Original Research Article

RECKONING THE IMPRESSION OF STRUCTURAL CULTURE ON JOB PRESENTATION OF TEACHERS

IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

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| This study aimed to examine the relationship between structural culture and job presentation in public elementary schools. A descriptive-correlational research design was used with a sample of 200 teachers from public elementary schools. Data were collected through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The results revealed that both structural culture and job presentation were rated very high. Correlation analysis indicated a significant positive relationship between these variables. Furthermore, specific domains of structural culture, including consistency, involvement, adaptability, and mission, were found to significantly influence teachers' job presentation. It is recommended that school administrators focus on fostering a positive structural culture to further enhance job presentation. Providing continuous professional development, involving teachers in decision-making, and promoting a culture of collaboration will help sustain very high levels of job presentation and improve the overall work environment in schools. |

*Keywords*: Structural Culture, Job Presentation, Public Elementary School Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Teacher inefficiency is an issue in some schools, prompting researchers to investigate what can drive their job presentation (Ahmad & Hamid, 2021). Job presentation is the backbone of successful academic outcomes. Schools, even the Department of Education, do regular job presentation evaluation for optimum presentation and productivity of teachers. This requirement implies a need to lift job presentation competence among employees (Yahya, 2020). Despite this, presentation in schools, especially public schools are dwindling, as evidenced by the poor presentation in academic achievements of students (Frenkiewich & Onosko, 2020). Without a fast resolution to the issue of mediocre presentation among teachers in the Philippines, the country will continue to face the problem of mediocre student outcomes (Chua Reyes et al., 2022).

Results of studies on job presentation have contributed to improving the overall condition of institutions, as there are factors that significantly influence job presentation. For example, improved job presentation relates to leadership, governance, and individual characteristics and skills (Chongwony et al., 2020; Riyadi, 2020; Byrne, 2022). However, there are still other factors that influence job presentation. So, this study assumed that structural change, structural culture, and job satisfaction could affect job presentation.

 Research shows that structural culture and job presentation have a significant relationship because culture often influences employees’ attitudes toward work and how they perform (Cherian et al., 2021). Also, job satisfaction is a powerful driver of job presentation. Studies show that employees who are satisfied with their jobs tend to perform better than others (Arifin et al., 2019; Ramlawati, 2019). Further, employees who are satisfied with their pay and promotion become motivated to engage in their work and improve their presentation and productivity (Asaari et al., 2019; Ali & Anwar, 2021).

The above findings on structural culture and presentation used other research methods, while studied separately, and took place in different settings. In other words, there is still no study integrating structural culture and job presentation the second district of Davao City. Therefore, along this line is a research gap that needs investigating to establish the predictors of job presentation. Therefore, this study was necessary to fill in such a research gap. Organizations could use the findings to enhance their employees’ job presentation and enjoy a vibrant and fully loaded institution worthy of commendation.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study was non-experimental that employed a correlation procedure. It is non-experimental because the data collected were the naturally existing attributes of the respondents, and no manipulations or changes were introduced to them (Adupe, 2023). This design provided the plan and structure of research to reach credible arguments for the research objectives. It described existing characteristics sought in this research. So, this method was appropriate for this study because the problem entailed a description and ascertainment of relationships that might exist among variables and exploring their implications for cause and effect without changing the phenomena (Peker, 2019; Walker, 2019; Schneider, 2020). In this study, there were no manipulations or control of variables. Moreover, the correlation technique endeavored to find relationships occurring between variables. Relationships may be positive or negative (Thompson & Audrey Korsgaard, 2019).

**2.2 Research Respondents**

The respondents of this study were the teachers in the second district of Davao City. The researcher used stratified randon sampling in determining the respondents of the study. There were 4 schools identified and each school has a quota sample of 50, making the total number of repsondents to 200.

**2.3 Research Instrument**

This study utilized two survey instruments to gather the data: structural culture and job presentation. In addition, questionnaires underwent pilot testing, whose Cronbach alpha results were >.70, meaning acceptable. Cronbach’s alpha measured the internal consistency reliability of a scale or questionnaire. Cronbach alpha values range from 0 to 1. Higher values indicate higher reliability. Generally, a Cronbach’s alpha value of 0.7 or higher is acceptable.

