Best Fit Model Teaching Performance of Junior High School Teachers

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ABSTRACT

The study sought to develop a structural model of teachers' performance by assessing their teaching competencies, organizational support, school culture, and performance of junior high school teachers in MSU external schools. It employed the descriptive-correlational and casual-comparative design. The study's respondents were the 1,134 high school teachers of MSU External Schools for 2019-2020. Data analysis employed means, frequency counts, percentage, Pearson-moment correlation, multiple linear regression, and structural equation (SEM). The teachers are highly competent in teaching, receive exceptionally high organizational support, and have a remarkably high performance in teaching. Moreover, teachers' performance correlates to their teaching competency, school culture, and organizational support. In addition, teaching competency, which includes social regard for learning, diversity of learners, community linkages, and personal growth and professional development, predominantly affects the

teachers' performance. Furthermore, in terms of organizational support, performance review and appraisal, merit and promotion, incentives, and award system predict teachers' performance, whereas, in school culture, only characteristics of the organization, leadership, and cohesion are the only characteristics. Finally, school culture and teaching competency anchored the best fitting model for teachers' performance, which means that the higher the teaching competency and the more the school culture becomes positive, the better the result would yield higher teachers' performance.

KEYWORDS

INTRODUCTION

Education is one of the critical factors contributing to society's development. It functions as the transmitter of culture from one generation to another, and because of this function, the government is continuously providing substantial efforts to make quality education accessible to all. According to Article 14, Section 1 of the 1987 Constitution, "the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all." This mandate postulates the vital need for schools to carry on with their roles in society.

Moreover, teaching performance is the most critical factor affecting student learning outcomes. As stressed by Rasool, et al. (2017), the attributes of highly effective teaching must aim to produce a common point of reference for effective practice in teaching; Concurrent 21st- century teaching, the primary educational system all over the world, focuses on improving teaching standards and practices which define what teachers and school leaders should be able to improve the system.

In the Philippines, in 2012, Department Order number 31 series 2012 launched the K to 12 Basic Education Curriculum. This significant change has consistently pursued teacher quality reforms. In fact, before the initial implementation of the new curriculum, the Department of Education had already upheld the importance of teachers' teaching quality through the

Philippine Professional Standards for Teachers (PPST), formerly the National Competency-Based Teacher Standards (NCBTS), which was established as a framework of teacher quality. This study will utilize the practicability and effectiveness of PPST as a response to the 21st- century learning as a ground or basis on whether teachers employed in the external schools of the MSU system also observe and maintain the same standards.

Moreover, External High Schools of Mindanao State University have experienced a challenge regarding faculty performances that make the quality of education become an issue. To address this concern, the university annually administers its Teacher Performance Evaluation as a quality standard system to sustain teacher quality. Behind the general effort of the whole MSU system and given the surveys conducted, it is prevalent that most of the teachers under its system are performing at a low level.

Several variables have been noted and given priority by the administration in providing possible solutions to improve teachers' performance in the MSU systems. Such variables include organizational support, school culture, and teaching and professional growth competencies. In connection, this study focuses on the variables mentioned since the researcher believes that the variables, when enforced and given priority, can solve the problem of teachers' performance. Further, this paper aims to assess the level of teaching competencies, organizational support, and school culture on its effect and relationship to teachers' performance in the junior high school teachers of the MSU system. This study further considers the following: Standards competence of primary education teachers in the areas of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth, and professional development; which the principals and teachers assess. Moreover, it investigated teachers' level of performance in teaching competence, administrative compliance, personal, social, and professional competence, and service to school and community. Furthermore, it determined if a significant relationship existed between their teaching competence levels, organizational support they received, and the culture and environment of the institution.

This research believes that by emphasizing and considering the current status of teachers' competencies, organizational support, and school culture, the MSU system administration might draw out possible solutions and standing policies that may help improve their teachers' performance.

METHODOLOGY

Participants

The respondents of this study were the 1,134 high school teachers of MSU External Schools for the academic year 2019-2020. Complete enumeration was employed to determine the number of high school teachers in Mindanao State University considered the study participants. In the study, the list of every high school teacher of all the external schools of Mindanao State University was obtained and considered the list of samples.

Design

The study employed the descriptive-correlational and causal-comparative design. In addition, most of the data were quantifiable. The gathering and interpretation of data fundamentally utilized the descriptive method to analyze the data obtained from the exogenous variable of the study, such as teachers teaching competency, organizational support, school culture, and performance.

Subsequently, this research employed the Pearson Product-Moment Correlation to evaluate the relationship between two or more variables vigorously. In addition, the study utilized the stepwise regression analysis to ascertain the variables that predict administrators' productivity and path analysis in determining the best model of teaching performance. Moreover, to evaluate the goodness of the hypothesized model, the different indices through the following will be computed: Chi-square/degree of freedom (x2/df), Goodness of Fit Index (GFI), Normed Fit Index (NFI), Tucker-LWeis Index (TLI), Comparative Fit Index (CFI) and Root Means Square Errors of Approximations (RMSEA)

Materials

The study used a self-constructed self-assessment checklist divided into several parts. The first part adapted the National Competency-Based Teacher Standards, an integrated theoretical framework that defines the different dimensions of effective teaching. The Philippine NCBTS has defined what Effective Teaching is. It has clearly stated the teacher's strategic and indispensable role in the students' learning process. It is based on the core values of Filipino teachers and effective teaching and learning with seven domains, 23 strands, and 80 performance indicators domains including social

regard for learning, learning environment, diversity of learners, curriculum, planning, assessing & reporting, community linkages and personal growth & professional development.

