ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

# STRUCTURAL EQUATION MODEL OF WORK PERFORMANCE OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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**Article DOI: https://doi.org/10.36713/epra21435**
**DOI No: 10.36713/epra21435**

## ABSTRACT

*The main objective of this quantitative study was to test the validity of a multi-variate model that best fits in predicting the work performance of public elementary school teachers using structural equation modeling. The respondents of this study are the elementary teachers in the randomly selected public schools in Region XI who were selected using stratified random sampling. The data were collected using adapted survey instruments which were pilot tested. The result showed a very high level of digital leadership, organizational culture, instructional supervision, and work performance. The best-fit model demonstrated that digital leadership indirectly influence work performance, either via organizational culture or instructional supervision as the mediator. Instructional supervision also has an indirect influence on work performance as mediated by organizational culture.*

**KEYWORDS:** *Educational Leadership, Digital Leadership, Organizational Culture, Instructional Supervision, Work Performance, Elementary Teachers, Philippines*

## INTRODUCTION

### Background of the Study

The work performance of teachers encompasses multifaceted aspects such as ensuring the attainment of planned learning outcomes in their classroom as well as the performance of their overall duties in schools (Kempa & Herens, 2016). While teachers are regarded as one of the most essential groups of professionals in the planet, their low performance in the field at present is nothing less alarming (Almagro & Flores, 2023). In terms of knowledge, competence, and pedagogical expertise, Indonesian teachers were recognized to exhibit low performance (Rosser & Fahmi, 2018). Concrete evidence of this was the recent result of the Programme for International Student Assessment (PISA) in 2018 which ranked the quality of Indonesian education in the 10th bottom category (Tae et al., 2019). In Southwestern Nigeria, many public-school teachers believed that they lacked in terms in terms of skills and job performance (Oluremi, 2015). Meanwhile, the identified low performance of many Filipino teachers was attributed to the inadequate and unresponsive trainings they received, coupled with the heavy and complex workloads that they have to accomplish on a regular basis (Pa-alisbo, 2017; Sarabia & Collantes, 2020). Similarly, Delima (2015) stressed that the same thing can be said to teachers in Davao Region who were heavily overworked and stressed.

Of all the surveyed variables in existing literature, the representative exogenous variables which include digital leadership, instructional supervision, and organizational culture were the only ones found to have a significant relationship with the endogenous variable, which is in this case, the work performance of teachers. The importance of these exogenous variables should never be understated as the complex interplay of these variables with the endogenous variable of the study is anticipated to provide invaluable insights on how to address the prevailing problem of weak teacher performance in various global, national, and local settings. More so, delving into this dissertation topic may contribute more empirical findings that further reinforce existing literature about these four study variables.

On one hand, recent literature suggests the close association between digital leadership and work performance of teachers. For instance, Saeed and Kang (2024) on their study about private school teachers concluded that digital leadership carries significant effects to the performance of teachers. Instructional leaders who advocate digital leadership would allow teachers to maximize the use of technology to improve their digital literacy, foster collaboration, and reinforce pedagogical innovation, thereby, increasing their work performance. The conclusions of the said study were also corroborated by Dela Rosa (2022) who attested the slight correlation between digital leadership and teacher performance. Thus, it was suggested that school heads may explore possibilities of utilizing digital transformation in their leadership style to promote the excellent performance of in-service teachers.

On the other hand, the relationship of instructional supervision and teacher performance has been well documented, as far as the body of knowledge is concerned (Ordavisa & Cañon, 2020). In

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

fact, the seminal work of Ullah et al. (2021) identified a link between the principals' instructional supervision and the performance of Pakistani teachers in the secondary level, supporting the claim that competent principals who give valuable and constructive supervision allow teachers to enhance their performance in discharging their duties in the classroom in particular and at school in general. In support, Catherine and Andala (2024) also espoused the strong link between the two mentioned variables. Their research findings held the implication that school heads who adopted certain instructional practices such as checking of documents, setting academic targets, and conducting process observations in classrooms were acknowledged to be antecedents of improved teacher performance. Such is the testament of the impact of instructional supervision to the exogenous variable of this study.