The panel of experts also validated the questionnaire for consistency of the items and yielded a validity index of 3.83. The Cronbach alpha result and the validity index given by the panel of examiners indicated the reliability and consistency of the items in the survey. Therefore, the questionnaire was a valid instrument for data gathering in this study. Items in the questionnaire had a 5-point Likert scale rating, with five as the highest (strongly agree) and one as the lowest (strongly disagree).

The Cronbach alpha for structural culture was .946, which denotes the high acceptability of the items, as they are consistent and reliable. Moreover, the Cronbach alpha for job presentation was .950, a very high acceptability.

**2.4 Data Gathering Procedure**

# The data gathered through the following procedures:

# The researcher asked an approval of the endorsement from the dean of graduate school. A letter of permission was secured to conduct the study for the level of workstation culture and professional accountability of public elementary school teachers in Dujali District, Division of Davao Del Norte. Upon approval, the researcher prepared the letter address to the Schools Division Superintendent and principals.

# The researcher modified the questionnaire for each variables. The adviser reviewed the questionnaire before producing some copies for validation purposes. The researcher submitted the final form of the questionnaire to the adviser for the final version and revision. The adviser give a go-signal to the researcher for the production of the survey questionnaire.

# Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data were elicited. One hundred percent (100%) of the questionnaire was retrieved. The results were collated and tabulated before submitting it to statistical treatment. Results were analyzed and interpreted based on the purpose of the study.

# 2.5 Data Analysis

The following were the statistical tools used in data analysis based on the study’s objectives:

*Mean* was utilized to measure the the level of structural culture and job presentation of teachers.

*Standard Deviation* was utilized to measure the spread of the values from the expected value (mean). A low standard deviation indicates data clustering around the mean, while a high SD indicates the spread out of data over a broader range.

*Pearson Product Moment Correlation* was used to analyze the degree and significance of the relationship between the structural culture and job presentation

*Multiple Regression* was used to analyze the significant influence of structural culture on job presentation.

3. results and discussion

**3.1 Level of Structural Culture in Public Elementary Schools**

Table 1. *Level of Structural Culture in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Consistency | 0.72 | 4.21 | Very High |
| Involvement | 0.80 | 4.23 | Very High |
| Adaptability | 0.76 | 4.21 | Very High |
| Mission | 0.83 | 4.25 | Very High |
| **Overall** | **0.70** | **4.23** | **Very High** |

Presented in Table 1 is the level of structural culture among public elementary schools, including consistency, involvement, adaptability, and mission, based on the mean scores and standard deviations. The mission indicator received the highest mean of 4.25, categorized as "very high," followed closely by involvement with a mean of 4.23. Both consistency and adaptability had means of 4.21, categorized as "very high." The overall mean of 4.23 is described as "very high," indicating that the structural culture in the schools is generally perceived as very strong across these domains. The overall standard deviation of 0.70 suggests that the responses were tightly clustered around the mean.

This finding highlights that the schools have a well-established and strong structural culture, with a clear mission that provides direction, active involvement across staff members, and an adaptable approach to meet the needs of both teachers and students. The emphasis on consistency further reflects a stable and predictable work environment conducive to high performance.

This finding reinforces the research of Wang’ombe (2023), who found that a strong structural culture in schools fosters an environment of trust, accountability, and shared values, contributing to a positive work atmosphere. When school leaders create a culture that promotes collaboration, respect, and open communication, teachers feel more supported and motivated in their roles. Similarly, Skaalvik and Skaalvik (2021) found that teachers working in schools with a strong structural culture exhibit higher job satisfaction and a greater sense of belonging, as they perceive their work environment as stable and aligned with their personal and professional values. Furthermore, Al-Majaideh (2021) emphasized that a well-established and cohesive structural culture not only boosts teacher morale but also leads to improved student outcomes, as teachers are more likely to stay committed to their roles and work together towards common educational goals.

