



ETHICAL LEADERSHIP AT WORK, CORPORATE SOCIAL RESPONSIBILITY PRACTICES AND ORGANIZATIONAL CULTURE: A STRUCTURAL EQUATION MODEL ON THE WORK TASKS MOTIVATION OF PUBLIC SCHOOL TEACHERS

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Abstract:

This study examines the relationships between ethical leadership, corporate social responsibility (CSR), organizational culture, and work task motivation among public elementary school teachers. Employing a quantitative, non-experimental correlational design, the study involved 415 teachers selected through stratified random sampling from Region XI. Data were analyzed using descriptive statistics, correlation analysis, and structural equation modeling (SEM). Results revealed that school heads exhibited very high levels of ethical leadership, particularly in ethical guidance, sustainability, and integrity, while fairness was rated moderate. Teachers reported very high levels of CSR engagement, especially in ethical and legal responsibilities. Organizational culture was also rated very high, with strong emphasis on family orientation and teamwork. Teachers' work task motivation was generally high, driven by intrinsic motivation and identified regulation, with amotivation being the least observed. Correlation results confirmed significant positive relationships among ethical leadership, CSR, organizational culture, and work task motivation. Among the three tested models, model 3 emerged as the best fit, indicating that CSR is the most influential direct predictor of motivation, while ethical leadership and organizational culture exert indirect effects. Models 1 and 2 were found to be less fitting based on comparative fit indices. The study contributes to existing literature by emphasizing the pivotal role of CSR in enhancing

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teacher motivation and suggests integrating CSR principles into leadership practices and school culture to create a more motivating work environment for teachers.

Keywords: educational management, ethical leadership, corporate social responsibility, organizational culture, teachers

1. Introduction

Low work motivation among teachers remains a pressing concern in the global education landscape, as it directly contributes to the deterioration of instructional quality and student academic performance. Teachers who are demotivated frequently exhibit behaviors such as absenteeism, lack of creativity, low engagement in professional development, resistance to collaborative work, and diminished classroom enthusiasm. These indicators negatively affect not only individual teaching effectiveness but also overall student outcomes (Burns, 2023; Ryan & Deci, 2020). Several studies have shown that a lack of teacher motivation is a primary cause of poor student achievement, and this underscores the need to explore both personal and organizational factors that influence motivation (Barghani, 2021; Ochuko, 2020). As teachers play a central role in shaping learning environments, their motivational state is crucial for ensuring educational success and institutional performance.

Among the key organizational drivers of teacher motivation are ethical leadership, corporate social responsibility (CSR) and organizational culture. Ethical leadership, which encompasses integrity, fairness, people orientation, and power-sharing, plays a pivotal role in promoting a supportive work environment that enhances employees' sense of meaning and purpose. Kumar (2023) emphasized that ethical leadership shapes both objective and subjective job characteristics in ways that stimulate intrinsic motivation. Ned and Umesi (2023) similarly found that ethical leadership behaviors increase employee effort, job satisfaction, and innovative thinking. Meanwhile, CSR practices, such as school-community outreach programs, inclusive stakeholder participation, and employee-centered initiatives, positively impact motivation by aligning individual values with organizational objectives. When teachers perceive their institution as socially responsible, they are more likely to feel proud and engaged in their work, resulting in stronger motivation (Khan *et al.*, 2021; Kunz, 2020). Additionally, organizational culture, defined by patterns of communication, shared values, leadership accessibility, and group dynamics, can influence how teachers perceive their roles and responsibilities. Cultures that promote collaboration, trust, and recognition tend to foster greater motivation and commitment (Kim & Lee, 2022).

In recent literature, ethical leadership has been found to positively influence employee motivation through various mechanisms. Kumar (2023) reported that employees under ethical leaders tend to display higher levels of psychological empowerment, role clarity, and work engagement. This is particularly important in

school settings where leadership behavior directly shapes the teaching environment. Prasetyawan *et al.* (2015) emphasized that ethical leadership enhances teacher commitment and job satisfaction, especially when leaders emphasize integrity, transparency, and fairness. Xu and Pang (2024) added that ethical leadership promotes emotional well-being and reduces burnout, which are key determinants of sustained motivation in the teaching profession.

Similarly, corporate social responsibility (CSR) initiatives have been shown to have motivational value in educational institutions. Khan *et al.* (2021) found that CSR, particularly when aligned with internal stakeholder needs, leads to higher intrinsic motivation among teachers. Kunz (2020) concluded that both internal CSR (employee development, well-being, fairness) and external CSR (community service, sustainability programs) enhance employee pride and engagement. Huang *et al.* (2024) also affirmed that socially responsible organizations foster deeper organizational commitment and job satisfaction among employees, especially when CSR is integrated into the institutional identity.

Organizational culture, meanwhile, shapes the everyday experience of teachers at work. A healthy school culture encourages collaboration, openness, team spirit, and leadership support, all of which are conducive to high motivation. Wu and Zeng (2025) found that a positive work climate predicts both teacher retention and enthusiasm toward their roles. Kim and Lee (2023) highlighted that when institutional norms align with teacher values, it creates a motivational synergy that results in greater effort and perseverance. Participation, communication, and recognition in the workplace are key elements of a motivational school culture.

Despite a growing interest in teacher motivation, there remains limited empirical research that integrates ethical leadership, CSR, and organizational culture into a single model to explain work task motivation in the education sector, specifically in the setting of public elementary schools in Region XI. Existing studies have often examined these variables in isolation or outside the school setting (Kim & Lee, 2022; Prasetyawan *et al.*, 2025), leaving a gap in understanding their combined influence within a Philippine educational context. Moreover, the application of structural equation modeling (SEM) in this context is rare, which limits our ability to understand the direct and indirect pathways through which these organizational factors influence teacher motivation. With ongoing concerns about teacher attrition, burnout, and disengagement in Philippine public schools, this study becomes urgent and necessary. It seeks to contribute empirical evidence that could inform strategic planning, leadership development, and motivation-focused interventions across public schools (Fabella *et al.*, 2023).

The urgency of this study stems from the persistent issues of low teacher motivation, burnout, and attrition in Philippine public schools, which directly affect instructional quality and student performance (Duncan, 2023). With teachers often struggling to sustain enthusiasm and commitment amid organizational and systematic challenges, it becomes critical to identify institutional factors that can strengthen their

motivation. Ethical leadership, corporate social responsibility (CSR) practices, and organizational culture are promising drivers, yet their combined influence has not been fully examined in the local context. By applying structural equation modeling (SEM), this study seeks to provide timely evidence that can guide leadership practices, policy decisions, and school-based interventions aimed at improving teacher motivation and ensuring educational quality.

This study carries significance on multiple levels. Globally, it supports the achievement of Sustainable Development Goal 4 (Quality Education) by identifying key drivers that enhance teacher motivation and performance. Socially, it provides a framework for nurturing ethical and responsive educational institutions that align with community and national values. Direct beneficiaries include public school teachers, who may gain awareness of motivational factors influencing their performance; school heads, who may receive evidence-based guidance on ethical and inclusive leadership practices; and educational officials, who can use the findings to shape policies that strengthen institutional culture and CSR engagement. Finally, this study may serve as a valuable reference for future researchers interested in exploring the dynamic relationships among leadership, organizational behavior, and teacher motivation in the public education sector.

2. Literature Review

Most studies have examined ethical leadership, corporate social responsibility (CSR), and organizational culture separately in relation to motivation, often in business or non-educational settings (Calva Jr, 2024). Research on teacher motivation has also tended to treat these factors in isolation, without looking at their combined effects (Chen *et al.*, 2023). In addition, much of the existing research has been done in Western or developed countries, with limited studies focusing on the Philippine context, where cultural values, leadership practices, and organizational challenges may shape motivation differently (Vadil & Apostol, 2023). Few studies have applied structural equation modeling (SEM) to analyze how these three organizational factors work together to influence teachers' work task motivation. This gap highlights the need for an integrated approach that explains their collective influence in Philippine public schools.

Páez Gabriunas (2023) posited that moral leaders encourage proper conduct by setting an example of justice and upholding moral principles. Similarly, Grobler and Grobler (2024) noted that fairness, integrity, and people orientation are foundational to building trust and engagement. In the Philippine setting, Salibat *et al.* (2024) found that teachers who perceived their school heads as fair and ethical reported higher job satisfaction and stronger commitment. However, the current study echoes concerns raised by Strijbos and Engels (2023), who argued that perceived favoritism or inconsistencies in treatment can undermine the authenticity of ethical leadership, even when other traits are present.

Kim *et al.* (2022) found that teachers' perception of CSR significantly enhances their organizational citizenship behaviors and strengthens job satisfaction. Likewise, Nwagwu (2025) emphasized that ethical and philanthropic engagement contributes to a positive school climate and increased teacher morale. In the field of education, CSR practices promote collaboration, institutional trust, and increased teacher-stakeholder engagement. Moreover, CSR-driven teachers contribute to long-term school development by aligning personal values with institutional goals (Barpanda, 2024), ultimately reinforcing the importance of CSR in improving both educational outcomes and workplace motivation.

Jovanoska *et al.* (2020) found that a clan culture that values teamwork, employee involvement, and open communication improves worker happiness and cohesion. Similarly, Al-Majaideh (2021) found that schools with strong cultures of loyalty, shared leadership, and support have higher teacher retention and motivation. In the Philippine context, studies by Percle (2025) emphasized that family-like culture and leadership clarity among school heads significantly improve teacher morale and productivity. Furthermore, Hofstede's cultural dimensions suggest that collectivist traits such as loyalty and teamwork are especially valued in Asian cultures, which may explain the high ratings in Family Orientation and Team Approach. These findings reinforce the importance of cultivating a supportive and collaborative school culture in promoting a high-functioning educational environment.