Further, organizational culture is also said to influence the performance of teachers in campuses (Cheasakul & Varma, 2016). Known as the collective values and aspirations shared by all organizational members, organizational culture and its conditions become a major determinant of the improved or weakened performance of teachers in schools. A supportive organizational culture allows teachers to aspire to enhance how they perform in the academic tasks and duties in their schools (Sebastian et al., 2019). Conversely, Erichsen and Reynolds (2019) underscored that a counterproductive organizational culture that pressures teachers can significantly reduce their performance by inhibiting how they typically discharge their functions in schools.

It may be true that rich accounts have already been gleaned over the years about digital leadership, instructional supervision, and organizational culture, which form part of the study's selected exogenous variables, in conjunction to the endogenous variable of the study which is the teachers' work performance (Hamzah et al., 2021; Kanya et al., 2021; Mislang-Sison & Junio, 2019; Somprach et al., 2015). Likewise, enriched documentation on the individual relationship of each exogenous variable to the endogenous variable have been identified through thorough literature review (Ebele & Olofu, 2017; Pribadi et al., 2024; Tahnia et al., 2021). However, there are yet limited accounts and a glaring research gap on the structural equation model of work performance of public elementary school teachers in Region XI. As such, this aspect is where this particular dissertation study is rooted from. Pursuing this quantitative research study holds immense potential in addressing another research gap in the body of knowledge and contributing significantly to pushing the frontiers of human knowledge thus far.

Therefore, the unprecedented findings anticipated in this dissertation paper merit adequate research importance and undivided attention to various beneficiaries and stakeholders concerned. They may find this study instrumental to collaborating and solving the menace of inferior teacher performance as far and wide as the global contexts. The high-ranking officials of the Department of Education (DepEd), school heads, and teachers may obtain novel strategies, interventions, programs and ideas on looking into and addressing the deteriorating teacher performance in public elementary schools situated in the context of this study, employing the exogenous variables at play in the structural equation model of this study. More importantly, the quality of education experienced by elementary learners rest primarily on the performance of elementary teachers. Future researchers may also benefit from this scholarly endeavor by utilizing this study as a significant inspiration to investigate other best fit model of work performance of teachers in the Philippines.

With the intention to contribute new knowledge to the pool of scholarly works up until the global setting, plans for disseminating the findings of this structural equation model study are systematically laid in place. In the grassroots level, a free copy of the salient conclusions and recommendations of this work will be furnished and communicated comprehensively to the high-ranking officials of the Region XI office of the Department of Education (DepEd), so with the 13 DepEd division offices in the same region. The same set of findings will be presented in multiple research conferences where concerned stakeholders and esteemed representatives of DepEd are invited to participate. Most importantly, publication of this dissertation study will be realized by submitting this work in a reputable, internationally indexed repository or journal publication that is open and accessible to all scholars worldwide.

**Statement of the Problem**

The main purpose of this study was to determine the best-fit model of work performance of teachers at public elementary school teachers in Region XI.

Specifically, this study sought to answer to the following questions:

1. What is the level of the exogenous variables: digital leadership, organizational culture, instructional supervision, and the endogenous variable: work performance?
2. What is the nature of the relationship among these variables?
3. What model best fits the work performance of teachers?

## METHODS

**Research Design**

The study employed the quantitative research design, adopting the descriptive-correlational techniques. This design of research allows the testing of objective theories with the use of the thorough examination of certain variables and their relationships (Creswell, 2003). As clarified by Aliaga and Gunderson (2002), this type of research design seeks to explain certain phenomena by gathering data in numerical value and analyzing this data by employing different mathematical methods.

