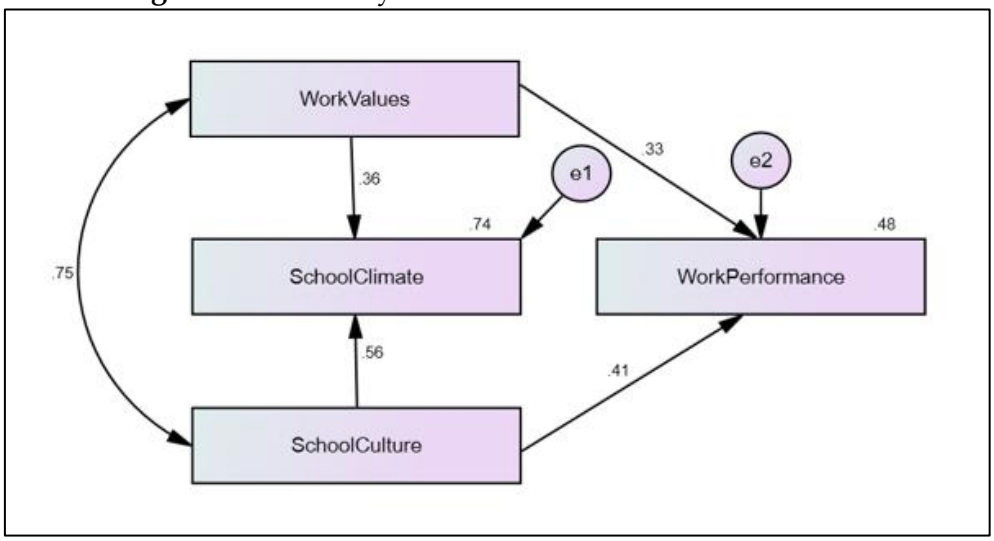
This path signifies that every unit increase in work values corresponds to a .444-unit increase in school climate with a standard error of .047. While School Culture to School Climate gained a regression of .637 with a standard error of .044, School Culture to Work Performance obtained a .608 regression and a standard error of .073. Also, School Climate to Work Performance revealed a significant regression with a p-value less than 0.001. This signifies that every unit increase in School Climate corresponds to a .114-unit increase in Work Performance with a p-value of .075.

It has been found that work values and school climate have a statistically significant relationship. In addition, school culture has a significant relationship to school climate. Also, school culture has a significant relationship to work performance. However, in this generated model, there is no significant relationship between school climate and work performance.

Table 11: Estimates of Variable Regression Weights in Path Analysis Model 2

			B	S.E.	C.R.	BETA	P
School Climate	<---	Work Values	.444	.047	9.371	.359	***
School Climate	<---	School Culture	.637	.044	14.594	.559	***
Work Performance	<---	School Culture	.608	.073	8.323	.557	***
Work Performance	<---	School Climate	.114	.064	1.778	.119	.075

Figure 4: Path Analysis Model 3 in Standardized Solution



Legend:
Work Values = Work Values
School Climate = School Climate
School Culture = School Culture
Work Performance = Work Performance

4.5 Goodness of Fit Measures of Path Analysis Model 3

Table 12 depicts the Goodness of Fit Measures of Path Analysis for Model 3. Results revealed from the data gathered on Goodness of Fit Measures of Path Analysis Model 3. Index P-Close Fit has a criterion of greater than 0.05 and a model fit value of .614; Chi-Square/Degrees of Freedom obtained 0 < value < 2 with a model fit value of .642; P-value has a criterion of greater than 0.05 and a model fit value of .423; Goodness of fit index has a criterion of greater than 0.95 a model fit value of .999; Comparative Fit Index is greater than 0.95 and 1.000; Normed Fit Index has a criterion of greater than 0.95 with a model fit value of .999; Tucker-Lewis Index has a criterion of greater than 0.95 with a model fit value of 1.002;

Table 12: The Goodness of Fit Measures of Path Analysis Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.614
CMIN/DF	0 < value < 2	.642
P-value	> 0.05	.423
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.002
RMSEA	< 0.05	.000

Legend:
CMIN/DF = Chi-Square/Degrees of Freedom
NFI = Normed Fit Index

TLI = Tucker-Lewis Index
CFI = Comparative Fit Index
GFI = Goodness of Fit Index
RMSEA = Root Means Square of Error Approximation
Pclose = P of Close Fit
P-value = Probability Level

4.6 Estimates of Variable Regression Weights in Path Analysis Model 3

Table 13 depicts the results of the Estimates of Variable Regression Weights in Path Analysis Model 3, which shows that the Work Values to School Climate revealed a significant regression with a p-value less than 0.001. This path signifies that every unit increase in work values corresponds to a .444-unit increase in school climate with a standard error of .047. While School Culture to School Climate gained a regression of .637 with a standard error of .044, School Culture to Work Performance obtained a .447 regression and a standard error of .059. Also, Work Values to Work Performance revealed a significant regression with a p-value less than 0.001. This signifies that every unit increase in work values corresponds to a .390-unit increase in work performance.