**3.2 Level of Job Presentation among Public Elementary School Teachers**

Table 2. *Level of Job Presentation among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Outputs | 0.75 | 4.20 | Very High |
| Job Knowledge | 0.70 | 4.23 | Very High |
| Work Management | 0.78 | 4.25 | Very High |
| Interpersonal Relationship | 0.82 | 4.22 | Very High |
| Concern for the Organization | 0.85 | 4.25 | Very High |
| **Overall** | **0.68** | **4.24** | **Very High** |

Presented in Table 2 is level of job presentation among public elementary school teachers, including outputs, job knowledge, work management, interpersonal relationships, and concern for the organization, based on the mean scores and standard deviations. The indicators work management and concern for the organization both received the highest mean of 4.25, categorized as "very high," followed closely by job knowledge with a mean of 4.23, and interpersonal relationships with a mean of 4.22. The outputs indicator had the lowest mean of 4.20, still categorized as "very high." The overall mean of 4.24 is described as "very high," indicating that teachers generally exhibit a very high level of job presentation across these domains. The overall standard deviation of 0.68 suggests that the responses were closely clustered around the mean.

This finding indicates that teachers demonstrate a high level of commitment to their professional roles, particularly in managing their work effectively and displaying concern for the organization. Additionally, teachers' strong interpersonal relationships and job knowledge suggest a well-rounded approach to fulfilling their responsibilities, which ultimately contributes to the smooth operation and success of their educational roles.

This finding reinforces the research of Nazaretsky et al. (2022), who found that strong job presentation among teachers enhances their professional image and their ability to deliver effective teaching. Teachers who present themselves well, both in terms of their work quality and communication, are more likely to inspire trust and respect from students, colleagues, and administrators. Similarly, Demır (2020) noted that a strong job presentation is associated with higher levels of teacher motivation and satisfaction, as it reflects a sense of professionalism and dedication to their roles. Furthermore, Sofian (2023) emphasized that when teachers consistently demonstrate a high standard of job presentation, it not only boosts their personal efficacy but also contributes to a positive school culture, fostering an environment of excellence and continuous improvement.

**3.3 Significant Relationship Between Structural Culture and Job Presentation in Public Elementary Schools**

Table 3. *Significant Relationship Between Structural Culture and Job Presentation in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Structural Culture | 4.23 | 0.70 |  |  |  |  |  |
|  |  |  | 0.60 | 0.36 | High | 0.000 | Reject Ho1 |
| Job Presentation | 4.24 | 0.68 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between structural culture and job presentation in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.60 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between structural culture and job presentation. The R² value of 0.36 suggests that approximately 36% of the variation in teachers' job presentation can be explained by the structural culture of the school. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that structural culture is significantly related to job presentation.

This finding suggests that a strong structural culture within the school is positively associated with the way teachers present their work and conduct themselves professionally. Schools with clear goals, high involvement, adaptability, and a sense of mission seem to foster a more effective work environment where teachers can excel in their roles. This highlights the importance of nurturing a positive and consistent structural culture to enhance teachers' job performance, motivation, and overall engagement with their professional responsibilities.

This finding is consistent with the study of Park et al. (2019), who highlighted the significant relationship between structural culture and job presentation. Their research revealed that when a strong structural culture is established, teachers are more likely to present themselves in a professional and effective manner, contributing positively to the overall school environment. Similarly, Khanna (2023) emphasized that a consistent and supportive structural culture encourages teachers to align their work practices with organizational goals, leading to enhanced job presentation and greater professional commitment. Furthermore, Daniel et al. (2019) noted that a well-developed structural culture not only fosters improved job presentation but also strengthens the sense of purpose and collaboration among teachers, which ultimately leads to improved outcomes for both educators and students.