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**Figure 1. Hypothesized Model of the Study**

**Research Locale**

The research took place in the elementary schools under the Department of Education Region XI, which encompasses five provinces: Davao del Norte, Davao de Oro, Davao Oriental, and Davao Occidental, as well as five cities: Davao City, Digos City, Mati City, and Tagum City. The study was conducted in the elementary schools in all of these divisions to establish a structural equation model of work performance among public elementary school teachers.

**Research Respondents**

The respondents to this study were selected from the population of elementary school teachers in all the DepEd division sites of Region XI. Stratified random sampling was used to randomly select 312 tenured elementary school teachers from all the divisions of Region XI. To add, the inclusion criteria for these potential respondents were the following: the respondents must be public elementary school teachers in any divisions of Region XI; they must be an active public elementary school teacher at the time of the conduct of surveys of this study; and they must have rendered at least three consecutive years of teaching service in the same region at the date of the conduct of this study.

**Research Instrument**

The study used the adapted research instruments as a tool for data collection. To ensure validity, the research instruments underwent expert validation and were pilot tested. The first instrument is the ISTE standards for the digital leadership of educational leaders which measured one of the study's exogenous variables which is digital leadership (ISTE, 2022). It contains five dimensions or indicators which are the following: equity and citizenship advocate; visionary planner; empowering leader; systems designer; and connected learner. The second instrument is the Organizational Culture for Educational Institutions by Efeoğlu and Ulum (2017) which measured one of the study's exogenous variables which is organizational culture. It contains four dimensions or indicators which are the following: support dimension, mission dimension, success dimension, and bureaucracy dimension.

The third instrument is called the Instructional Supervision of School Heads Scale by Baggay et al. (2021) which measured one of the study's exogenous variables which is instructional supervision. It contains four dimensions or indicators which are the following: classroom observation; portfolio supervision; identifying the strengths and limitations of teachers in the classroom; and designing various interventions to assist teachers to reduce their limitations. The fourth instrument is called the Job Performance Scale (Çalişkan & Köroğlu, 2022) which measured the endogenous variables which is job performance. It contains two dimensions or indicators which are the following: task performance and contextual performance.

**Data Collection Procedure**

Before data collection, the researcher obtained an endorsement letter from the Dean of the Graduate School and secured ethical clearance from the UIC Research and Ethics Committee. Permission to conduct the study was granted by the Regional Director of DepEd Region XI and subsequently forwarded to relevant Schools Division Superintendents, District Supervisors, and school heads of the selected schools. The study's purpose was clearly stated in the communication letters. Upon school principals' approval, respondents were oriented about the study, its aims, and their rights, including the voluntary nature of participation, confidentiality under the Data Privacy Act, and the option to withdraw at any time. Informed consent forms (ICF)

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were explained and signed. No respondents refused participation. Participants chose to answer the survey either on-site, with 30–45 minutes allotted, or at home, with scheduled retrieval. Once all responses were collected, the researcher tallied, statistically analyzed, and interpreted the data.

**Data Analysis**

The data of this study were analyzed using the following statistical tools:

**Mean** was used to assess the levels of digital leadership, organizational culture, instructional supervision, and work performance. The mean is a commonly used measure of central tendency and represents the average value of a set of numbers

The **standard deviation** measured the dispersion of the ratings of all the respondents from the mean.

**Structural Equation Modeling** was also employed in this study to determine the best fit model of work performance of teachers.

**Ethical Considerations**

The researcher strictly adhered to ethical standards set by the DOST–PHREB to ensure the protection, privacy, and voluntary participation of respondents. The study aligned with UN-SDG No. 4 (Quality Education), aiming to inform educational policies and improve teacher performance. Informed consent was obtained after orienting respondents, and participation was entirely voluntary with the option to withdraw at any time. Risks were minimized by providing a conducive environment and flexible answering options, while confidentiality was ensured through coded questionnaires, secure data handling, and compliance with the Data Privacy Act. The respondents, composed of tenured public school teachers, were deemed capable of informed decision-making. The study involved no coercion or financial burden on others, and tokens of appreciation were given in return for participants' time. Transparency, honesty, and professional integrity were upheld throughout data gathering, analysis, and reporting. The researcher, qualified by academic training and research experience, utilized adequate facilities and expert consultations to ensure validity. Active community involvement was observed by formally engaging educational leaders and stakeholders, with findings to be shared with relevant institutions and presented in academic forums.