Research by Xiyun *et al.* (2022) confirms that teachers with higher intrinsic and identified regulation scores report higher work engagement and lower emotional exhaustion. Moreover, the presence of Introjected and External Regulation is not unusual, as teachers may feel pressure to meet expectations or seek approval, characteristics typical in highly demanding professions. The moderate level of Amotivation reflects studies by Wang *et al.* (2025), who found that teacher motivation is influenced by workload, administrative support, and years of experience.

Studies by Xiyun *et al.* (2022) have also shown that ethical leadership elements such as guidance and clarity significantly enhance teacher engagement. Moreover, the current result on fairness supports Wang *et al.*'s (2025) assertion that perceived injustice contributes to burnout and motivational decline. Meanwhile, moderate correlations between Power Sharing and externally regulated motivators (e.g., External and Introjected Regulation) confirm that participative leadership can encourage motivation, although some teachers may still rely on external feedback and recognition.

Previous studies of Brieger *et al.* (2020) have shown that CSR practices positively influence intrinsic motivation, primarily when they align with employees' ethical values. Likewise, Kim *et al.* (2022) emphasized that CSR-driven environments cultivate job satisfaction and emotional engagement, which translate into increased organizational identification. The positive relationship between Economic Responsibility and motivation echoes similar findings by Miseda (2020), asserting that financially responsible institutions empower employees to work confidently and securely.

3. Material and Methods

3.1 Research Respondents

This study focused on the work tasks motivation of public elementary school teachers in Region XI in relation to ethical leadership, corporate social responsibility, and organizational culture. Region XI, often known as Davao Region, has 25,808 public elementary teachers. To ensure representativeness, a sample size was calculated using Slovin's formula with a 5% margin of error, yielding approximately 394 respondents. To enhance reliability and account for non-responses, the sample size was increased to 415 teachers.

A stratified random sampling technique was employed to ensure that all divisions were adequately represented. This method is appropriate when the population is heterogeneous and can be divided into mutually exclusive strata (Mensah, 2025). The strata used in this study were the four school divisions within Region XI. The sample was proportionally allocated as follows: Davao City (191), Davao del Sur (74), Davao Oriental (77), and Davao del Norte (73). This proportional distribution reflects the actual teacher population across the divisions.

Teachers were randomly selected from each stratum based on the division's master list, and no more than ten teachers were selected per school to avoid concentration and maintain diversity. Respondents were full-time public elementary teachers with at least one year of teaching experience and who provided informed consent. Teachers who were on leave, seconded, substituted, or volunteered were omitted. Participation was voluntary, and withdrawal from the study at any point was permitted without consequences. Data collection occurred between October and December 2024, following approval from the Department of Education Regional Office. The choice of divisions was purposive to reflect varying school environments (urban and rural) and thus capture different organizational cultures and leadership styles.

2.2 Materials and Instrument

Four validated questionnaires were utilized in the study to measure the core variables: ethical leadership, corporate social responsibility, organizational culture, and work task motivation. A uniform 5-point Likert scale was employed across all instruments, with the following responses: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree.

The questionnaire on ethical leadership was adapted from Kalshoven (2010) and included indicators such as people orientation, fairness, power-sharing, concern for sustainability, ethical guidance, role clarification, and integrity. The corporate social responsibility questionnaire, adapted from Kim and Thapa (2018), measured economic, legal, ethical, and philanthropic dimensions. The organizational culture questionnaire was based on Gcabashe (2018) and assessed family orientation and loyalty, open communication, team approach, and knowledge of the manager. Meanwhile, the work

tasks motivation questionnaire was adapted from Fernet *et al.* (2011) and included intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation.

To interpret the results of all four variables, the following range of means and descriptive equivalents were used: 4.20 to 5.00 was interpreted as Very High, indicating that the trait or behavior is always manifested; 3.40 to 4.19 as High, meaning it is often manifested; 2.60 to 3.39 as Moderate, indicating it is sometimes manifested; 1.80 to 2.59 as Low, showing it is seldom manifested; and 1.00 to 1.79 as Very Low, meaning the trait or behavior is not manifested at all.

All instruments underwent content validation by a panel of experts and received a weighted mean score of 4.38, described as Very Good. A pilot test was conducted among teachers who were not included in the final sample, and the reliability of the instruments was confirmed through Cronbach's Alpha. The reliability coefficients were 0.961 for ethical leadership, 0.982 for corporate social responsibility, 0.967 for organizational culture, and 0.813 for work task motivation, indicating high internal consistency.

2.3 Design and Procedure

This study utilized a quantitative, non-experimental research design, specifically correlational in nature, to determine the relationships among ethical leadership, corporate social responsibility, organizational culture, and teachers' work task motivation. This design was deemed appropriate for identifying associations among variables without exerting any manipulation or control over them, as supported by Creswell and Creswell (2017).

Structural Equation Modeling (SEM) was also employed as the primary statistical technique to validate the hypothesized model of the study, as it allows for the simultaneous examination of multiple relationships among latent and observed variables. Unlike traditional regression methods, SEM provides a more comprehensive analysis by assessing both direct and indirect effects, thereby capturing the complex interactions among ethical leadership, CSR, organizational culture, and work task motivation. The analysis evaluated model using established indices such as the Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR), following the guidelines of Hu and Bentler (1999). By applying SEM, the study not only identified significant predictors of teacher motivation but also determined the best-fitting structural model that explains how these organizational factors collectively influence motivational outcomes.

Data were gathered through face-to-face survey administration. Prior to data collection, the researcher secured formal approval from the Regional Director and the Schools Division Superintendents. To ensure full retrieval of responses and to address any participant inquiries, the researcher personally visited each participating school. In cases where teachers were unavailable due to scheduling conflicts or remote locations,

follow-up coordination was made possible through the assistance of school heads and colleagues. The researcher utilized a personal vehicle to access geographically distant schools, ensuring inclusivity in the data collection process.

Once the data were collected, responses were encoded and subjected to statistical analysis using several techniques. The mean was used to describe the levels of ethical leadership, corporate social responsibility, organizational culture, and work task motivation. Pearson r was employed to assess the strength and direction of correlations among variables, while multiple regression was applied to determine the predictive power of the independent variables on work task motivation. To test the theoretical model, Structural Equation Modeling (SEM) was conducted. The goodness of model fit was assessed using recognized indices such as the Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR), as established by Hu and Bentler (1999).

The study adhered strictly to ethical standards. Prior to data collection, the proposal underwent review and was granted approval by the University of Mindanao Ethics Review Committee (UMERC), with Certification No. UMERC-2024-1021. Respondents provided informed consent after being informed of the study's purpose, risks, and their rights, including voluntary participation and the right to withdraw at any time. Anonymity and confidentiality were strictly maintained; no names were recorded, and data were numerically coded. The study also complied with the Data Privacy Act of 2012 (RA 10173) to ensure that all collected data were secured and used solely for research purposes. No deception was involved, and potential conflicts of interest were avoided by not surveying the researcher's direct colleagues.

4. Results and Discussion

This part provides the results of the study, which answer the objectives of the study. Topics are presented sequentially as follows: (1) the level of ethical leadership of school heads; (2) the level of corporate social responsibility of teachers; (3) the level of organizational culture of teachers; (4) the level of work tasks motivation of teachers; (5) the significance of the relationship between ethical leadership and work tasks motivation of teachers, corporate social responsibility and work tasks motivation of teachers, and organizational culture and work tasks motivation of teachers; (6) the prediction of the combined influence of the independent variables (ethical leadership, corporate social responsibility and organizational culture) to the work tasks motivation of public elementary school teachers; and (7) the model that best fits the work tasks motivation of public elementary school teachers.

4.1 Ethical Leadership of School Heads

Table 1 presents the level of ethical leadership as perceived by public elementary school teachers. The results show that school heads are generally viewed as demonstrating a very high level of ethical leadership, with an overall mean of 4.23 and a standard deviation of 0.562. Among the seven indicators, Concern for Sustainability obtained a mean of 4.51 with a standard deviation of 0.586, Ethical Guidance obtained a mean of 4.50 with a standard deviation of 0.620, and Integrity obtained a mean of 4.43 with a standard deviation of 0.707, which were the highest ratings. These findings suggest that school leaders are seen as morally grounded, forward-thinking, and consistent in promoting ethical values. Role Clarification recorded a mean of 4.42, People Orientation recorded a mean of 4.33, and Power Sharing recorded a mean of 4.31, all of which were also rated very high. These results indicate that school heads involve teachers in decision-making, clarify responsibilities, and maintain respectful, people-centered relationships.

However, the indicator Fairness recorded the lowest mean score of 3.10 with a standard deviation of 1.468, which was interpreted only as moderate. This result is particularly notable since fairness is considered a core dimension of ethical leadership. More critically, fairness exhibited a positive correlation with amotivation, with a correlation coefficient of 0.429, a finding that runs counter to expectations and may suggest that the construct is either problematic or being misunderstood.

One possible explanation lies in how fairness was operationalized in the instrument. It is unclear whether the fairness items referred to distributive fairness (e.g., equitable distribution of resources), procedural fairness (e.g., transparency of decision-making), or interactional fairness (e.g., respectful treatment). Teachers may have interpreted or responded to these dimensions differently based on their lived experiences, possibly resulting in cognitive dissonance when fairness was perceived but not consistently applied. Furthermore, cultural and contextual factors—such as hierarchical norms, favoritism, or limited transparency in school policies—may have influenced how fairness was perceived and reported.

Table 1: Ethical Leadership of School Heads at Work

Indicator	SD	Mean	D.E.
People Orientation	0.738	4.33	Very High
Fairness	1.468	3.10	Moderate
Power Sharing	0.706	4.31	Very High
Concern for Sustainability	0.586	4.51	Very High
Ethical Guidance	0.620	4.50	Very High
Role Clarification	0.637	4.42	Very High
Integrity	0.707	4.43	Very High
Overall	0.562	4.23	Very High

This unexpected outcome suggests that while school leaders may perform well in most ethical domains, fairness may be either lacking in practice or inconsistently experienced by teachers, especially in relation to recognition, assignments, or conflict resolution.