Procedure

The analysis followed the following steps to ensure proper data gathering. First, the researcher asked permission from the OAVCAA Office of the Vice-Chancellor for Academic Affairs (External Studies) through a letter request signed by the researchers and the Dean of the Graduate School. Second, the researcher presented the approved letter from the office of the OAVCAA to the different school heads of the different eternal schools. Third, the researcher personally distributed the questionnaires. Fourth, instructions were made clear to avoid lost responses and assure respondents of the confidentiality of their answers. Fifth, the researcher retrieved the questionnaire sheets, then, data will be scored and analyzed based on the problems of the study. The researcher was expecting a 95% retrieval rate.

RESULTS AND DISCUSSION

On Teachers' Teaching Competency

The summary of teachers' teaching competency in terms of the following: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth & professional development is 4.69, categorically interpreted as very highly competent which means that the teachers of MSU Marawi external schools have a very high level of teaching competence.

Table 1. Summary of the teachers' teaching competency

Indicators	Mean	Qualitative Description	Interpretation
Social Regard for Learning	4.71	Very Frequent	Very Highly Competent
Diversity of Learners	4.69	Very Frequent	Very Highly Competent
Curriculum	4.71	Very Frequent	Very Highly Competent
Planning, Assessing & Reporting	4.68	Very Frequent	Very Highly Competent
Community Linkages	4.65	Very Frequent	Very Highly Competent
Personal Growth & Professional Development	4.65	Very Frequent	Very Highly Competent
MEAN	4.69	Very Frequent	Very Highly Competent

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Very Frequent	Very Highly Competent
4	3.50-4.49	Frequently	Highly Competent
3	2.50-3.49	Occasionally	Moderately Competent
2	1.50-2.49	Rarely	Less Competent
1	1.00-1.49	Never	Not Competent

Among the constructs, the constructs on social regard for learning contained the highest competency among the teachers, while community linkages, personal growth, and professional development have the lowest competency. The study revealed that teachers in Marawi External schools have very high competence in terms of Social regard for learning, learning environment, planning, assessing, and reporting, which is parallel to the findings of the study of Vecaldo et al. (2017) when their study revealed that in terms of pedagogical competence using NCBTS as a framework, generally, the elementary teachers are very competent. They also have good academic performance.

Further, the findings of this study revealed that teachers in Marawi External schools are very competent in managing the learning environment, managing the diversity of learners, and planning, assessing, and reporting instruction. These findings are parallel to the study by Hattie (2008), which revealed improvements that students can expect and experience from a teacher employing instructional strategies and practices that are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting where teachers offer explicit, active instruction. Further, the findings are similar to the study of Evertson and Weinstein (2013), where they

concluded that classroom management is one of the most persistent areas of concern voiced by school administrators, which is consistently among the top five issues affecting teachers' performance.

Moreover, in the context of the curriculum, planning, assessing, and reporting, the findings of the study where the teachers have very high competence in terms of the curriculum are similar to the findings of Walberg and Lai (1999), where ongoing practical and effective assessment, referred to in education literature as formative assessment and progress monitoring, is indispensable in promoting teacher and student success. It is frequently at the top list of interventions for school improvement.

In focusing on planning, assessing, and reporting, the findings of the study are consistent with the study of Hattie (2008). The study revealed that feedback, a core component of formative assessment, is essential for improving performance in sports, business, and education. Consistently, the result identified feedback as the single most powerful educational tool available for improving student and teacher performance, with a medium to large effect size ranging from 0.66 to 0.9.

However, the findings of the study show that teachers in Marawi External schools have a very high competency in terms of community linkages which is not the same as the findings of the study by Vecaldo et al. (2017), where they found that only the domain Community Service has a significant negative relationship with the academic performance while the other domains are not significantly correlated.

Lastly, the study revealed that teachers of MSU external schools have very high competence in personal growth and professional development, similar to Attakorn, et al. (2014). They believed that the finest teachers display enthusiasm and excitement for their teaching subjects. More than just generating excitement, they provide a road map for students to reach their goals. The best teachers are proficient in the technical competencies of teaching: instructional delivery, formative assessment, and classroom management. Equally significant, they are fluent in multilayered social skills that students recognize and respond to, which leads to more excellent learning. These skills must be defined as explicit behaviors that teachers can master for use in classrooms.

Teachers' Organizational Support

The teachers' organizational support in terms of training and development, performance review and appraisal, merit and promotion, and incentives and awards system is 4.66, categorically interpreted as very high support, which means that the teachers of MSU Marawi external schools are receiving a very high organizational support.

Table 2. Summary of teachers' organizational culture.

Indicators	Mean	Qualitative Description	Interpretation
Training and Development	4.70	Very Frequent	Very High Support
Performance Review and Appraisal	4.71	Very Frequent	Very High Support
Merits and promotion	4.73	Very Frequent	Very High Support
Incentives and awards system	4.66	Very Frequent	Very High Support
MEAN	4.66	Very Frequent	Very High Support

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Very Frequent	Very High Support
4	3.50-4.49	Frequently	High Support
3	2.50-3.49	Occasionally	Moderately High Support
2	1.50-2.49	Rarely	Low Support
1	1.00-1.49	Never	Very Low Support

Among the constructs, merit and promotion have the highest competency among the teachers, while incentives and awards system has the lowest support; however, the organization interprets incentives and awards system as having very high support.