## RESULTS AND DISCUSSION

**Level of Digital Leadership**

Shown in Table 1 was the description of the digital leadership as perceived by the elementary teachers of public schools in the different provinces of Region 11. The overall mean of 4.59 signified that the digital leadership experienced by these teachers was very high. Thus, this indicated that digital leadership had always been evident among the school principals from the perspectives of the elementary teachers in the same region. The standard deviation of .48, calculated for the mean score of the domain, was below 1.00. This only indicates minimal variability in the survey responses of elementary teachers.

**Table 1. Level of Digital Leadership**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. Equity and Citizenship Advocate | 4.53 | .53 | Very High |
| 2. Visionary Planner (VP) | 4.37 | .56 | Very High |
| 3. Empowering Leader (EL) | 4.64 | .52 | Very High |
| 4. Systems Designer (SD) | 4.62 | .51 | Very High |
| 5. Connected Learner (CL) | 4.58 | .54 | Very High |
| **OVERALL** | **4.59** | **.48** | **VERY HIGH** |

The finding about digital leadership was supported by Uğur and Tuğba (2019) who claimed that one of the primary responsibilities of school principals is to lead teachers in terms of integrating digital technology in schools. Similarly, Coito et al. (2021) also agreed that school leaders should facilitate and sustain the dynamism of digital age through cultivating a culture of learning that is open to developments and use of modern digital platforms.

**Level of Organizational Culture**

Shown in Table 2 was the description of the organizational culture as observed by the elementary teachers of public schools in the different provinces of Region 11. The overall mean of 4.57 signified that the organizational culture experienced by these teachers was very high in level. Thus, this indicated that organizational culture had always been observed from the perspectives of the elementary teachers in the same region. The standard deviation of .45, calculated for the mean score of the domain, was below 1.00. This only indicates minimal variability in the survey responses of elementary teachers.

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**Table 2. Level of Organizational Culture**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. Support Dimension (SupDim) | 4.57 | .47 | Very High |
| 2. Mission Dimension (MD) | 4.64 | .49 | Very High |
| 3. Success Dimension (SucDim) | 4.63 | .49 | Very High |
| 4. Bureaucracy Dimension (BeauDim) | 4.44 | .60 | Very High |
| | | | |
| OVERALL | 4.57 | .45 | VERY HIGH |

The result is in agreement with the research of Carbajosa and Cuevas (2021) which reported a very high level of organizational culture in four public elementary school districts in the Division of Malita, Davao Occidental. The very high level of organizational culture among public elementary schools as perceived by public school teachers can be attributed specifically from the very high-level assessment in the areas of family orientation, open communication, and team approach. This can be better exemplified when public elementary schools through its school administrators ensures that their respective teachers feel that they are working as a team, they are being treated as a member of a family, and that there is open line of communication between the school heads and the teachers, and between teachers and their fellow teachers as well. Another study of Bantilan et al. (2024) which probed the organizational culture of elementary and secondary public-school teachers in Davao del Norte and Davao City revealed a similar finding, describing the very high scores on the organizational culture of the respondents in terms of efficient change management, goal achievement, teamwork, customer orientation, and cultural strength.

**Level of Instructional Supervision**

Shown in Table 3 was the description of the instructional supervision of school heads as observed by the elementary teachers at public schools in the different provinces of Region 11. The overall mean of 4.56 signified that the instructional supervision experienced by these teachers was very high in level. Thus, this indicated that instructional supervision had always been manifested from the perspectives of the elementary teachers in the same region. The standard deviation of .52, calculated for the mean score of the domain, was below 1.00. This only indicates minimal variability in the survey responses of elementary teachers.