These nuances may not be fully captured through quantitative items alone and warrant further qualitative exploration. Conducting teacher interviews or focus group discussions could offer deeper insights into what fairness means within their specific school contexts and how it affects motivation or demotivation.

These results align with previous studies emphasizing the importance of ethical leadership in education. According to Páez Gabriunas (2023), moral leaders encourage proper conduct by setting an example of justice and upholding moral principles. Similarly, Grobler and Grobler (2024) noted that fairness, integrity, and people orientation are foundational to building trust and engagement. In the Philippine setting, Salibat *et al.* (2024) found that teachers who perceived their school heads as fair and ethical reported higher job satisfaction and stronger commitment. However, the current study echoes concerns raised by Strijbos and Engels (2023), who argued that perceived favoritism or inconsistencies in treatment can undermine the authenticity of ethical leadership, even when other traits are present.

4.2 Corporate Social Responsibility of Teachers

The extent to which teachers in public elementary schools engage in corporate social responsibility (CSR) practices across four key dimensions is presented in Table 2. The results reveal that teachers demonstrated a very high level of CSR, with an overall mean of 4.54 and a standard deviation of 0.526. Among the four indicators, the highest was the Ethical dimension, which obtained a mean of 4.58 and a standard deviation of 0.560, suggesting that teachers consistently act with fairness, transparency, and moral integrity. The Legal and Philanthropic dimensions both recorded a mean of 4.56, indicating strong compliance with laws as well as active participation in charitable or voluntary initiatives. The Economic dimension, while slightly lower, still reflected a very high level of commitment with a mean of 4.47 and a standard deviation of 0.597, demonstrating teachers' awareness of and contribution to their schools' financial sustainability.

Table 2: Corporate Social Responsibility

Indicators	SD	Mean	D.E.
Economic	0.597	4.47	Very High
Legal	0.589	4.56	Very High
Ethical	0.560	4.58	Very High
Philanthropic	0.593	4.56	Very High
Overall	0.526	4.54	Very High

The implication of these findings underscores that teachers are not only educational facilitators but also ethical and socially responsible professionals. The strong emphasis on the Ethical and Legal aspects suggests that teachers understand the significance of acting justly and upholding institutional and societal rules. Their high scores in philanthropic responsibilities further show their voluntary engagement in community and school activities beyond contractual duties. The consistently very high ratings across

all dimensions imply that CSR is embedded in the professional conduct of teachers in Region XI, positively shaping both the internal school culture and the broader community relationships.

These results are reinforced by several studies in the educational and organizational behavior literature. Kim *et al.* (2022) found that teachers' perception of CSR significantly enhances their organizational citizenship behaviors and strengthens job satisfaction. Likewise, Nwagwu (2025) emphasized that ethical and philanthropic engagement contributes to a positive school climate and increased teacher morale. In the field of education, CSR practices promote collaboration, institutional trust, and increased teacher-stakeholder engagement. Moreover, CSR-driven teachers contribute to long-term school development by aligning personal values with institutional goals (Barpanda, 2024), ultimately reinforcing the importance of CSR in improving both educational outcomes and workplace motivation.

4.3 Organizational Culture of Teachers

Table 3 presents the perceived organizational culture of public elementary school teachers across four key variables. The data show that all dimensions were rated very high, with an overall mean score of 4.55 and a standard deviation of 0.544. The highest rating was recorded in Family Orientation or Loyalty, with a mean of 4.63 and a standard deviation of 0.531, suggesting that teachers perceive a strong sense of camaraderie and emotional attachment within their school environment. This was followed by the Team Approach, which obtained a mean of 4.54 and a standard deviation of 0.625, and Knowledge of Manager, which also obtained a mean of 4.54 and a standard deviation of 0.635, both indicating that teachers highly value collaboration and have a clear understanding of their school leaders' expectations. Open Communication likewise received a very high rating, with a mean of 4.51 and a standard deviation of 0.676, although the slightly higher standard deviation reflects variability in the consistency and accessibility of communication processes across different schools.

The results imply that the teaching workforce in Region XI is functioning within a strong and cohesive organizational culture. The high-rating family Orientation/Loyalty suggests that teachers treat each other as members of a close-knit group, promoting loyalty, trust, and a positive work climate. The equally high ratings on Team Approach and Knowledge of Manager point to a culture of shared goals and mutual understanding between school heads and teachers, which likely supports effective instructional delivery and operational coordination. Meanwhile, the strong rating on Open Communication, although slightly more variable, still reflects an environment where dialogue and feedback are encouraged, which is essential for maintaining collaboration and resolving school-level concerns efficiently.

Table 3: Organizational Culture of Teachers

Indicators	SD	Mean	D.E.
Family Orientation/Loyalty	0.531	4.63	Very High
Open Communication	0.676	4.51	Very High
Team Approach	0.625	4.54	Very High
Knowledge of the Manager	0.635	4.54	Very High
Overall	0.544	4.55	Very High

This strong organizational culture aligns with previous studies emphasizing the role of workplace culture in enhancing teacher performance and institutional success. According to Jovanoska *et al.* (2020), a clan culture that values teamwork, employee involvement, and open communication improves worker happiness and cohesion. Similarly, Al-Majaideh (2021) found that schools with strong cultures of loyalty, shared leadership, and support have higher teacher retention and motivation. In the Philippine context, studies by Percle (2025) emphasized that family-like culture and leadership clarity among school heads significantly improve teacher morale and productivity. Furthermore, Hofstede's cultural dimensions suggest that collectivist traits such as loyalty and teamwork are especially valued in Asian cultures, which may explain the high ratings in Family Orientation and Team Approach. These findings reinforce the importance of cultivating a supportive and collaborative school culture in promoting a high-functioning educational environment.

4.4 Work Tasks Motivation of Teachers

Table 4 presents the level of motivation for work tasks among public elementary school teachers across five dimensions. The overall mean score was 4.13 with a standard deviation of 0.503, indicating a high level of motivation among teachers. Among the five indicators, the highest rating was Identified Regulation, which obtained a mean of 4.69 and a standard deviation of 0.463, followed by Intrinsic Motivation, which recorded a mean of 4.62 and a standard deviation of 0.530; both were classified as very high. Introjected Regulation and External Regulation each recorded a mean of 4.25, suggesting a very strong but moderate influence of internal pressures and external rewards on motivation. In contrast, Amotivation received the lowest mean of 2.78 with a standard deviation of 1.452, which was classified as moderate, and its relatively high standard deviation indicates considerable variability among respondents.

The findings suggest that teachers in Region XI are largely motivated by internal values and personal meaning attached to their work. The very high mean for Identified Regulation underscores that teachers perform their duties because they find alignment between their professional responsibilities and their personal values or goals. The equally strong Intrinsic Motivation score indicates that teachers derive enjoyment, satisfaction, and passion from teaching itself. While Introjected and External Regulation also scored very high, these types of motivation reflect the presence of less autonomous drivers such as guilt, obligation, or external validation. The moderate level of Amotivation, with its

wide spread ($SD = 1.452$), reveals that although most teachers are highly motivated, there are pockets of the workforce experiencing disengagement or lack of clarity about their work's purpose.

Table 4: Work Task Motivation of Teachers

Indicators	SD	Mean	D.E.
Intrinsic Motivation	0.530	4.62	Very High
Identified Regulation	0.463	4.69	Very High
Introjected Regulation	0.735	4.25	Very High
External Regulation	0.889	4.25	Very High
Amotivation	1.452	2.78	Moderate
Overall	0.503	4.13	High

These results imply that the teaching population is predominantly self-determined in motivation, driven more by internal satisfaction and meaningful purpose than by external rewards or compulsion. This is positive for long-term engagement and job happiness. However, the variability in Amotivation signals that a segment of teachers may be facing burnout, inefficacy, or demotivation due to systemic pressures or personal struggles. These cases warrant targeted interventions such as stress management programs, workload adjustments, and enhanced mentoring or support systems to sustain high overall motivation levels across the teaching force.

The findings are consistent with the Self-Determination Theory of Ryan and Deci (2024) which posits that intrinsic and identified forms of motivation are the most autonomous and conducive to psychological well-being and performance. Research by Xiyun *et al.* (2022) also confirms that teachers with higher intrinsic and identified regulation scores report higher work engagement and lower emotional exhaustion. Moreover, the presence of Introjected and External Regulation is not unusual, as teachers may feel pressure to meet expectations or seek approval, characteristics typical in highly demanding professions. The moderate level of Amotivation reflects studies by Wang *et al.* (2025), who found that teacher motivation is influenced by workload, administrative support, and years of experience. Addressing motivational gaps through supportive leadership, professional development, and wellness initiatives is vital to ensuring long-term educator effectiveness and satisfaction.

4.5 Relationship between Ethical Leadership and Work Tasks Motivation of Teachers
 Table 5 presents the correlation coefficients between the seven dimensions of Ethical Leadership at Work and the five indicators of Work Task Motivation, including the overall scores. The data indicate a moderate positive and statistically significant relationship between overall Ethical Leadership at Work and Work Task Motivation ($r = .418, p < 0.05$), suggesting that ethical leadership plays a meaningful role in influencing teacher motivation. Notably, Role Clarification showed the strongest correlation with Intrinsic Motivation ($r = .513, p = 0.000$), underscoring the importance of clear guidance,

expectations, and structure in fostering internally motivated educators. Similarly, Ethical Guidance exhibited a strong relationship with Identified Regulation, suggesting that school heads who model ethical behavior help teachers find personal value and purpose in their professional roles.

However, a particularly noteworthy and unexpected result was the positive correlation between Fairness and Amotivation ($r = .429, p = 0.000$), coupled with Fairness receiving the lowest mean score among the ethical leadership indicators ($M = 3.10, SD = 1.468$, interpreted as *Moderate*). This contradicts theoretical expectations and prior empirical findings, where fairness is typically associated with greater engagement and satisfaction. This result raises important concerns about the interpretation and operationalization of fairness in the current context.