Notably, training and development were rated as very frequent to happen by the teachers, which means that the teachers have very high support. This finding was strengthened by the findings of Rahman et al. (2011) when they found out that the teacher training was very high as supported by the school as an organization; they also found out that there is a significant correlation between teachers' training and students' test result. Additionally, quality training programs were recommended to be introduced for teachers as it has a significant co-relation with student performance.

In relation, the findings of this study were strengthened by the findings of the study of Catolos and Catalos (2017) when they recommended that teachers should pursue graduate education programs and undergo more

seminars and training in order to sustain their professional development and to update themselves in the innovative trends and techniques, especially in the advent of K-12 program.

On the other hand, teachers frequently rated the performance review and appraisal, which means that they received very high organizational support in terms of performance review and appraisal. Moreover, the findings of Caluza et al. (2017) strengthened this finding. They found out that teachers of Leyte Normal University, specifically the BS Information Technology program received performance appraisals very satisfactorily in terms of professionalism, commitment, knowledge of the subject, teaching for independent learning, and management of learning. The result further recommends that the researchers may emphasize some areas in professionalism, commitment, knowledge of the subject, teaching for independent learning, and management of learning that needs improvements. Further, a few studies show some preliminary evidence that teachers who receive high-quality feedback subsequently go on to boost student performance.

The teachers also rated merits and promotion as very frequent, which means that they are receiving very high organizational support in terms of merit and promotion. These findings go against the sluggish processing of promotion in DepEd shown by the record where a total of 687,229 teaching population, 360,205 or 52 percent are entry-level teachers, while there are only 50,471 items or 7.3 percent of the total that Master Teachers (MT I to MT III) are occupying.

Lastly, the teachers rated the incentives and awards system very frequently and interpreted it as high organizational support. This finding is strengthened by the findings of San Pedro (2015) when she found out that teachers in Pateros Division received higher incentives and awards from the school organization. Moreover, she added that all teachers, whether novice or not, need to be encouraged fully to stay in the profession; additionally, rewards and incentives would greatly motivate them to work harder and fulfill their aspirations as new professionals. Pursuing higher education could be an additional burden to teachers since it needs additional funds, and assistance from the institution is significant. Incentives and awards such as giving certificates, trophies, plaques of appreciation, recognition, and perfect attendance are good motivating factors for those who attend their classes religiously.

Furthermore, as perceived by the teachers, organizational support was rated very frequently, which was interpreted as a very high organizational support received by the teachers from their organization. The following findings and statements were found to be similar and contradict the findings of the study.

First, in a descriptive and regression research that Tindowen (2019) conducted to determine the influence of empowerment on organizational behaviors of 215 teachers in Catholic Higher Education Institutions in the Philippines, it revealed that Catholic teachers have high levels of teacher empowerment. Specifically, status, professional growth, self-efficacy, impact, decision-making, and autonomy in scheduling. Meanwhile, they also have a high level of organizational behavior. Furthermore, the research concludes that Catholic Higher Education teachers are empowered in their organization as they feel respected, have opportunities for professional growth, feel efficient and effective in the classroom, and can influence students and school life.

Second, a project report from the Basic Education Sector Reform Agenda (BESRA), designed to help improve the quality and equity of basic education in the Philippines, stated that from 2005 to 2013, spending on public education almost tripled while spending per basic education student increased by around two-thirds. This report results in increased resources to improve access to basic education services, especially for the poor and disadvantaged, and improve the quality of learning.

Third, the implementation of the program Sulong Edukalidad by the Department of Education possets higher support for teachers as emphasized in the third pillar of the program, which is the reskilling and upskilling of the Philippine Teacher. Subsequently, Secretary Briones states that DepEd will be investing and giving full support to the teachers for their in-service professional development. Also, the department will provide the proper incentives through career progression and promotion opportunities as they develop their teaching proficiency. Already, we have secured the approval of the President and the Cabinet to expand the levels of teacher positions by adding Teacher 4 to Teacher 7, with higher salary grades, to the existing Teacher 1 to Teacher 3, allowing for broader promotion opportunities for our teachers as they advance in their professional development.

Fourth, Deped recently launched the Research Center for Teacher Quality (RCTQ) partnership at the Philippine Normal University which was

established as a result of the partnership between the SiMERR National Research Center at the University of New England (UNE) in Australia and the Philippine Normal University (PNU), the National Center for Teacher Education. Its vision is to provide "evidence-based policy advice for strengthening teacher quality," while its mission is to "conduct high-impact applied research directed at strengthening teacher quality."

However, the findings of this study are dissimilar to the findings and statements by the following:

First, when former Senator Bam Aquino stated that public school teachers occupy a socio-historical role in the Philippine setting, the teachers are looked up to as the source of refinement. In current times, however, the public school teacher has collectively been misunderstood, neglected, and even disregarded. By turning to the streets to air their grievances and seek support for their demands, they have been vilified, threatened, and treacherously handled by the very government officials whose fundamental concern includes the interest of the public school teachers.