**Table 3. Level of Instructional Supervision**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| 1. Classroom Observation (CO) | 4.58 | .55 | Very High |
| 2. Portfolio Supervision (PS) | 4.49 | .60 | Very High |
| 3. Identifying the Strengths and Limitations of Teachers in the Classroom (ISL) | 4.57 | .56 | Very High |
| 4. Designing Various Interventions to Assist Teachers to Reduce Their Limitations (DVI) | 4.59 | .55 | Very High |
| OVERALL | 4.56 | .52 | VERY HIGH |

The finding is elucidated further in Haramain et al. (2023), as it explained that a high extent of instructional supervision supports school improvement through data-driven decision-making. By analyzing teaching practices and student outcomes, principals can identify areas for improvement and allocate resources effectively, leading to sustained achievement gains. It also promotes educators' professional growth by providing regular feedback, coaching, and development opportunities, which enhance teacher efficacy and retention as educators feel supported in their careers. Meanwhile, the finding is similar to the study of Sumapal and Haramain (2023), which assessed instructional supervisory practices among school leaders using a descriptive quantitative approach with 314 participants. The findings revealed that while school leaders were involved in some supervisory activities, their practices were only partially effective.

**Level of Work Performance**

Shown in Table 4 was the description of the work performance of elementary teachers at public schools in the different provinces of Region 11. The overall mean of 4.70 signified that the work performance exhibited by these teachers was very high in level. Thus, this indicated that the teachers' work performance had always been observed. The standard deviation of .44, calculated for the mean score of the domain, was below 1.00. This only indicates minimal variability in the survey responses of elementary teachers.

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**Table 4. Level of Work Performance**

| Indicators | Mean | SD | Description |
|---|---|---|---|
| **1. Task Performance** (TP) | 4.69 | .46 | Very High |
| **2. Contextual Performance** (CP) | 4.71 | .44 | Very High |
| | | | |
| | | | |
| | | | |
| **OVERALL** | **4.70** | **.44** | **VERY HIGH** |

This finding is supported by Tominez and Dela Cruz (2019) who opined that higher-level teachers with excellent job performance represent higher educational success in creating a healthy learning atmosphere, resolving individual differences, transmitting learning priorities, and determining learning outcomes. They also clarified that more qualified teachers are prepared to demonstrate improved preparation skills, including a far more organized representation of their educational resources. Further, recent research works (e.g., Bisinoto & Almeida, 2017; Escudero, 2019; González & Subaldo, 2015) supported that the evaluation of good teaching performance experiences improves pedagogical quality reflected in student learning. Furthermore, Ariani and Desi (2017) relays that effective and efficient teaching and learning process, as a consequence of superior teaching performance, is highly essential as it can produce high achieving students.

**Significance of the Relationship of the Variables**

Presented in Table 5 is the significance of the relationship of digital leadership, organizational culture, and instructional supervision as the exogenous variables of the study to the endogenous variable which is work performance. Based on the r-value of .586 and a p-value that is less than the .05 level of significance, there exists a positive, moderate, and significant relationship between digital leadership and work performance of teachers. Meanwhile, based on the r-value of .650 and a p-value that is less than the .05 level of significance, there is a positive, moderate, and significant relationship between organizational culture and work performance exhibited by the respondents. Based on the r-value of .647 and a p-value that is less than the .05 level of significance, there is also a positive, moderate, and significant relationship between instructional supervision and work performance. When the strength of the correlations between variables is further analyzed based on r-values, it can be seen that organizational culture has the strongest relationship with the work performance of the elementary teachers, and digital leadership has the weakest relationship with the same variable.

**Table 5. Significance of the Relationship of the Variables**

| INDEPENDENT VARIABLES | Work Performance (WP) | | |
|---|---|---|---|
| | R | p-value | Remarks |
| Digital Leadership (DL) | .586 | .000 | Significant |
| Organizational Culture (OC) | .650 | .000 | Significant |
| Instructional Supervision (IS) | .647 | .000 | Significant |

**Significance of the Influence of the Exogenous Variables**

Displayed in Table 6 is the analysis on the significant influence of digital leadership, organizational culture, and instructional supervision to the work performance of the public elementary school teachers. The analysis is carried out per exogenous variable, and analyzing the different values such as the unstandardized beta coefficients and p-values are paramount. Only two of the three exogenous variables were found to directly influence the work performance of the respondents; one exogenous variable appeared to hold no significant influence over the work performance of teachers.