Table 5: Relationship between Levels of Ethical Leadership at Work and Work Task Motivation

Ethical Leadership at Work	Work Task Motivation				Amotivation	Overall
	Intrinsic Motivation	Identified Regulation	Introjected Regulation	External Regulation		
People Orientation	.417* (0.000)	.372* (0.000)	.194* (0.000)	.127* (0.010)	.033 (0.503)	.276* (0.000)
Fairness	.031 (0.533)	-.035 (0.483)	.085 (0.085)	.164* (0.001)	.429* (0.000)	.330* (0.000)
Power Sharing	.375* (0.000)	.377* (0.000)	.205* (0.000)	.180* (0.000)	.089 (0.070)	.323* (0.000)
Concern for Sustainability	.444* (0.000)	.461* (0.000)	.169* (0.001)	.116* (0.018)	-.025 (0.609)	.254* (0.000)
Ethical Guidance	.457* (0.000)	.478* (0.000)	.211* (0.000)	.184* (0.000)	-.006 (0.906)	.308* (0.000)
Role Clarification	.513* (0.000)	.503* (0.000)	.254* (0.000)	.188* (0.000)	.005 (0.925)	.344* (0.000)
Integrity	.397* (0.000)	.384* (0.000)	.184* (0.000)	.111* (0.024)	-.008 (0.863)	.242* (0.000)
Overall	.449* (0.000)	.419* (0.000)	.237* (0.000)	.214* (0.000)	.177* (0.000)	.418* (0.000)

*Significant at 0.05 significance level.

One explanation may lie in the type of fairness reflected in the instrument's items. It remains unclear whether this measured distributive fairness (equal outcomes), procedural fairness (fairness in decision-making processes), or interactional fairness (respect and dignity in interpersonal treatment). Teachers may have interpreted these aspects differently, particularly in settings where favoritism, political dynamics, or opaque decision-making processes are perceived. Additionally, cultural and organizational norms in Philippine public schools may influence how fairness is understood and experienced. In highly hierarchical or collectivist environments, perceptions of fairness may not align neatly with Western definitions, potentially leading

to frustration or disengagement when expectations are unmet – even if other dimensions of ethical leadership are perceived as strong.

The positive association with Amotivation may suggest that fairness, when perceived as insufficient, triggers feelings of powerlessness, inequity, or alienation among teachers—key drivers of amotivation. Alternatively, it is possible that teachers who are already amotivated become more sensitive to perceived injustices in their work environment, thus perceiving fairness more negatively.

This counterintuitive result warrants further qualitative exploration, such as through teacher interviews or focus group discussions, to better understand what “fairness” means to educators in different school contexts and how it impacts their motivation. Insights from such inquiry could help refine the measurement of fairness in future tools and guide interventions that address specific fairness-related issues in school leadership practices.

These findings remain generally consistent with Self-Determination Theory (Ryan & Deci, 2000), which posits that autonomy-supportive and value-aligned environments promote intrinsic motivation. Studies by Xiyun *et al.* (2022) have also shown that ethical leadership elements such as guidance and clarity significantly enhance teacher engagement. Moreover, the current result on fairness supports Wang *et al.*'s (2025) assertion that perceived injustice contributes to burnout and motivational decline. Meanwhile, moderate correlations between Power Sharing and externally regulated motivators (e.g., External and Introjected Regulation) confirm that participative leadership can encourage motivation, although some teachers may still rely on external feedback and recognition.

In sum, the results affirm the critical role of ethical leadership—especially through role clarification and ethical guidance—in shaping teacher motivation. They also emphasize the complexity of fairness as a construct that is both culturally nuanced and psychologically significant, meriting deeper investigation beyond quantitative metrics.

4.6 Relationship between Corporate Social Responsibility and Work Tasks Motivation of Teachers

The relationship between Corporate Social Responsibility (CSR) and Work Task Motivation among teachers was examined across four CSR dimensions, Economic, Legal, Ethical, and Philanthropic, and five motivational indicators. As presented in Table 6, a statistically significant moderate positive correlation exists between overall CSR and Work Task Motivation ($r = .350$, $p < 0.001$). Notably, Ethical Responsibility posted the strongest association with both Intrinsic Motivation ($r = .528$, $p < 0.001$) and Identified Regulation ($r = .564$, $p < 0.001$), underscoring the vital role of ethics and fairness in fostering meaningful engagement among teachers. Similarly, Economic Responsibility also showed strong positive correlations with Intrinsic Motivation ($r = .520$) and Identified Regulation ($r = .530$), indicating that institutional economic support contributes to teachers' professional motivation. All CSR dimensions were positively associated with

various forms of motivation, but no significant relationship was found with Amotivation, suggesting that CSR practices generally do not lead to teacher disengagement.

These results imply that CSR initiatives, especially those emphasizing ethics and financial stability, can significantly enhance teacher motivation. When schools practice transparency, fairness, legal compliance, and community engagement, they foster a value-laden atmosphere that encourages teachers to invest meaningfully in their work. The absence of a significant relationship with Amotivation implies that CSR does not contribute to teacher disengagement. On the contrary, CSR provides a motivating framework that reinforces teachers' sense of accountability, purpose, and professional fulfillment. As such, CSR may be considered an organizational strategy that not only promotes external credibility but also internally drives productivity and commitment. The findings support established literature on CSR and employee motivation. Previous studies of Brieger *et al.* (2020) have shown that CSR practices positively influence intrinsic motivation, primarily when they align with employees' ethical values.

Table 6: Relationship between Levels of Corporate Social Responsibility and Work Task Motivation

Corporate Social Responsibility	Work Task Motivation				Amotivation	Overall
	Intrinsic Motivation	Identified Regulation	Introjected Regulation	External Regulation		
Economic	.520* (0.000)	.530* (0.000)	.244* (0.000)	.206* (0.000)	-.051 (0.304)	.322* (0.000)
Legal	.503* (0.000)	.534* (0.000)	.237* (0.000)	.140* (0.000)	-.058 (0.240)	.289* (0.000)
Ethical	.528* (0.000)	.564* (0.000)	.292* (0.000)	.210* (0.000)	-.033 (0.506)	.356* (0.000)
Philanthropic	.514* (0.000)	.483* (0.000)	.261* (0.000)	.174* (0.000)	-.068 (0.168)	.295* (0.000)
Overall	.573* (0.000)	.585* (0.000)	.287* (0.000)	.202* (0.000)	-.058 (0.236)	.350* (0.000)

*Significant at 0.05 significance level.

Likewise, Kim *et al.* (2022) emphasized that CSR-driven environments cultivate job satisfaction and emotional engagement, which translate into increased organizational identification. The positive relationship between Economic Responsibility and motivation echoes similar findings by Miseda (2020), asserting that financially responsible institutions empower employees to work confidently and securely. Moreover, while Legal and Philanthropic dimensions showed slightly lower correlations, they remain important in fostering institutional legitimacy and trust—factors that sustain long-term teacher engagement. Collectively, these results reaffirm that CSR serves not merely as a social obligation but as a motivational driver within educational institutions.

4.7 Relationship between Organizational Culture and Work Tasks Motivation of Teachers

The relationship between Organizational Culture and Work Task Motivation of teachers was analyzed across its four core indicators—Family Orientation/Loyalty, Open Communication, Team Approach, and Knowledge of Manager—in relation to the five types of motivation. As shown in Table 7, the overall correlation between Organizational Culture and Work Task Motivation is moderately positive and statistically significant ($r = .367$, $p < 0.001$). This indicates that teachers who perceive their school culture as collaborative, communicative, and value-oriented tend to demonstrate higher motivation levels, particularly in intrinsic and identified forms.

These findings imply that a positive organizational culture significantly enhances teacher motivation. The highest correlations were found between Knowledge of Manager and both Intrinsic Motivation ($r = .524$) and Identified Regulation ($r = .519$), suggesting that when teachers understand their leaders' expectations and perceive them as knowledgeable and supportive, they are more likely to be intrinsically motivated and find personal meaning in their work. The strong correlations with Open Communication and Team Approach also reflect that when dialogue is open and collaboration is emphasized, motivation is enhanced. Moreover, the low and insignificant correlations with Amotivation imply that a strong organizational culture does not foster disengagement, but rather supports teachers' psychological investment in their tasks.

These results align with research emphasizing the critical role of organizational culture in shaping teacher motivation. As noted by Mbua (2022), a school culture that promotes trust, respect, and collective purpose fosters high morale and sustained engagement. The significant association between Family Orientation/Loyalty and motivation supports Aziz and Salloum (2023) cultural dimensions theory, which posits that collectivist environments increase commitment and satisfaction in the workplace. Likewise, Knowledge of Manager aligns with Ermita and Baysa's (2025) framework on effective leadership, which states that clarity of direction and consistent communication from school heads is foundational to fostering a motivated and productive teaching staff. The present study, therefore, reinforces the notion that cultivating a healthy school culture, rooted in collaboration, open communication, leadership understanding, and shared values, can serve as a strategic driver for enhancing work task motivation among teachers.

Table 7: Relationship between Organizational Culture and Work Task Motivation

Organizational Culture	Work Task Motivation					Overall
	Intrinsic Motivation	Identified Regulation	Introjected Regulation	External Regulation	Amotivation	
Family Orientation/Loyalty	.592* (0.000)	.563* (0.000)	.253* (0.000)	.207* (0.000)	-.073 (0.135)	.333* (0.000)
Open Communication	.435* (0.000)	.437* (0.000)	.216* (0.000)	.124* (0.012)	-.015 (0.755)	.270* (0.000)
Team Approach	.480* (0.000)	.487* (0.000)	.209* (0.000)	.116* (0.018)	-.031 (0.529)	.275* (0.000)
Knowledge of Manager	.448* (0.000)	.446* (0.000)	.193* (0.000)	.131* (0.007)	-.024 (0.621)	.265* (0.000)
Overall	.549* (0.000)	.544* (0.000)	.245* (0.000)	.160* (0.001)	-.039 (0.429)	.321* (0.000)

*Significant at 0.05 significance level.