Second, Vegas (2005), in his book Incentives to Improve Teaching, stated that a substantial amount of the literature on incentives in firms has emphasized the interests of workers (teachers) and their employers (principals, education authorities, or school boards) are often not aligned. Current efforts and proposals to recraft teacher career and incentives systems appear promising, including those proposed by Chiroque (2005), as noted earlier, including those working on by consultants to the Ministry of Education.

Third, in a study cited by the Manila Bulleting by the Philippine Normal University's (PNU) academic research experts, led by Educational Policy Research and Development Center director Dr. Edna Luz Abulon, states that the Philippines should raise investments in teacher education, which is now one of the lowest in Asia. The study revealed that the Philippine government's spending on education at 2.8 percent of the GDP is already the second-lowest in Asia, just next to Cambodia with 1.4 percent [while] investment in the rest of Asia based on GDP is 3.3 percent for Brunei; 4.3 percent for Thailand; and 5.6 percent Malaysia.

Fourth, Gonong (2019), in a report published in the Research Center for Teacher Quality, highlighted the following issues on Teacher Professional Development (World Bank, 2014): a. the Professional development opportunities currently offered to teachers frequently fail to meet even

minimum levels of quality and fall short of what teachers want and need, b.) Systems at the school level to support teachers and identify their professional development needs are not working well, and c.) utilization of the budget allocated for human resource training and development is often low, amounting to only 57 percent of the budget in 2014.

Teachers' School Culture

The school culture in terms of characteristics, leadership, cohesion, and emphasis has an average mean of 4.63, categorically interpreted as very positive. The teachers of MSU Marawi external schools have a very positive school culture. The following constructs were revealed with their corresponding means: characteristics (4.64), leadership (4.62), cohesion (4.62), and emphasis (4.63). Table 3 summarizes teachers' school culture in terms of the constructs.

Table 3. Summary of the teachers' school culture.

Indicator	Mean	Qualitative Description	Interpretation
Organizational Characteristics	4.64	Strongly Agree	Very Positive
Emphasis	4.63	Strongly Agree	Very Positive
Leadership	4.62	Strongly Agree	Very Positive
Cohesion	4.62	Strongly Agree	Very Positive
MEAN	4.63	Strongly Agree	Very Positive

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Very Positive
4	3.50-4.49	Agree (A)	Positive
3	2.50-3.49	Uncertain (UC)	Positive or Negative
2	1.50-2.49	Disagree (DA)	Negative
1	1.00-1.49	Strongly Disagree (SD)	Very Negative

Among the constructs, organizational characteristics contained the highest positive culture among the teachers, while leadership and cohesion had the lower culture.

The average mean of 4.64 indicates a very positive school culture in terms of organizational characteristics, as perceived by the teachers. Consistent with the study of Rogayan (2018), teachers in the Philippines teach to bring positive change, prepare students for life, serve as an inspiration, promote

values, transform lives, teach for passion, set a higher bar of excellence in education, cure social problems, share knowledge and skills, and enable others' dreams noted that this is positive teachers characteristics. Lastly, as perceived by the teachers, organizational support was rated very frequently, which teachers from their organizations interpret as very high organizational support.

Performance of the Teachers

The teachers' performance in knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment, reporting, and factors attain a general average mean of 4.68, indicating that it is very high. The result indicates that the teachers of MSU Marawi external schools have a very high teaching performance. The following constructs are revealed with their corresponding means: characteristics (4.64), leadership (4.62), cohesion (4.62), and emphasis (4.63). Table 24 summarizes teachers' school culture in terms of the constructs.

Table 4. Summary of the teachers' school culture.

Indicators	Mean	Qualitative Description	Interpretation
Content Knowledge and Pedagogy	4.75	Outstanding	Very High
Learning Environment and Diversity of Learners	4.65	Outstanding	Very High
Curriculum and Planning	4.67	Outstanding	Very High
Assessment and Reporting	4.67	Outstanding	Very High
Plus Factors	4.73	Outstanding	Very High
MEAN	4.68	Outstanding	Very High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Outstanding	Very High
4	3.50-4.49	Very Satisfactory	High
3	2.50-3.49	Satisfactory	Moderately Low
2	1.50-2.49	Unsatisfactory	Low
1	1.00-1.49	Poor	Very Low

Among the constructs, the teachers have the highest performance in terms of content knowledge and pedagogy contained, while they have lower performance in terms of the learning environment and diversity of learners.

Relationship between dependent variables and independent variables

Pearson Product Moment Correlation was used to assess the relationship between the dependent and independent variables: teaching competency, organizational support, and school culture. Table 5 depicts the data on the relationships of these variables.

Table 5. Relationship between teachers' performance, teaching competency, organizational support, and school culture.