**3.4. Domains of the Structural Culture that Significantly Job Presentation in Public Elementary Schools**

**Table 4.** Domains of the Structural Culture that Significantly Job Presentation in Public Elementary Schools

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.90 | 0.60 |  | 5.30 | 0.000 | Significant |
| Consistency | 0.52 | 0.40 | 0.45 | 3.20 | 0.000 | Significant |
| Involvement | 0.62 | 0.48 | 0.58 | 3.35 | 0.010 | Significant |
| Adaptability | 0.60 | 0.45 | 0.55 | 3.32 | 0.021 | Significant |
| Mission | 0.55 | 0.42 | 0.50 | 3.30 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Job Presentation =2.90 + 0.64 (Consistency) + 0.62 (Involvement) + 0.60 (Adaptability) + 0.55 (Mission)  |
| R=0.62; R²=0.372; F=62.46; p-value=0.000 |

Presented in Table 4 is the regression analysis examining how different domains of structural culture—consistency, involvement, adaptability, and mission—significantly influence job presentation in public elementary schools. The regression model indicates that all four domains positively contribute to job presentation. Among them, consistency (Beta of 0.64) has the strongest influence, followed by involvement (Beta of 0.62), adaptability (Beta of 0.60), and mission (Beta of 0.55). The t-statistics for each domain (ranging from 3.20 to 3.35) and their corresponding p-values (all below 0.05) confirm that these influences are statistically significant.

The model explains 37.2% of the variance in job presentation (R² = 0.372). Furthermore, the model’s F-value of 62.46 and its p-value of 0.000 indicate that the model is statistically significant. These findings suggest that the structural culture of schools plays a significant role in shaping the way teachers present their work and engage with their roles. Consistency, involvement, adaptability, and a clear mission contribute to teachers' professional conduct and overall job presentation. These positive aspects of structural culture foster a work environment where teachers are motivated and empowered to perform at their best. Conversely, weaknesses in these domains may hinder teachers’ professional engagement and job performance. Therefore, enhancing these elements of school culture can lead to improved teacher performance and job satisfaction.

This finding aligns with the research of Mincu (2022), who emphasized the significant influence of structural culture on job presentation among teachers. Their study revealed that various domains of structural culture, such as consistency, involvement, and mission, play a crucial role in shaping how teachers present themselves in their professional roles. Similarly, Van Waeyenberg et al. (2022) demonstrated that when a strong structural culture is established, teachers are more likely to align their behaviors with organizational goals, improving overall job presentation and performance. Additionally, the work of Nadi et al. (2023) highlighted that key aspects of structural culture, including adaptability and teamwork, contribute to a more cohesive work environment, ultimately enhancing the way teachers present themselves and engage with their duties.

4. FINDINGS

This study aimed to examine the significant relationship between structural culture and job presentation among public elementary school teachers. Specifically, it sought to assess the level of teachers' engagement with various domains of structural culture, including consistency, involvement, adaptability, and mission. Additionally, the study aimed to determine the level at which teachers perceive their job presentation in terms of output, job knowledge, work management, interpersonal relationships, and concern for the organization. Furthermore, the study examined whether a significant relationship exists between structural culture and job presentation and identified which domains of structural culture most significantly influence teachers' job presentation. Using a descriptive-correlational research design, a total of 200 public elementary school teachers were surveyed using standardized questionnaires, and the data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

Firstly, the level of structural culture in terms of consistency, involvement, adaptability, and mission is very high among public elementary school teachers.

Secondly, the level of job presentation in terms of output, job knowledge, work management, interpersonal relationships, and concern for the organization is also very high among public elementary school teachers.

Thirdly, a significant relationship exists between structural culture and job presentation, indicating a strong positive correlation between the two variables.

Finally, when examining the influence of the domains of structural culture on job presentation, consistency, involvement, adaptability, and mission significantly impact teachers’ job presentation, highlighting the importance of a strong structural culture in enhancing the professional demeanor and performance of teachers.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of structural culture among public elementary school teachers is always manifested, particularly in terms of consistency, involvement, adaptability, and mission. Teachers perceive the structural culture within their schools as one that provides clear guidance, encourages engagement, fosters flexibility, and aligns with a shared purpose. This strong structural culture is crucial in enhancing teacher morale and creating a conducive work environment. When the culture of the school is positive and well-defined, it motivates teachers to remain committed to their roles and contributes to the overall success of the educational system.