4.8 Model Fits the Work Tasks Motivation of Public Elementary School Teachers

This part presents the final model tested using Structural Equation Modelling (SEM), which explains the extent to which Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR) and Organizational Culture (OC) predict Work Task Motivation (WTM) of public elementary school teachers.

The SEM results indicate that the model has a good fit based on key indices: Comparative Fit Index (CF) = 0.981, Root Mean Square Error of Approximation (RMSEA) = 0.041, and Standardized Root Mean Square Residual (SRMR) = 0.038. The overall path coefficient (R) of the model is 0.659, and the overall p-value is less than 0.001, indicating a statistically significant relationship between the exogenous variables (ELW, CSR, OC) and the endogenous variable (WTM). Therefore, the null hypothesis stating that the model does not provide a good fit to the data is rejected, while the alternative hypothesis stating that the model provides a good fit is accepted. It is thus concluded that the hypothesized model demonstrates a good fit and significantly predicts work task motivation among teachers.

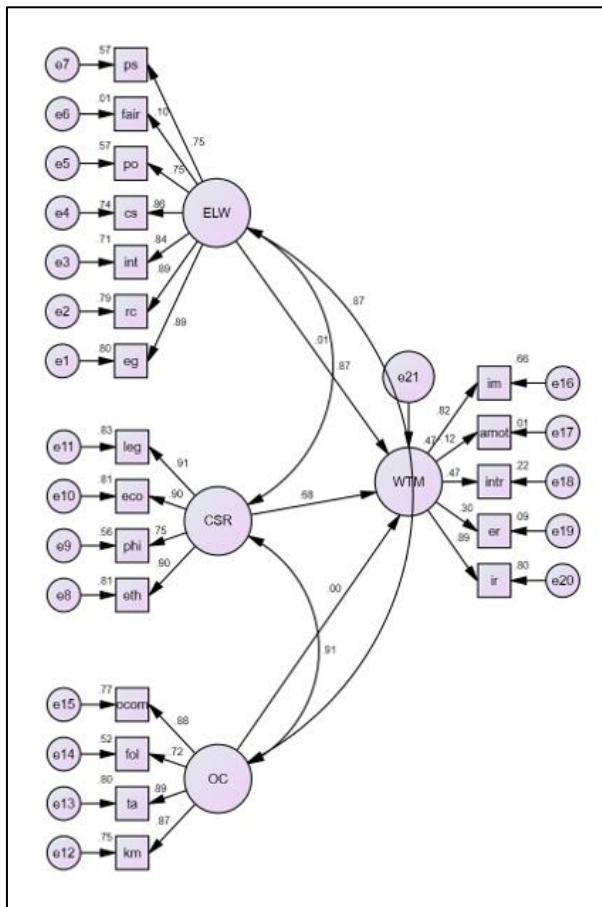


Figure 2: Structural Equation Model 1 in Standardized Solution

Organizational Culture further supports teacher motivation by reinforcing family orientation, open communication, and team approach. Teachers working in schools with collaborative and supportive environments experience increased satisfaction and psychological safety, which reinforces motivational processes. These cultural elements meet teachers' psychological needs for autonomy, competence, and relatedness, as explained by the Self-Determination Theory (Ryan & Deci, 1985).

The data confirm that ethical leadership is an essential component in developing internal motivation and commitment among educators. Research supports this conclusion: leaders who demonstrate integrity, fairness, and clarity of roles boost job satisfaction and intrinsic engagement (Zahedi, 2024; Decuypere & Schaufeli, 2020). Similarly, CSR-driven institutions enhance motivational climates by enabling employees to see their work as part of a larger societal mission (Kim *et al.*, 2022; Nwagwu, 2025).

Furthermore, the influence of organization culture supports prior research emphasizing the role of clan-oriented and communicative cultures in promoting job engagement, trust, and satisfaction (Jovanoska, 2020; Gcabashe *et al.*, 2024). In particular, schools that promote good values, recognition, and interpersonal support report higher motivation levels among their teaching workforce.

Finally, this model reflects elements of Transformational Leadership Theory (Bass & Riggio, 2006), wherein ethical and visionary leadership, combined with a supportive

culture and value-driven CSR, leads to heightened teacher engagement and commitment. These findings emphasizes that ethical leadership, CSR alignment, and positive organizational culture must be institutional priorities to ensure sustained motivation and performance among public school teachers.

4.9 Goodness of Fit Measures of Structural Equation Model 1

Table 8 presents the Goodness-of-Fit indices that evaluate how well the proposed Structural Equation Model (SEM) captures the observed relationships in the dataset. The model demonstrates a moderate overall fit, as several indices approach the recommended thresholds. The Comparative Fit Index (CFI) is 0.922 and the Tucker-Lewis Index (TLI) is 0.910, both nearing the ideal cutoff of 0.95, suggesting a reasonably good fit. However, the Root Mean Square Error of Approximation (RMSEA) is 0.086, which exceeds the maximum recommended level of 0.05 and indicates some degree of mismatch. The Chi-Square/Degrees of Freedom (CMIN/DF) value of 4.069 further suggests oversimplification or under-specification of some model paths. Additionally, the p-value and P-Close (both = 0.000) signal statistical significance but also suggest that the model does not perfectly capture the observed data.

Table 8: Goodness of Fit Measures of Structural Equation Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.069
P-value	> 0.05	.000
GFI	> 0.95	.851
CFI	> 0.95	.922
NFI	> 0.95	.900
TLI	> 0.95	.910
RMSEA	< 0.05	.086

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

Despite these limitations, the model retains interpretive value and continues to highlight the key predictors of Work Task Motivation, namely: Ethical Leadership at Work, Organizational Culture, and Corporate Social Responsibility. While the model may require refinement for a stronger fit, its structure remains valid and informative for understanding motivational dynamics in the public education sector. These findings

support the implementation of institutional reforms to promote teacher motivation, while also encouraging further research that could improve model precision, such as the inclusion of mediating or moderating variables (e.g., job satisfaction, workload, support networks).

These observations are consistent with previous research. For example, ethical leadership, characterized by fairness, clarity, and integrity, has been linked to increased intrinsic motivation and job satisfaction among educators (Páez Gabriunas, 2023; Zahedi, 2024). Organizational culture, particularly in environments emphasizing teamwork and open communication, positively influences teacher engagement and performance (Jovanoska *et al.* 2020; Gcabashe *et al.*, 2024). Likewise, CSR activities strengthen employee commitment when organizational actions align with broader societal values, enhancing teachers' sense of professional purpose and moral responsibility (Kim *et al.*, 2022; Brieger *et al.*, 2020).

It is essential to note that minor mismatches in SEM indices are relatively unusual. Researchers such as Schumacker and Lomax (2010) emphasize that no single fit index should be used in isolation; instead, model evaluation should be based on a composite view. In this study, although the RMSEA and CMIN/DF suggest room for improvement, the acceptable values of CFI, TLI, and NFI still validate the usefulness of the model. Therefore, this model provides a solid base for understanding the motivational determinants of teachers, while signaling opportunities for refinement through further research involving more complex interaction effects or longitudinal data.

4.10 Estimates of Variable Regression Weights in Structural Equation Model 1

Table 9 presents the regression weights for the Structural Equation Model (SEM) used to determine the predictors of Work Task Motivation (WTM) among public elementary school teachers. Among three exogenous variables in the model, Corporate Social Responsibility (CSR) emerged as the only statistically significant predictor of WTM ($\beta = 0.675$, $p < 0.001$), while Ethical Leadership at Work (ELW) and Organizational Culture (OC) were not statistically significant ($p > 0.05$). This implies that CSR exerts a direct and meaningful impact on the motivation of teachers, whereas the effects of ELW and OC are possibly indirect or mediated.

This finding emphasizes that teachers draw motivation not only from compensation or workplace rules but from perceived alignment with ethical, legal, economic, and philanthropic responsibilities of their institutions. Teachers feel more valued and motivated when they see their schools engage in socially responsible activities that promote fairness, integrity, and service beyond self-interest. Meanwhile, the lack of significant direct effects from ELW and OC implies that these factors may primarily act as climate-setters rather than direct motivators, enabling CSR practices to flourish, which in turn, influences teacher motivation.

Table 9: Estimates of Variable Regression Weights in Structural Equation Model 1

			B	S.E.	C.R.	BETA	P
WTM	<—	ELW	.006	.087	.070	.008	.944
WTM	<—	CSR	.578	.128	4.509	.875	***
WTM	<—	OC	.003	.114	.025	.004	.980
eg	<—	ELW	1.000			.892	
es	<—	ELW	1.023	.038	26.812	.887	***
int	<—	ELW	1.078	.045	24.008	.843	***
cs	<—	ELW	.912	.036	25.049	.860	***
po	<—	ELW	1.005	.052	19.454	.752	***
fair	<—	ELW	.279	.133	2.080	.105	.037
ps	<—	ELW	.960	.049	19.430	.752	***
eth	<—	CSR	1.000			.901	
phi	<—	CSR	.878	.045	19.472	.746	***
eco	<—	CSR	1.066	.037	28.719	.901	***
leg	<—	CSR	1.063	.036	29.441	.910	***
km	<—	OC	1.000			.866	
ta	<—	OC	1.017	.040	25.282	.894	***
fat	<—	OC	.697	.040	17.491	.722	***
eqm	<—	OC	1.078	.044	24.341	.877	***
inu	<—	WTM	1.000			.815	
amot	<—	WTM	-.402	.176	-2.285	-.120	.022
int	<—	WTM	.791	.086	9.236	.465	***
er	<—	WTM	.627	.106	5.905	.305	***
ir	<—	WTM	.957	.055	17.300	.892	***

Chi-square = 667.387

Degrees of freedom = 164

Probability level = .000

These results are consistent with previous studies indicating that CSR practices enhance motivation by reinforcing shared values and psychological attachment (Brieger, *et al.*, 2020; Kim *et al.*, 2020) While ethical leadership and strong organizational culture are foundational to a positive workplace, their impact on motivation may be mediated by

CSR or other latent constructs like job satisfaction or psychological empowerment (Zahedi, 2024). For example, organizations that practice CSR tend to improve employee engagement by embedding ethical expectations into daily operations (Barpanda, 2024). The insignificant effect of ELW in this model contrasts with other literature but supports the view that ethical leadership alone may not always translate directly into motivation, especially when the organization's visible actions (CSR) carry more symbolic weight.