Variables	r-value	p-value
Teaching Competencies	.641**	.000
Social Regard for Learning	.570**	.000
Learning Environment	.516**	.000
Diversity of Learners	.606**	.000
Curriculum	.306**	.000
Planning, Assessing & Reporting	.273**	.000
Community Linkages	.453**	.000
Personal Growth & Professional Development	.303**	.000
Organizational Support	.568**	.000
Training and development	.534**	.000
Performance review and appraisal	.262**	.000
Merit and promotion	.440**	.000
School Culture	.688**	.000
Characteristics	.631**	.000
Leadership	.561**	.000
Cohesion	.617**	.000
Emphasis	.557**	.000
Incentives and award system	.614**	.000

**correlation is significant at the 0.01 level (2-tailed)

*correlation is significant is significant the 0.05 level (2-tailed)

Teaching Competencies

Correlation results indicated that teaching competency with an r-value of .641** (p<.01) showed a significant relationship to teachers' performance. Moreover, significant findings were observed in its sub-component variables, such as social regard for learning with r=.570**, (p<.01), learning environment with r=.516**,(p<.01), diversity of learners with r=.606**,

(p<.01), curriculum with r=.306**, (p<.01), planning, assessing and reporting with r=.273**, (p<.01), community linkages .453**, (p<.01), and personal growth and professional development with r=.303**, (p<.01). This implies that the higher the teachers' competency, the higher is their performance. The result indicates that teachers' performance depends on teachers' competency.

The findings agree with the study of Cubucku (2010) that professional characteristics include professional values, personal and professional development, communication and relationships, synthesis, and application, which are needed to achieve a necessary level of performance. Since the study believes that a higher level of teaching competencies equates to higher performance, teachers must attain the standards to dispose of the necessary skills for the disposal for their performance. Moreover, the findings of the study coincide with the study of Rabo (2018), where he centers mainly on the relationship between teacher competence, school climate, and their performance.

Organizational Support

Correlation results indicated that organizational support, with an r-value of .641** (p<.01), showed a significant relationship to teachers' performance. Moreover, significant findings were observed in its sub-component variables such as training and development with r=.534**, (p<.01), performance review and appraisal with r=.262**, (p<.01), merit and promotion with r=.440**, (p<.01), incentives and award system with r=.614**, (p<.01). This implies that the higher the organizational support, the higher is the teachers' performance and this means that teacher performance depends on organizational support.

These findings are similar to the study of Selamat, et al. (2013), which emphasizes organizational climate as a significant factor affecting teachers' job performance. In terms of organizational climate dimensions, one aspect of principal's leadership behavior and teachers' behavior: thrust and hindrance, were found to be critical factors in enhancing teachers' job performance. Similarly, the findings are consistent with Jais and Mohamad (2013) study, which examined the role of perceived organizational support in developing teachers' commitment. The research revealed that perceived organizational support was positively associated with teachers' commitment (i.e., affective, continuance, normative).

School Culture

Correlation results indicated that school culture, with an r-value of .688 (p<.01), showed a significant relationship to teachers' performance. Moreover, significant findings were observed in sub-component variables such as: Characteristics with r=.631**, (p<.01), leadership with r=.561**, (p<.01), cohesion with r=.617**, (p<.01), emphasis with r=.557**, (p<.01). This implies that the more positive the school culture, the higher is the teacher performance and this means that teacher performance depends on organizational support.

The findings of the study are similar to the findings of the study of Bernabe (2016), which indicates that the relationship among organizational culture and the productivity of elementary teachers for enhancing the performance of teachers and rationalizing the planning for activities intended to improve the performance of teachers are very evident.

Therefore, the null hypothesis that there is no significant relationship among teachers' performance and their teaching competency, organizational support, and school culture is rejected.

Predictor Variables of Teachers' Performance

Multiple regression generally allows this study to model, explain, and examine the relationship between multiple independent or multiple predictor variables and a dependent or criterion variable:

1. Teaching competency, which includes social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development;
2. Organizational support with its sub-components including training and development, performance review and appraisal, merit and promotion, and incentives and rewards;
3. School culture is assessed in terms of characteristics, leadership, cohesion, and emphasis; and
4. Performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factor.

Table 6 shows the information about the regression model of the study, estimating the impact of various, simultaneous effects upon a single dependent variable. Teachers' performance was affected by the following constructs under their respective variables: teaching competency, which includes the following constructs with their respective predictor values, namely: a.) social regard for learning with β=.078, t=2.320, (p<.01), Diversity of Learners with β=.153 t=4.733, (p<.01), community linkages with β= .071, t=25.125, (p<.01), and personal growth and professional development with β=.043, t=2.884, (p<.01). Moreover, organizational support includes the following constructs with their respective predictor values performance review and appraisal with β=-.135, t=-6.469, (p<.01), merit and promotion with β=.059, t=2.259(p<.01), incentives and award system with β=.229 t=6.539(p<.01). Lastly, school culture includes the following constructs with their respective predictor value characteristics with β=.150, t=3.552(p<.01), leadership with β=.133, t=4.077(p<.01), cohesion with β=.217 t=5.966(p<.01).

However, among the constructs, only performance review and appraisal show negative prediction towards variables towards teaching performance. This highlights that when the teachers' performance review and appraisal weakens, it precisely sustains teachers to perform on their optimum level towards their work. Teachers' performance is not affected by the teachers' performance review and appraisal, and they continue to perform better even if their performance review and appraisal weakens.