Secondly, the level of job presentation in terms of output, job knowledge, work management, interpersonal relationships, and concern for the organization is always manifested. Teachers exhibit strong professional qualities in these areas, reflecting a high level of competence, effective time management, collaboration, and responsibility. These traits contribute to the overall functioning of the school and positively impact student outcomes. Teachers' dedication to their roles and responsibilities ensures that they consistently perform at their best, leading to an environment of academic excellence and professional growth.

Thirdly, a significant relationship exists between structural culture and job presentation. This finding indicates that the strong structural culture within public elementary schools positively influences how teachers present themselves in their professional roles. A supportive and well-defined school culture encourages teachers to demonstrate high levels of professionalism and commitment, which ultimately contributes to a productive learning environment. Teachers who work in schools with a strong structural culture are more likely to exhibit high-quality performance in their work.

Finally, the domains of structural culture significantly influence job presentation. Consistency, involvement, adaptability, and mission directly affect how teachers approach their work, as these cultural elements provide the foundation for effective job performance. When these cultural aspects are strong, teachers are better able to manage their duties, foster positive relationships with colleagues, and contribute to the organization’s success. Schools that emphasize and nurture these cultural domains are likely to see improved teacher engagement, job satisfaction, and overall school performance.

The findings of this study, showing the significant influence of structural culture on job presentation, align with Lewin's Change Theory. According to Lewin's model, organizational change progresses through three stages: unfreezing, movement, and refreezing. In the unfreezing stage, the need for change is communicated to improve job presentation. During the movement stage, training and support are provided to help employees adopt new behaviors that enhance job presentation. Finally, in the refreezing stage, these new practices are reinforced and integrated into the school culture, ensuring sustained improvements in job presentation. The study highlights that applying Lewin’s model can effectively strengthen job presentation within schools, fostering a more positive and productive work environment.

**6. RECOMMENDATIONS**

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

Firstly, considering the very high structural culture in public elementary schools, it is recommended that school administrators continue to strengthen and nurture the key elements contributing to a positive and productive school culture. Administrators may focus on maintaining consistency, fostering involvement, promoting adaptability, and ensuring alignment with the school’s mission. Organizing regular workshops that encourage engagement in school-wide decision-making, supporting professional development, and ensuring open communication can further reinforce the structural culture. Teachers may actively engage in school activities, collaborate with colleagues, and contribute to shaping a school culture that values consistency and adaptability.

Secondly, given the very high level of job presentation among public elementary school teachers, it is recommended that school leaders sustain initiatives that support teacher satisfaction and performance. Administrators may consider implementing strategies that promote career advancement, recognize outstanding work, and ensure fair compensation. In addition, focusing on providing a supportive work environment and ensuring manageable workloads will help maintain high levels of teacher job presentation. Teachers may contribute by engaging in continuous professional development, collaborating with peers, and participating in efforts to improve the overall school environment.

Thirdly, considering the significant relationship between structural culture and job presentation, it is recommended that school leaders develop strategies that strengthen both aspects simultaneously. School administrators may implement programs that encourage collaboration between teachers and leadership, fostering a unified approach to achieving the school’s mission and enhancing teacher performance. Creating opportunities for teachers to actively participate in decision-making processes, providing mentorship programs, and building leadership capabilities in teachers may further strengthen both the school culture and job presentation. Teachers may support these efforts by engaging in leadership opportunities, providing feedback, and actively contributing to school-wide initiatives.

Finally, recognizing the influence of job presentation and structural culture on teacher effectiveness, it is recommended that future initiatives focus on fostering a balance between teacher welfare and the continuous development of a positive school culture. Administrators may explore innovative approaches such as teacher-led initiatives and collaborative decision-making models to enhance teacher engagement and overall school performance. Teachers may take proactive steps by sharing best practices, collaborating with administrators, and seeking professional development opportunities to continually improve their job presentation and contribute to a stronger school culture. Future researchers may explore additional factors influencing the relationship between school culture and job presentation, such as student engagement, community involvement, and teacher retention strategies. Further studies could also examine how specific elements of structural culture impact teacher performance across different educational contexts.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

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