In summary, the model indicates that CSR is the strongest and most direct motivator, while ELW and OC are likely facilitators of a broader motivational climate. Therefore, school administrators should continue cultivating ethical, inclusive, and mission-aligned CSR programs, while reinforcing a leadership style and culture that supports them. Future model iterations may explore mediation paths to better capture the role of ELW and OC in influencing WTM through CSR or other intervening variables.

4.11 Structural Equation Model 2 in Standardized Solution

Figure 3 illustrates the second structural equation model (SEM 2), which further validates the contributions of Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), and Organizational Culture (OC) to Work Task Motivation (WTM) among public elementary school teachers. The model highlights the differing strengths of the five motivation dimensions derived from WTM: Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation. Overall, the structural paths confirm that the model meaningfully captures the motivational dynamics experienced by teachers in relation to instructional practices.

This outcome reinforces the need for school leaders to implement practices that align teachers' roles with their sense of purpose and personal values. When teachers perceive their work as meaningful and consistent with their internal goals, their intrinsic and identified motivation levels rise, while the risk of amotivation decreases, these findings underline the critical role of value-based strategies in sustaining motivation, enthusiasm, and professional commitment among educators.

The findings echo earlier research affirming that CSR is a powerful driver of work-related motivation. Prior studies (Brieger *et al.*, 2020; Kim *et al.*, 2022) assert that socially responsible practices enhance employees' sense of purpose, leading to higher engagement and job satisfaction. This is especially relevant for teachers, whose professional motivation is often tied to mission-driven values and social contribution. Working in an organization that practices ethical responsibility, legal compliance, philanthropy, and economic integrity leads teachers to perceive their work as more meaningful, thus enhancing motivation.

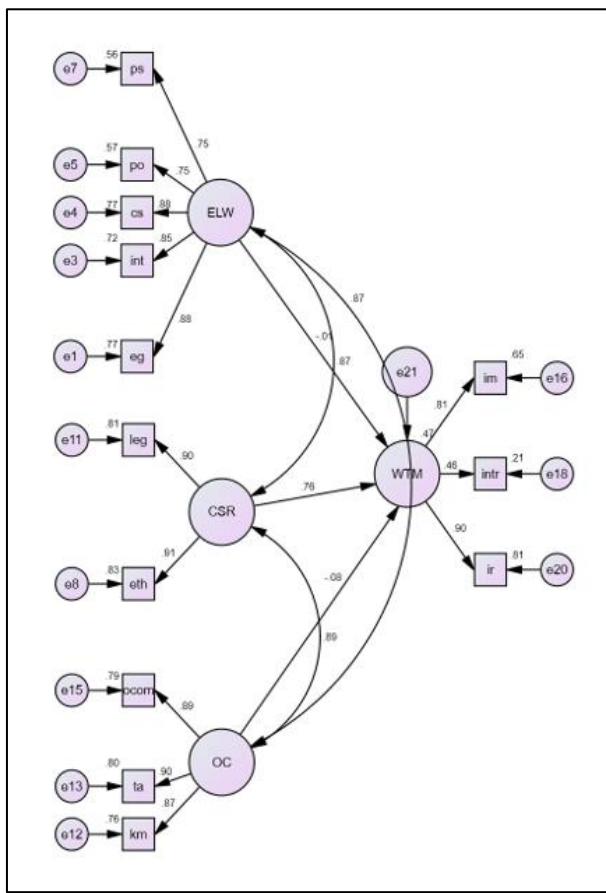


Figure 3: Structural Equation Model 2 in Standardized Solution

However, the non-significant relationship between Ethical Leadership and Work Task Motivation contrasts with some existing literature. While ethical leadership has been widely linked to higher employee engagement and satisfaction (Páez Gabriunas, 2023), this study suggests that ethical leadership alone may not be sufficient to directly motivate teachers unless paired with tangible CSR initiatives. Similarly, although Organizational Culture fosters trust, collaboration, and shared values, it did not directly predict WTM in the model, suggesting that culture may serve as a facilitating context rather than a primary source of motivation.

In summary, this model substantiates the argument that CSR is the strongest determinant of teacher motivation, surpassing the direct effects of both ethical leadership and organizational culture. The research contributes to theory by suggesting that while ELW and OC establish the foundation for a positive environment, it is CSR, through visible, value-driven action, that most powerfully engages and motivates teachers. Future studies are recommended to explore mediating or moderating variables, such as job satisfaction, psychological empowerment, or perceived organizational support, to further elucidate the relationships among leadership, culture, and motivation in educational institutions.

4.12 Goodness of Fit Measures of Structural Equation Model 2

To evaluate how well the proposed Structural Equation Model 2 (SEM 2) captures the relationships among Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), Organizational Culture (OC), and Work Task Motivation (WTM), a series of goodness-of-fit measures was examined. These fit indices are presented in Table 10.

The model demonstrates an excellent overall fit. The P-Close value of 0.546, greater than the 0.05 threshold, indicates no significant difference between the model and observed data. The CMIN/DF value of 1.983 falls within the optimal range of 0 to 2, suggesting a balanced model. Other key indices, such as GFI (0.958), CFI (0.986), NFI (0.973), and TLI (0.982), all exceed the 0.95 benchmark, confirming the robustness of SEM 2. Furthermore, the RMSEA value of 0.049 is within the acceptable range (< 0.05), indicating minimal error. Despite the P-value being 0.000, which is statistically significant, the overall goodness-of-fit is strong. These results lead to the decision to accept the model as a valid representation of the data.

Table 10: Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.546
CMIN/DF	0 < value < 2	1.983
P-value	> 0.05	.000
GFI	> 0.95	.958
CFI	> 0.95	.986
NFI	> 0.95	.973
TLI	> 0.95	.982
RMSEA	< 0.05	.049

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

These indicators imply that the hypothesized model accurately represents the relationship among the key constructs. Specifically, the model supports the assertion that CSR, ELW, and OC are valid predictors of WTM, with CSR showing the strongest direct influence. The implication for practice is that public schools should implement CSR-driven policies, such as ethical labor practices, community engagement, and sustainability initiatives, to cultivate a workplace environment that fosters intrinsic motivation and identified regulation among teachers. School leadership must prioritize

CSR strategies not only to enhance organizational reputation but also to serve as a catalyst for teacher engagement and performance.

These findings are supported by previous literature that underscores the role of CSR in promoting job satisfaction and workplace engagement. According to Brieger *et al.* (2020), CSR activities contribute to employees' psychological well-being by aligning personal and organizational values, enhancing job purpose and satisfaction. Similarly, Kim *et al.* (2022) assert that CSR initiatives reduce burnout and improve retention by building a positive psychological climate. While prior studies of Paez Gabriunas (2023) emphasize the direct effects of ethical leadership on motivation, the current study suggests a more nuanced mechanism: ELW and OC facilitate the effectiveness of CSR, which in turn drives motivation. This affirms the growing consensus in motivation literature that the pathway to teacher engagement is best nurtured through integrated organizational practices that combine ethical leadership, culture, and CSR.

In conclusion, the strong model fit of SEM 2 reinforces the conceptual framework that CSR – complemented by ethical leadership and a positive organizational culture – forms the cornerstone of teacher motivation. These findings provide school administrators and policymakers with clear guidance: fostering a socially responsible and ethically driven work environment is essential for sustaining motivated and high-performing teachers. Future research may explore mediating variables such as job satisfaction, organizational support, or burnout to further clarify the relationship in this model.

4.13 Estimates of Variable Regression Weights in Structural Equation Model 2

The predictive relationships among Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), Organizational Culture (OC), and Work Task Motivation (WTM) were analyzed using regression weights in the second structural model. The results are summarized in Table 11.

The regression weights in Table 11 reveal that Corporate Social Responsibility (CSR) is the only significant and substantial predictor of Work Task Motivation (WTM) among public elementary school teachers. With a standardized regression weight (BETA = 0.762, P < 0.001), CSR has a strong direct effect on motivation. This suggests that institutional efforts such as ethical responsibility, legal compliance, and philanthropic practices significantly enhance teachers' engagement and sense of purpose. Conversely, both Ethical Leadership at Work (ELW) (BETA = -0.009, P = 0.941) and Organizational Culture (OC) (BETA = -0.082, P = 0.555) yielded statistically insignificant effects on WTM, indicating no direct influence on teacher motivation within the model.

Table 11: Estimates of Variable Regression Weights in Structural Equation Model 2

			B	S.E.	C.R.	BETA	P
WTM	<---	ELW	-.007	.095	-.074	-.009	.941
WTM	<---	CSR	.643	.127	5.042	.762	***
WTM	<---	OC	-.064	.108	-.590	-.082	.555
eg	<---	ELW	1.000			.875	
int	<---	ELW	1.110	.048	23.328	.851	***
cs	<---	ELW	.948	.038	24.719	.877	***
po	<---	ELW	1.024	.054	18.807	.752	***
ps	<---	ELW	.972	.052	18.617	.747	***
eth	<---	CSR	1.000			.908	
leg	<---	CSR	1.045	.038	27.787	.902	***
km	<---	OC	1.000			.873	
ta	<---	OC	1.011	.040	25.556	.896	***
ocom	<---	OC	1.088	.043	25.274	.891	***
im	<---	WTM	1.000			.808	
intr	<---	WTM	.781	.087	9.013	.455	***
ir	<---	WTM	.976	.059	16.583	.902	***

Chi-square = 116.979

Degrees of freedom = 59

Probability level = .000

Decision: Model accepted with partial significance based on CSR's strong effect.