Table 6. Predictor variables of teachers' performance

Model	Unstandardized Coefficient		Standardized Coefficient		
	B	Std. Error	Beta	t	Sig.
(Constant)	.096	.135		.710	.478
Teaching Competency					
Social Regard for Learning	.078	.034	.072	2.320	.021
Diversity of Learners	.153	.032	.146	4.733	.000
Community Linkages	.071	.014	.125	5.125	.000
Personal Growth & Professional Development	.043	.015	.064	2.884	.004
Organizational Support					
Performance review and appraisal	-.135	.021	-.158	-6.469	.000

Model	Unstandardized Coefficient		Standardized Coefficient		
	B	Std. Error	Beta	t	Sig.
Merit and promotion	.059	.026	.058	2.259	.024
Incentives and reward system	.229	.035	.197	6.539	.000
School Culture					
Characteristics	.150	.042	.128	3.552	.000
Leadership	.133	.033	.123	4.077	.000
Cohesion	.217	.036	.197	5.966	.000

R=.763   R2=.0582   F=137.444   Sig. =0.000

Consequently, this suggests that the higher the score prompted by teaching competency, organizational support, and school culture, the level of teaching performance increases. The r-squared measures the total variation of the dependent variable, consisting of 58%, reflecting the amount of variance explained by teaching competency, organizational support, and school culture on teachers' performance. In comparison, 42% of the variance can be credited to other factors apart from the regression model.

From the initial analysis, however, the equation is valuable in predicting the percentage of teachers' performance (Y) as indicated by the F-value (137.444) with its corresponding probability value (0.000) is significant at (p<.01). This model is illustrated:

$$\hat{Y} = .096 + 0.345 + 0.288 + 0.500 - 0.135$$
Where: .096 is constant
X_1=cumulative value for teaching competency
X_2= cumulative value for organizational support
X_3=cumulative value for school support

Therefore the null hypothesis that there is no variable that best predicts a teacher's performance, singly or in combination, is rejected.

Hypothesized Structural Models

Model	CMIN/DF	P-VALUE	NFI	TLI	CFI	GFI	RMSEA
1	5.078	.000	.920	.925	.935	.921	.064
2	5.666	.000	.948	.945	.957	.948	.068
3	5.622	.000	.918	.919	.932	.931	.068
4	3.948	.000	.948	.953	.961	.953	.054
5	1.207	.204	.993	.998	.999	.953	.014

Using the Structural Equation Model (SEM), five structural models were generated through subsequent analyses in estimating causal relations and assumptions relative to teachers' performance. Comparative models of the five hypothesized models are displayed in table 7.

Table 7. Standard criterion indices of teacher performance on structural model 5.

CMIN/DF<2, P-VALUE >.05, NFI>.95, TLI>.95, CFI>.95, GFI>.95, RMSEA>.05
Legend:
CMIN/DF- Chi-Square Minimum/Degrees of Freedom
P-VALUE-Probability Value
NFI- Normed Fit Index
TLI-Tucker-Lewis Index
CFI-Comparative Fit Index
GFI-Goodness of Fit Index
RMSEA-Root Mean Square Error of Approximation

Structural equation model 1 shows an inadequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/Degrees of Freedom), which requires a value of <2, is 5.078, while P-VALUE (Probability Value), which should be >.05, is .000, NFI (Normed Fit Index), TLI (Tucker-Lewis Index), CFI (Comparative Fit Index) and GFI (Goodness of Fit Index) which required a value of >.95 were only .920, .925, .935 and .921. Lastly, RMSEA (Root Mean Square Error of Approximation) requires a value of >.05 to exceed the value of .064.

On the other hand, structural equation model 2. It shows an inadequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/Degrees of Freedom), which requires a value of <2, is 5.666, while P-VALUE

(Probability Value), which should be >.05, is .000, NFI (Normed Fit Index), TLI (Tucker-Lewis Index), CFI (Comparative Fit Index) and GFI (Goodness of Fit Index) which required a value of >.95 were only .948, .945, .957 and .948. Lastly, RMSEA (Root Mean Square Error of Approximation) requires a value of >.05 to exceed the value of .068.

While structural equation model 3 shows an inadequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/Degrees of Freedom), which requires a value of <2, is 5.622, while P-VALUE (Probability Value), which should be >.05, is .000, NFI (Normed Fit Index), TLI (Tucker-Lewis Index), CFI (Comparative Fit Index) and GFI (Goodness of Fit Index) which required a value of >.95 were only .918, .919, .932 and .931. Lastly, RMSEA (Root Mean Square Error of Approximation) requires a value of >.05 to exceed the value of .068.

On the other hand, structural equation model 4. It shows an inadequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/ Degrees of Freedom), which requires a value of <2,   is 3.948, while P-VALUE (Probability Value), which should be >.05, is .000, NFI (Normed Fit Index) if only .948. However, the TLI (Tucker-Lewis Index), which value is .953, CFI (Comparative Fit Index), which value is .961, and GFI (Goodness of Fit Index), which value is .953 of hypothesized model 4, passed the required value of >.95 while RMSEA (Root Mean Square Error of Approximation) which requires a value of >.05 exceed with the value of .054. This indicates that hypothesized structural model 4 is not the best fitting model.

Lastly, structural equation model 5 shows an adequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/Degrees of Freedom), which requires a value of <2, is 1.207, while P-VALUE (Probability Value), which should be >.05, is .204, NFI (Normed Fit Index) is .993. However, the TLI (Tucker-Lewis Index), which value is .998, CFI (Comparative Fit Index), which value is .999, and GFI (Goodness of Fit Index), which value is .953 of hypothesized model 5, passed the required value of >.95 while RMSEA (Root Mean Square Error of Approximation) which requires a value of >.05 exceed with the value of .014. This suggests that hypothesized structural model 5 is the best fitting model.