The data revealed that work values and school climate have a statistically significant relationship. In addition, school culture and school climate have a significant relationship. Also, school culture and work values have a significant relationship to work performance.

Table 13: Estimates of Variable Regression Weights in Path Analysis Model 3

			B	S.E.	C.R.	BETA	P
School Climate	<---	Work Values	.444	.047	9.371	.359	***
School Climate	<---	School Culture	.637	.044	14.594	.559	***
Work Performance	<---	School Culture	.447	.059	7.538	.410	***
Work Performance	<---	Work Values	.390	.064	6.065	.330	***

Note: Chi-square = .642; Degrees of freedom = 1; Probability level = .423

4.7 Summary of Goodness of Fit Measures of the Three Path Models

Table 14 shows the summary of the Goodness of Fit Measures of the three Path Analysis Models. It signifies that based on the result of the data gathered, Chi-Square/Degrees of Freedom has a criterion of 0 < value < 2 obtained a model fit value of 40.919 for model 1; 32.682 for model 2 and .642 for model 3; While P- value has a criterion of greater than 0.05 and a model fit value of .000 for model 1, .000 for model 2 and .423 for model 3.

Also, the Normed Fit Index has a criterion of > 0.95 with a model fit value of .964 for model 1, .971 for model 2, and .999 for model 3. Moreover, the Tucker-Lewis Index which has a criterion of greater than 0.95 obtained a model fit value of .786 for model 1, .830 for model 2, and 1.002 for model 3; For Comparative Fit Index that has a criterion of greater than 0.95 gained a model fit value of .964 for model 1, .972 for model 2, and 1.000 for model 3; For Goodness of fit index has a criterion of greater than 0.95 revealed a model fit value of.954 for model 1, .962 for model 2 and .999 for model 3.

Furthermore, the RMSEA- Root Means Square of Error Approximation has a criterion of less than 0.05, gaining a model fit value of .316 for model 1, .282 for model 2, and .000 for model 3. The Index P-Close Fit has a criterion of greater than 0.05, revealing a model fit value of .000 for model 1, .00 for model 2, and .614 for model 3. Results showed that among the three path analysis models, only model 3 had indices that consistently indicated an outstanding fit to the data. Therefore, it is identified as the best path model.

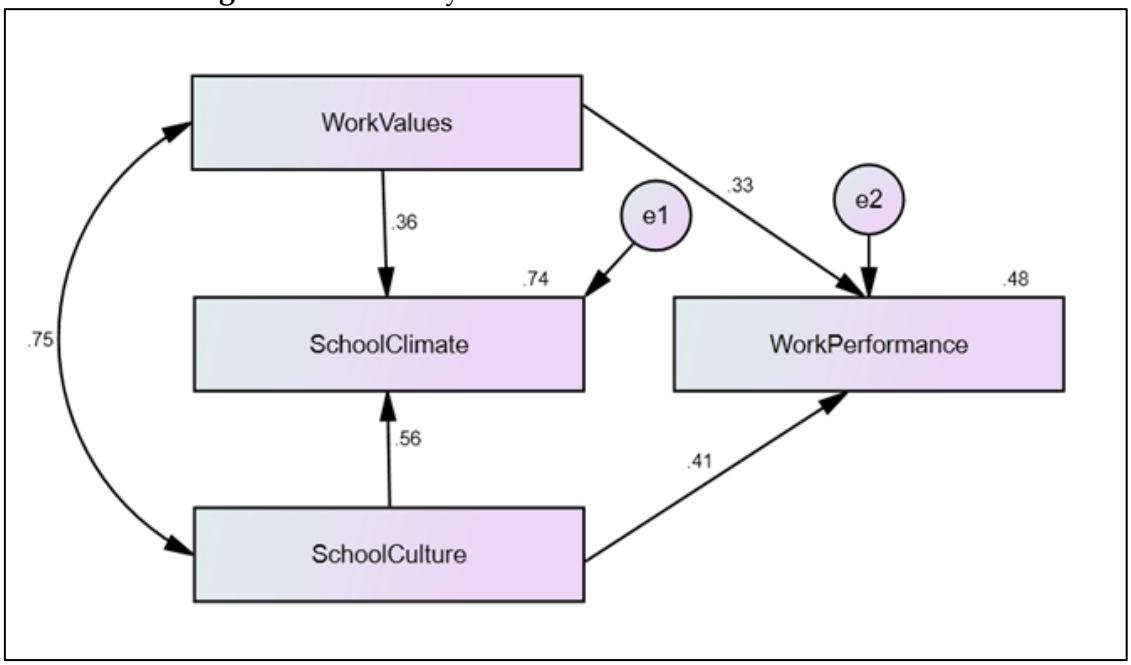
Table 14: Summary of Goodness of Fit Measures of the Three Path Analysis Models

Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	40.919	.000	.964	.786	.964	.954	.316	.000
2	32.682	.000	.971	.830	.972	.962	.282	.00
3	.642	.423	.999	1.002	1.000	.999	.000	.614

4.8 Best Fit Path Model of Work Performance

Figure 4 shows the Path Analysis Model 3 in a Standardized Solution. This portion provides an analysis of the interrelationships among the variables of the study and an assessment of model fit.

Figure 4: Path Analysis Model 3 in Standardized Solution



Legend:
Work Values = Work Values
School Climate = School Climate
School Culture = School Culture
Work Performance = Work Performance

As shown in Figure 4, the amount of variance explained by the combined influence of work values, school climate, and school culture on work performance is 48 percent. On

the other hand, 74 percent of the variance in school climate can be attributed to the combined influence of work values and school culture. In addition, work values beta with a value of 0.33, and school culture beta with a value of 0.41 significantly influence work performance with a p-value less than 0.05. Moreover, work values have a beta with a value of 0.36 and school culture obtained a beta with a value of 0.56, significantly predicting school climate with a p-value less than 0.05. Lastly, work values and school culture garnered a beta with a value of 0.75, significantly predicting each other with a p-value of less than 0.05.

5. Recommendations

Based on the foregoing results and relevant findings, the following recommendations were made:

The school heads promote essential work values such as professionalism, integrity, and commitment. Show respect for diversity by implementing inclusive practices, such as organizing cultural awareness and focusing on creating a safe, supportive, and collaborative atmosphere where both teachers and students can thrive. Additionally, leaders implement a comprehensive teacher evaluation system that includes classroom observations, constructive feedback sessions, and individualized professional development plans. Also, school heads shared values, traditions, and practices that align with the school's mission and vision.

Teachers may embrace collaboration, showing willingness to share knowledge and resources with colleagues. Implementing a learn-do-teach model where professionals who master new skills help train others, reinforcing their learning. Furthermore, teachers may actively document their professional growth, maintain portfolios of successful teaching strategies, and regularly share their insights through professional learning communities and demonstrate strong organizational skills, punctuality, and reliability in meeting deadlines and administrative requirements.

The results of this study serve as a useful tool to other researchers aiming to identify the variables affecting teachers' work performance. Researchers may pay attention to contextual factors like school resources, student demographics, and community characteristics that may impact teacher performance. Furthermore, the researcher may explore how emerging technologies and innovative teaching methods affect teacher performance, especially in light of the increasing integration of digital tools in education. Finally, the researcher may address how performance evaluation systems can be designed to be both fair and developmental, providing meaningful feedback that helps teachers improve their practice.

6. Conclusion

Based on the results, it could be gleaned that work values, school climate, and school culture have significant relationships to work performance among public elementary

school teachers. These relationships have been presented in the tables to discuss the results and their significance. With this, it could be concluded that work performance among public elementary school teachers is influenced by how teachers understand and cultivate positive work values. School fosters an open and collaborative atmosphere, which leads to higher work performance and positive learning environments.

Additionally, the level of work values is very high, which indicates that they strongly agree that work values have a positive impact on the work performance of teachers. Also, the level of school climate is high, which indicates that they strongly agree that their school has a positive atmosphere in terms of work performance. On the other hand, the level of school culture is very high. All of its six indicators gained very high: This means that a strong school culture positively correlates with enhanced teacher work performance, creating a synergistic relationship that benefits the entire educational community. Moreover, the elementary teachers' level of work performance is very high. This means indicating excellent performance across most dimensions.

On the other hand, after examining the data and selecting the best-fit model for predicting teachers' work performance using the Path Analysis Model, it was discovered that Model 3 met all of the conditions, making it the most fitting model.

Therefore, the results of this study support one of the models of the Contingency Theory of work and performance. This theory was proposed by Boyatzis in 1982. This theoretical framework helps explain how teachers' perceptions of their capabilities and institutional support directly impact their professional success.

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Conflict of Interest Statement
The authors declare no conflicts of interest.

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