These findings imply that while ELW and OC contribute to the broader work environment, they are not sufficient to directly spark motivation unless reinforced by visible and purposeful CSR initiatives. High factor loadings under CSR, particularly Ethical Responsibility (BETA = 0.908) and Legal Compliance (BETA = 0.902), support the idea that fairness, equity, and institutional accountability significantly inspire motivation. Additionally, among the motivational dimensions of WTM, Intrinsic Motivation (BETA = 0.808) and Identified Regulation (BETA = 0.902) were the most impactful, indicating that teachers are primarily driven by internal purpose and meaningful work, not external rewards.

These results strongly align with existing literature emphasizing CSR's influence on intrinsic motivation and organizational engagement. For instance, Nwagwu (2025) explained how CSR practices foster employees' sense of meaning and connection, which in turn boosts job satisfaction and retention. Teachers, in particular, are more likely to respond positively to environments that are socially just and values-driven (Tan, 2024). This also echoes the findings of Turker (2009), who noted that employees in socially responsible organizations exhibit higher commitment and lower turnover due to their alignment with organizational ethics and community involvement.

On the other hand, the lack of significant impact from ELW and OC, although contradictory to some leadership theories, suggests these constructs play a more indirect role in motivation, possibly through their influence on CSR implementation. As claimed

by Schellen and Biritwum (2025), ethical leaders foster a culture that supports CSR, rather than directly triggering motivation themselves. Similarly, Misigo (2020) organizational culture model stresses that while a positive culture boosts climate and communication, its impact on motivation is mediated by how such culture translates into tangible policies like CSR.

These findings carry practical implications. School leaders aiming to elevate teacher motivation should prioritize the development and institutionalization of CSR practices. This includes creating ethical and legally compliant environments, engaging in community service, and promoting inclusive education policies. Leadership and culture should be aligned strategically to reinforce CSR, making it a visible and integral part of school operations. Future research should explore whether variables such as teacher autonomy, perceived organizational support, or burnout mediate the relationship between CSR and WTM.

The non-significant results of Ethical Leadership at Work (ELW) and Organizational Culture (OC) in predicting Work Task Motivation (WTM), as shown in Models 2 and 3, warrant a critical re-examination of their roles in the motivational process. While these findings appear inconsistent with previous correlational results and theoretical assumptions, they may reflect the more nuanced, indirect functions of ELW and OC within organizational systems.

Rather than acting as direct sources of motivation, ELW and OC may serve as contextual enablers – shaping the conditions necessary for their mechanisms, such as CSR, to drive motivation. Ethical leadership, for example, may provide the moral guidance and trust-based relationships that legitimize CSR practices, while a strong organizational culture may reinforce shared values and norms that sustain these practices.

This perspective suggests that CSR could mediate the relationship between ELW or OC and WTM, serving as the operative channel through which leadership and culture impact motivation. Future research should empirically test such mediation models to determine whether the motivational influence of ELW and OC is primarily indirect. Additionally, moderation models may reveal whether the effect of CSR on motivation is strengthened or weakened under different leadership styles or cultural climates. These alternative pathways offer a deeper understanding of how school environments can be strategically structured to support meaningful teacher motivation.

4.14 Structural Equation Model 3 in Standardized Solution

To further examine the mediating roles of motivation subtypes, a third model was developed to test the indirect effects of Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), and Organizational Culture (OC) on Work Task Motivation (WTM). This model integrates both exogenous (predictor) and endogenous (outcome) variables, presenting a more refined understanding of motivational pathways. Figure 4

illustrates Structural Equation Model 3 in Standardized Solution, capturing both the direct and indirect influences among the constructs.

The overall structure of Figure 4 confirms that Corporate Social Responsibility (CSR) continues to serve as the strongest and most direct predictor of Work Task Motivation, reinforcing its role across all tested models. This centrality of CSR may be explained by the fact that CSR practices directly align teachers' day-to-day work with broader ethical values, community service, and social contribution—factors that teachers can internalize as meaningful and fulfilling. By linking their professional efforts to the well-being of students, communities, and society at large, CSR provides a clear reason behind their work, which strengthens motivation.

The motivational constructs Intrinsic Motivation and Identified Regulation display high factor loadings once again, validating the consistent pattern that internal satisfaction and personal values are key drivers of teacher engagement. Meanwhile, Ethical Leadership at Work (ELW) and Organizational Culture (OC) appear to exert more indirect influence, primarily through their enhancement of CSR rather than through a direct relationship with Work Task Motivation (WTM).

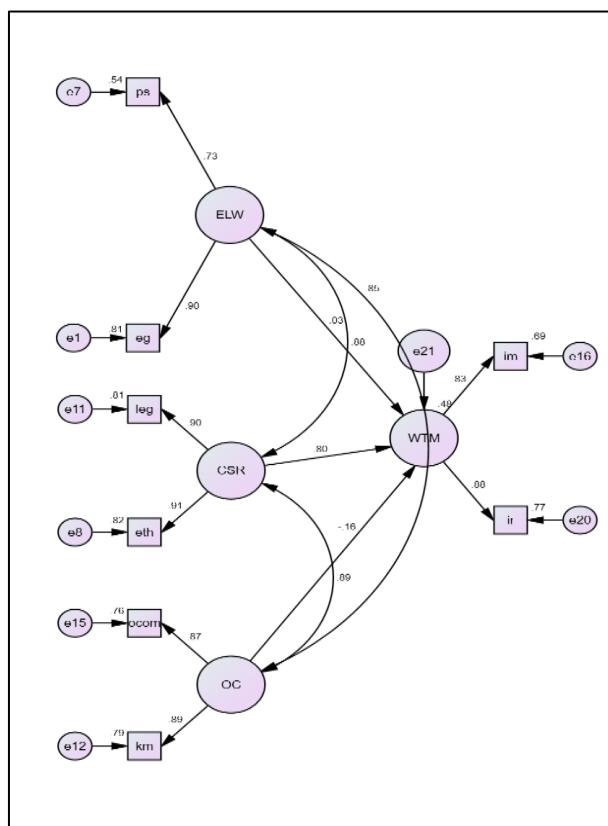


Figure 4: Structural Equation Model 3 in Standardized Solution

The implications of this model are substantial. It suggests that schools aiming to enhance teacher motivation should adopt a systemic approach that strengthens CSR as a core institutional strategy. Ethical leadership and positive organizational culture are

essential, but must be channeled effectively through CSR practices to yield the strongest motivational outcomes. This underlines the importance of embedding legal compliance, ethical responsibility, and community involvement into the daily practices and strategic goals of educational institutions.

Supporting literature reinforces the model's findings. According to Wang and Xiang (2025), ethical leadership contributes to a value-driven work environment but is most effective when paired with structural support systems such as CSR. Likewise, studies by Simpson *et al.* (2020) and MacCarthy *et al.* (2022) demonstrate that CSR initiatives significantly boost employees' sense of purpose, autonomy, and alignment with organizational values. These psychological effects, in turn, amplify intrinsic motivation and reduce disengagement.

Model 3 presents a holistic framework for understanding the work task motivation of public-school teachers by highlighting the complex interconnections between ethical leadership, organizational culture, and corporate social responsibility (CSR). The findings demonstrate that ethical leadership and a strong school culture function less as direct motivators and more as foundational enablers that support the successful implementation of CSR practices. These practices, in turn, play a central role in fostering sustained motivation among teachers. In this context, leadership and culture should not be seen as ends in themselves, but rather as a strategic lever that helps embed and strengthen CSR initiatives within schools.

To translate these findings into concrete action, school leaders, division officials, and DepEd policy units are encouraged to adopt targeted strategies that align with the structural model's insights. First, leadership training programs should be developed and implemented, focusing on principles of fairness, ethical decision-making, and effective communication. These programs will equip school heads and administrators with competencies needed to model and promote socially responsible behaviors. Second, CSR practices should be deliberately integrated into School Improvement Plans (SIP) and Annual Implementation Plans (AIP), ensuring that goals related to equity, inclusivity, environmental stewardship, and community engagement are systematically embedded in school-level planning processes.

Moreover, there is a need to design and institutionalize monitoring tools that assess both school culture and teacher motivation. These tools will enable school administrators and division supervisors to track progress, identify areas needing support, and intervene appropriately. Additionally, ethical practices should be incentivized through recognition and rewards programs that celebrate exemplary leadership and socially responsible conduct among educators and school leaders. To further reinforce the implementation of CSR at the school level, it is also recommended to pilot a localized School CSR Index, especially in low-performing divisions. This index can serve as a benchmarking tool to evaluate CSR performance, guide continuous improvement, and foster accountability.

Future research should build on these findings by exploring other potential mediating or moderating variables such as job satisfaction, trust in leadership, or emotional labor. These factors may offer deeper insights into how the broader organizational environment influences teacher motivation. By translating structural relationships identified in this model into specific policies and programs, educational leaders and stakeholders can build more ethically grounded, socially responsible, and motivated teaching communities.

4.15 Goodness of Fit Measures of Structural 4.14 Equation Model 3

The third and final Structural Equation Model was tested to determine its explanatory strength in terms of the relationship between Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), Organizational Culture (OC), and Work Task Motivation (WTM) among public elementary school teachers. This model integrates both direct and mediated effects among constructs to validate the theoretical framework of the study. The direct effects examine whether ELW, CSR, and OC independently predict teachers' motivation.

Meanwhile, the mediated effects capture how these constructs may influence motivation indirectly, particularly through CSR. Leadership and culture may not directly drive motivation, but instead create conditions that enable CSR practices to flourish. By considering both pathways, the model provides a fuller test of the framework. It not only determines whether these constructs affect motivation but also explains *how* their influence is transmitted within the school system. Table 12 presents the Goodness of Fit Measures for Structural Equation Model 3.

The goodness-of-fit statistics in Table 12 confirm that Structural Equation Model 3 is an excellent representation of the hypothesized relationships among the variables. The P-Close value of .759 (higher than the 0.05 requirement) and the CMIN/DF ratio of 1.542 are well within the desired ranges, showing that the model accurately represents the actual data without becoming unduly complex.