The best-fitting structural model for teachers' performance is anchored on school culture and teaching competency. The higher the teaching competency and the more positive the school culture, the more it would result in higher teacher performance.

Figure 1 illustrates how teaching performance ((TEAPERF) was affected by teaching competencies (TECOM) and school culture (SCUL).
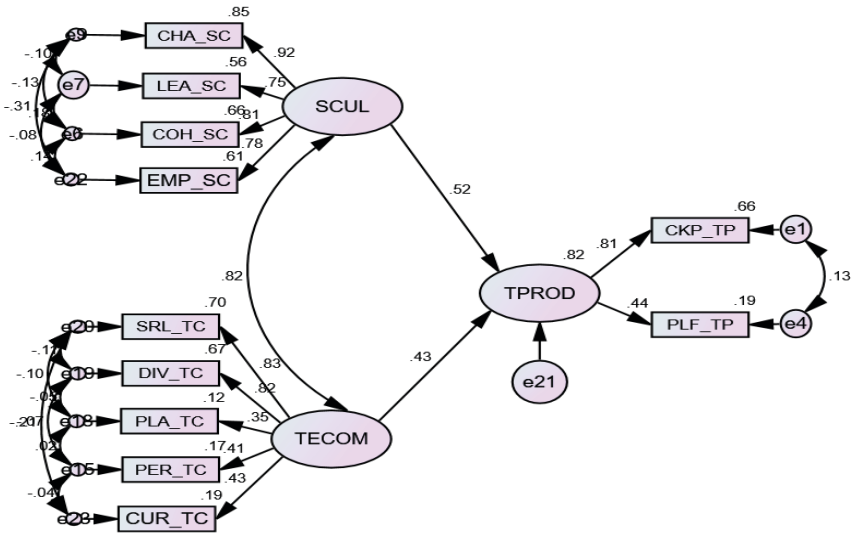
LEGEND

TECOM- Teaching Competencies
SRL_TC - Social Regard for Learning
LEEN_TC- Learning Environment
DIV_TC- Diversity of Learners
CUR_TC- Curriculum Planning
PLA_TC- Assessing & Reporting
COM_TC- Community Linkages
PER_TC- Personal Growth & Professional Development
SCUL -School Culture
CHA_SC-Characteristics

LEA_SC-Leadership
COH_SC-Cohesion
EMP_SC-Emphasis
TPROD -Teachers Productivity
CKP_TP-Content Knowledge and Pedagogy
LED_TP-Learning Environment and Diversity of Learners
CUP_TP -Curriculum and Planning
ASR_TP-Assessment and Reporting
PLF_TP -Plus Factor

Figure 1. Structural model 5 on teachers' performance.

As revealed in the model, 82% of the variation in teaching performance (TEAPERF) is accounted for by the combined effect of teaching competencies (TECOM) and school culture (SCUL). Observably, school culture showed

a direct link to teaching performance (TEAPERF) and created the most remarkable contribution with a total effect coefficient of 52%, while teaching competencies (TECOM) likewise revealed a direct link to teaching performance (TEAPERF) with effect coefficient of 43%.

The standardized estimate of the direct, indirect, and total effects of teaching competency and school culture are displayed in Table 8. These figures provide an overview of the overall effects among three latent variables, combining their direct and indirect effects while the relationship is mediated by one or more variables.

Table 8. Direct, indirect and total effects on teachers' performance as shown in structural equation model 5.

Latent Variables	Direct Effect	Indirect Effect	Total Effect
Teaching Competency	.716	.000	.102
School Culture	.150	.000	.084

Table 8 presents the effects of the latent variable and the effects between measured and latent variables, which were estimated to produce regression weight. Results revealed that teacher competency (TECOM) and school culture (SCUL) (ORGSU) yield a significant relationship to teachers' performances (TEAPERF).

On the other hand, Table 9 shows the regression weights of structural model 5. It was revealed that Content Knowledge and Pedagogy (CKPTP) with beta weights of .814 and Plus Factor (PLFTP) with beta weights of .439 constantly remained as predictors of teachers' performances (TEAPERF). Moreover, Characteristics (CHASC) with beta weights of .920, Cohesion (COHSC) with beta weights of .810, Leadership (LEASC) with beta weights of .751, and Emphasis (EMPSC) with beta weights of .780 were constantly predictors of school culture. On the other hand, Teaching Competencies (TECOM) was constantly predicted by Diversity of Learners (DIVTC) with beta weights of .816 and Social Regard for Learning (SRLTC) with beta weights of .834, Personal Growth and Professional Development (PERTC) with beta weights of .414. Curriculum Planning (CURTC) with beta weights of .433 and Assessing and Reporting (PLATC) with beta weights of .353.

Table 9. Regression weights of structural model 5.