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**Table 6. Significance of the Influence of the Exogenous Variables**

| | Unstandardized Coefficients | | Standardized Coefficients | t | p-value | Remarks |
|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | |
| Digital Leadership | .098 | .060 | .109 | 1.63 | .104 | Not Significant |
| Organizational Culture | .314 | .066 | .328 | 4.70 | .001 | Significant |
| Instructional Supervision | .266 | .058 | .316 | 4.55 | .001 | Significant |

*Note: R= .694, R-square= .482, F= 95.4, P= .000*

When the significant influence of digital leadership to work performance is examined carefully, it can be analyzed that it has an unstandardized beta coefficient of .109. It also has a p-value of .104, which is greater than the .05 level of significance. This therefore leads to the conclusion that digital leadership has no direct and significant influence on work performance.

In contrary, when the significant influence of organizational culture to work performance is carefully analyzed, it can be gleaned that it has an unstandardized beta coefficient of .328. It also holds a p-value that is less than .001, which is lesser than the .05 level of significance. This indicates that organizational culture has, in fact, a significant influence on work performance. Judging from the unstandardized beta coefficient, the result further indicates that in every unit of increase in organizational culture, work performance correspondingly increases by .328.

Moreover, when the significant influence of instructional supervision to work performance is carefully analyzed, it can be gleaned that it has an unstandardized beta coefficient of .316. It also holds a p-value that is less than .001, which is lesser than the .05 level of significance. This indicates that instructional supervision has, in fact, a significant influence on work performance. Judging from the unstandardized beta coefficient, the result further indicates that in every unit of increase in instructional supervision, work performance correspondingly increases by .316. When compared between the two significant influencers of work performance, it is apparent that organizational culture has a stronger influence than instructional supervision, given that the former has a higher beta value than the latter.

**Best Fit Model of Work Performance of Teachers**

Revealed in Table 7 are the criteria values for the good-of-fit indices, which should be at least five in typical studies that employed structural equation modeling. Upon examining the model fit indices, it can be perceived that Model 1 did not satisfy all of the criterion values for goodness-of-fit indices. Enclosed in this model are the following values: 3.053 for CMIN/DF; .926 for NFI; .936 for TLI; .949 for CFI; .897 for GFI; and .081 for RMSEA. When compared against the criteria of the model of fit indices, it can be gleaned that the required values for CMIN/DF, GFI, and RMSEA were not satisfactorily met by Model 1.

**Table 7. Goodness of Fit Measures of the Best Fit Model**

| | | Model Fit Value | |
|---|---|---|---|
| Indices | Criteria | Model 1 | Model 2 |
| CMIN/DF | <3.0 | 3.053 | 2.814 |
| NFI | >.90 | .926 | .945 |
| TLI | >.90 | .936 | .950 |
| CFI | >.90 | .949 | .964 |
| GFI | >.90 | .897 | .921 |
| RMSEA | <.08 | .081 | .076 |

Conversely, Model 2 appeared to have satisfied all the criteria values for the goodness-of-fit indices. Starting with the CMIN/DF, it yielded the value of 2.814, which is less than 3.0. The NFI criterion also garnered a value of .945, which is above the .90 threshold. The TLI index is measured .950, which is above the minimum TLI value of .90. The CFI value of .964 is found to be above the minimum criterion value of .90, while the GFI value of .921 exceeded the required value of .90. Then, the RMSEA, gauged at a value of .076, was just below the maximum value of .08. Thus, it can be concluded that the model is described to have the acceptable goodness-of-fit indices for the work performance of elementary teachers, making it as the best fit model of this study.