Additionally, the core indices: GFI (.988), CFI (.997), NFI (.991), and TLI (.994) are all well above the minimum acceptable value of 0.95. The RMSEA value of 0.036 also indicates minimal approximation error. Most importantly, the overall P-value of .087 supports that the model's structure should not be rejected, validating its reliability.

These results suggest that Structural Equation Model 3 is statistically robust and theoretically sound. It confirms the hypothesized structure where CSR plays the most critical role in influencing WTM, while ELW and OC act as supporting variables that indirectly shape the motivational landscape. These findings emphasize the need for school administrators to enhance CSR implementation in Schools, emphasizing fair treatment, legal accountability, and social responsibility, while simultaneously fostering ethical leadership and strong cultural foundations to support these efforts.

Table 12: Goodness of Fit Measures of Structural Equation Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.759
CMIN/DF	0 < value < 2	1.542
P-value	> 0.05	.087
GFI	> 0.95	.988
CFI	> 0.95	.997
NFI	> 0.95	.991
TLI	> 0.95	.994
RMSEA	< 0.05	.036

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

The findings of this model align with recent research highlighting the powerful motivational influence of CSR. According to Nwagwu (2025), employees in CSR-driven environments experience a deeper sense of purpose and engagement, which leads to sustained intrinsic motivation. Similarly, Kim *et al.* (2022) found that ethical climate and CSR programs foster psychological empowerment and job satisfaction. The indirect roles of ELW and OC in the model echo the arguments of Wang and Xiang (2025), who assert that while ethical leadership cultivates fairness and trust, its strongest motivational effects emerge when aligned with organizational responsibility structures. Thus, Model 3 both confirms and extends existing motivational theory in education by illustrating the integrative pathways that drive teacher engagement.

Based on the overall P-value of .087 and the exceptional fit indices, Model 3 is accepted as the best-fitting model for explaining the work task motivation of public-school teachers. This model supports the conclusion that building a CSR-centered institutional framework, enhanced by ethical leadership and strong culture, is essential for motivating and retaining effective educators in the public sector.

4.15 Estimates of Variable Regression Weights in Structural Equation Model 3

Table 13 shows the regression weights of the latent variables Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), and Organizational Culture (OC) as predictors of Work Task Motivation (WTM) among public elementary school teachers. The results of the standardized solution for Structural Equation Model 3 are shown in Table 13.

Table 13: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
WTM	<---	ELW	.026	.115	.224	.033	.823
WTM	<---	CSR	.692	.155	4.466	.799	***
WTM	<---	OC	-.121	.116	-1.044	-.155	.296
eg	<---	ELW	1.000			.898	
ps	<---	ELW	.931	.055	16.863	.734	***
eth	<---	CSR	1.000			.908	
leg	<---	CSR	1.046	.038	27.698	.903	***
km	<---	OC	1.000			.888	
ocom	<---	OC	1.045	.045	23.174	.871	***
im	<---	WTM	1.000			.829	
ir	<---	WTM	.925	.060	15.486	.877	***

Chi-square = 21.595

Degrees of freedom = 14

Probability level = .087

Decision: Accept the model

The results in the table confirm that Corporate Social Responsibility (CSR) is the strongest and most significant direct predictor of Work Task Motivation (WTM) among public school teachers, with a standardized regression weight of BETA = 0.799 and P < 0.001. This result affirms that institutions embedding CSR components—such as ethical responsibility, legal compliance, and community engagement—create environments where teachers feel empowered, valued, and motivated. Furthermore, WTM is most heavily influenced by its subcomponent's intrinsic motivation (BETA = 0.829) and identified regulation (BETA = 0.877), reinforcing the understanding that teachers are principally motivated by personal meaning, purpose, and alignment with institutional values.

While Ethical Leadership at Work (BETA = 0.033, P = 0.823) and Organizational Culture (BETA = -0.155, P = 0.296) do not significantly predict motivation directly, their influence lies in their enabling role. Specifically, elements such as ethical guidance (BETA = 0.898) and power sharing (BETA = 0.734) in ELW, and knowledge of management (BETA = 0.888) and open communication (BETA = 0.871) in OC, indicate the foundational support these constructs provide for effective CSR implementation. These findings highlight that while leadership and culture alone are insufficient to spark motivation, they become vital when integrated within a CSR-driven school climate.

These findings corroborate prior research emphasizing the primacy of CSR in fostering motivation. Nwagwu (2023) and Kim *et al.* (2022) documented that CSR practices not only enhance employee well-being but also elevate intrinsic motivation by giving work greater purpose. Furthermore, Wang and Xiang (2025) contended that ethical leadership promotes a sense of justice and participation, but its motivational impact is maximized when coupled with CSR strategies. Similarly, organizational culture

contributes to a supportive environment, but only when it aligns with socially responsible goals does it significantly influence teacher engagement and drive.

With a model of Chi-square of 21.595, degrees of freedom = 14, and an overall P-value of 0.087 - which exceeds the 0.05 threshold – the model is statistically accepted. It provides strong empirical evidence that CSR is the key driver of teacher motivation in this context. Thus, the study accepts the final model and concludes that any strategy to enhance teacher motivation must begin with strengthening CSR, while utilizing ELW and OC as foundational enablers of its success.

5. Recommendations

In light of these findings, the following actionable recommendations are proposed:

For policymakers, it is vital to institutionalize CSR-driven programs, with particular emphasis on strengthening philanthropic and economic responsibilities, as these dimensions were found relatively weaker. Possible initiatives include teacher grants, livelihood assistance, and structured outreach programs where teachers are empowered to take leadership roles. In addition, DepEd may develop and implement mandatory leadership training modules to address the areas of power sharing and role clarification, which received the lowest ratings under ethical leadership. Policy support should also include culture-building initiatives that foster family orientation and relational trust, such as shared governance mechanisms and school-community building activities.

For school leaders, there is a need to strengthen school-based CSR initiatives by forming partnerships with local government units (LGUs), non-governmental organizations (NGOs), and local businesses. These collaborations can sustain programs that give teachers a stronger sense of purpose and connection. School heads should also improve participatory leadership by organizing open forums, involving teachers in decision-making and school planning, and clearly communicating individual roles and expectations. Regular team-building activities, mentoring programs, and structured feedback sessions are further recommended to enhance teacher loyalty, strengthen cohesion, and sustain a positive organizational culture.

For teachers, active engagement in CSR and school-based programs is encouraged, as this study confirmed CSR to be the strongest predictor of motivation. Teachers may initiate or participate in professional learning communities that foster collaboration, open communication, and shared accountability for school outcomes. They are also encouraged to pursue professional development and career advancement opportunities, which can mitigate amotivation and sustain both personal growth and professional fulfillment.

For future researchers, it is recommended to extend this model by examining additional mediating and moderating variables, such as job satisfaction, perceived organizational support, and emotional well-being, to deepen the understanding of

factors influencing teacher motivation. Longitudinal and comparative studies are likewise suggested to explore the long-term impact of CSR, ethical leadership, and organizational culture across different regions, institutional contexts, and teacher demographics.

6. Conclusion

This study aimed to determine the best-fit model explaining the Work Task Motivation (WTM) of public elementary school teachers in Region XI using Ethical Leadership at Work (ELW), Corporate Social Responsibility (CSR), Organizational Culture (OC) as predictors. First, descriptive findings revealed that school heads exhibit a high degree of ethical leadership, particularly in the areas of ethical guidance, integrity and people orientation. However, power sharing and role clarity garnered very poor ratings. It is recommended that leadership training and development programs be intensified to improve these areas, focusing on participatory decision-making and clearly defined teacher roles.

Second, teachers perceived their schools to demonstrate strong CSR particularly in the legal and ethical responsibilities, while economic and philanthropic responsibilities showed relatively lower mean scores. Therefore, institutional efforts should focus on strengthening these dimensions through financial wellness programs, grants, sustainability projects, and outreach activities involving teachers.

Third, organizational culture was regarded positively, particularly in terms of teamwork and open communication, whereas family orientation/loyalty and manager knowledge received the least attention. School leaders must prioritize building relational trust and team loyalty through inclusive leadership, shared decision-making structures, and frequent, meaningful engagement with teachers.

Fourth, in terms of work task motivation, teachers reported high levels of intrinsic motivation and identified regulation, indicating that they are driven by meaningful work and personal value. However, lower mean scores in amotivation and external regulation suggest the need to monitor disengagement and external stressors. Schools may address this through regular teacher wellness programs, performance incentives, and recognition schemes that highlight purpose and value in teaching roles.

Fifth, inferential analysis revealed that only Corporate Social Responsibility (CSR) significantly and directly predicts Work Task Motivation (WTM). In contrast, Ethical Leadership at Work (ELW) and Organizational Culture (OC) do not exert direct effects. This finding confirms that while leadership and culture shape the work environment, they primarily enable motivation when expressed through CSR-driven practices. Therefore, policies should embed CSR at the core of leadership and organizational culture to effectively foster teacher motivation.

Lastly, the third Structural Equation Model emerged as the best-fitting model. It confirms that CSR is the strongest explanatory factor for WTM, with ELW and OC serving

as enabling conditions. This outcome supports Stakeholder Theory, which posits that socially responsible institutions perform better by addressing the needs of their constituents, and it aligns with Self-Determination Theory, which asserts that motivation thrives when individuals derive intrinsic value from their tasks. However, the results partially challenge the assumptions of some leadership and organizational culture theories that predict a direct effect on motivation, suggesting instead that their influence operates indirectly through CSR.

Taken together, the findings affirm that the anchored theory of Self-Determination Theory (SDT) is accepted, as the results highlight that teacher motivation thrives when their psychological needs for autonomy, competence, and relatedness are fulfilled through meaningful and socially responsible practices. The strong predictive power of Corporate Social Responsibility (CSR) supports this, since CSR initiatives provide teachers with a sense of purpose, fairness, and connection that align with SDT's core principles.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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