Latent Variables	Estimates	S.E	C.R	BETA	P-value
TEAPERF<--- SCUL	.716	.084	10.929	.586	***
TPROD<--- TECOM	.150	.102	5.291	.294	.002
CKP_TP<--- TEAPERF	1.000			.871	
PLF_TP<--- TEAPERF	.604	.040	.045	13.349	***
EMP_SC<--- SCUL	.958		.037	25.573	***
COH_SC<--- SCUL	1.000	.040	28.048	.847	***
LEA_SC<--- SCUL	.940	.041	.038	24.839	***
CHA_SC<--- SCUL	1.064	.037	.037	29.038	***
PER_TC <--- TECOM	.211			.402	
PLA_TC <--- TECOM	.291	.163	8.304	.336	***
CUR_TC <--- TECOM	.267	.095	8.938	.377	***
DIV_TC <--- TECOM	.265	.104	12.533	.819	
SRL_TC <--- TECOM	.199	.102	12.547	.822	***

Table 10 shows the standard criterion indices of teachers' performance on structural equation model 5. It shows an adequate value on model fitting. As shown in the table, CMIN/DF (Chi-Square Minimum/Degrees of Freedom), which requires a value of <2, is 1.207, while P-VALUE (Probability Value), which should be >.05, is .204, NFI (Normed Fit Index) is .993. However, the TLI (Tucker-Lewis Index), which value is .998, CFI (Comparative Fit Index), which value is .999, and GFI (Goodness of Fit Index), which value is .953 of hypothesized model 5, passed the required value of >.95 while RMSEA (Root Mean Square Error of Approximation) which requires a value of >.05 exceed with the value of .014. This proposes that hypothesized structural model 5 is the best fitting model.

Table 10. Standard criterion indices of teacher performance on structural model 5.

Standard Index	Standard Value/Criterion	Model Fit Value
CMIN/DF	<2	1.207
P-VALUE	>.05	.204
NFI	>.95	.993
TLI	>.95	.998
CFI	>.95	.999
GFI	>.95	.953
RMSEA	>.05	.014

Legend:

CMIN/DF- Chi-Square Minimum/Degrees of Freedom
P-VALUE-Probability Value
NFI- Normed Fit Index
TLI-Tucker-Lewis Index
CFI-Comparative Fit Index
GFI-Goodness of Fit Index
RMSEA-Root Mean Square Error of Approximate

The best-fitting structural model for teachers' performance is anchored on school culture and teaching competency. The higher the teaching competency and the more positive the school culture will result in higher teacher performance. These findings accord with the study (Hattie, 2008), which revealed that a teacher is expected to employ instructional strategies and practices that are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting where teachers offer explicit, active instruction than in situations in which teachers do not actively guide instruction and instead control the content and pace of instruction to students.

Moreover, the study's findings were supported by the findings of Amalia (2018) when his research observed the background framework, specifically the influence of teachers' performance toward competencies moderated by certification. This study's results proved that competence influences teachers' performance and certification as a moderating variable. Further, Poro (2019) strengthened the study's findings when he recommended that teachers be encouraged to develop their pedagogical skills for effective

delivery in the classroom. On the other hand, performance appraisals should take care of pedagogical skill development to improve teacher performance. Teachers who work their best to promote coexistence between the school and the community and those that improve their approach to absenteeism build and work in teams to bring out the best of themselves and their pupils to perform better.

Furthermore, the study of Ghanney, Antwi, and Ali (2017) indicated that school culture was a good predictor of teacher job performance. Therefore, it was recommended that school administrators and teachers be guided to strengthen the culture in their schools, especially the adaptability and consistency in cultural traits since they contribute significantly to teacher job performance. Consistently, Gusac et al. (2015) showed that the school's culture has a definite and positive impact on teaching and learning in primary schools in Serbia. Multiple regression analysis determines the predictive effect of school culture on the dimensions of the teaching process and learning as well as the elements of the teaching process. Further, Suharningsih and Murtedjo (2017) also found a significant effect between Teacher Performance and Organizational Culture. The positive value of coefficient means that the better the organizational culture will lead to better teacher performance, and vice versa, the less good organizational culture will lead to a decrease in teacher performance. The role between the two is insignificant because it has a relatively weak role and other variables.

CONCLUSION

Based on the findings, the following conclusions were drawn:

First, the teachers of MSU Marawi external schools have a very high level of teaching competence. They are influential in all aspects of a teacher's professional life and all phases of teacher development, including their social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth professional development.

Second, the teachers of MSU Marawi external schools are receiving very high organizational support, particularly in training and development, performance review and appraisal, merit and promotion, and incentives and rewards.

Third, the teachers of MSU Marawi external schools have a very positive school culture, particularly on good performance, fostering positive commitment and trust among teachers.

Fourth, the teachers of MSU Marawi external schools have a very high teaching performance, which implies that teachers are highly performing based on the rating given by the superiors in terms of knowledge and pedagogy, learning environment and diversity of learners, curriculum, planning and assessment, and reporting.

Fifth, teaching competency is significantly correlated with teachers' performance which means that the more competent the teachers are, the higher the teachers' performance. Correspondingly, organizational support is also significantly correlated to teachers' performance, implying that teachers' performance depends on organizational support. While school culture showed a significant relationship to teachers' performance, the more positive the school culture is, the higher the teachers' performance.

Sixth, teaching competency, organizational support, and school culture predicted teachers' performance. This means that a more notable percentage of teaching performance is accounted to the combined effects of teaching competency, organizational support, and school culture.

Seventh, the structural equation model 5 is the best fitting model anchored on school culture and teaching competency. The higher the teaching competency and the more positive the school culture, the more it will result in higher teachers' performance.

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Gunning Fog Index:	11.70
Flesch Reading Ease:	39.82
Grammar Checking:	93/100
Plagiarism:	5%