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Illustrated in Figure 2 is the best fit model of the study which pertained to the work performance of elementary teachers. Complex relationships and influences are depicted in the same model, leading to unraveling what exogenous variables directly and indirectly influence the endogenous variable of the study, which is the work performance of the chosen respondents.

The latent variable of digital leadership (DL) is gauged through its observed variables which are the following: connected learner (CL), systems designer (SD), empowering leader (EL), and visionary planner (VP). Another latent variable which is the organizational culture is measured via its observed variables which include support dimension (SupDim), mission dimension (MD), success dimension (SucDim), and bureaucratic dimension (BeauDim). One more latent variable featured in this study is the instructional supervision, which is represented by its observed variables, namely classroom observation (CO), portfolio supervision (PS), identifying the strengths and limitations of teachers (ISL), and developing interventions to reduce the limitations of teachers (DVI). The last latent variable of this study is work performance, which only has two observed variables: task performance (TP), and work performance (WP).

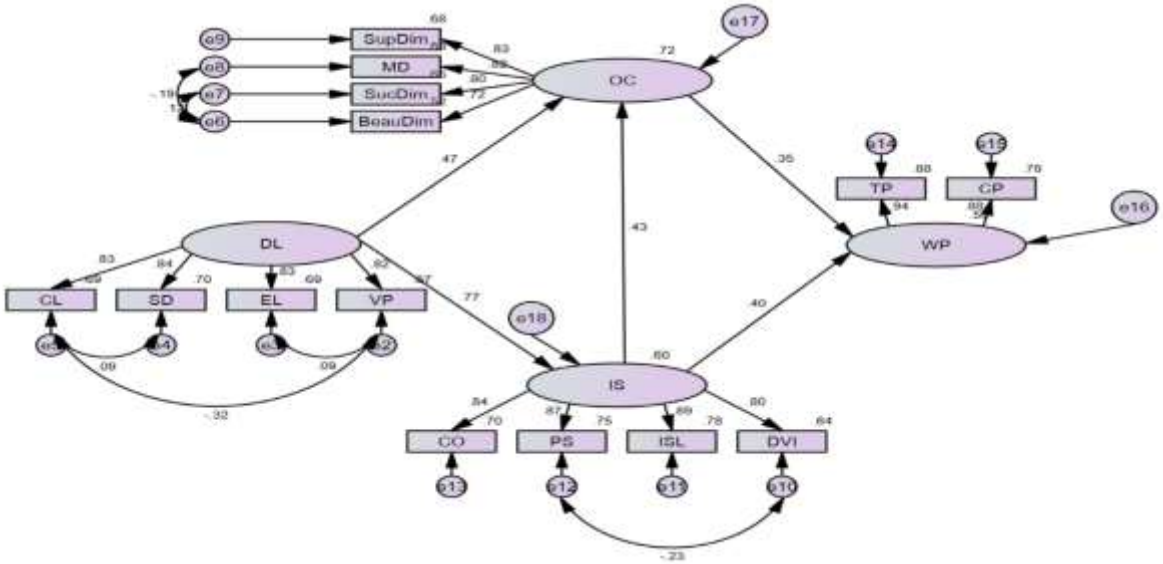



**Figure 2. Best Fit Model of Work Performance**

The best fit model, as shown in Figure 2, highlights the indirect influences of digital leadership (DL) to work performance (WP), as mediated by either organizational culture (OC) or instructional supervision (IS). Hence, there are two possible noted mediators. In detail, digital leadership (DL) has an influence on organizational culture (OC) by an estimation of .47, which resulted to the .35 degree of direct influence of organizational culture (OC) to the work performance (WP) of teachers. In a similar manner, digital leadership (DL) influences instructional supervision (IS) by a value of .77, which led to the significant and direct influence of instructional supervision (IS) to the work performance of teacher by a value of 0.40.

In the same model, it can be gleaned that instructional supervision (IS) has an indirect influence on work performance (WP), with organizational culture (OC) acting as the mediator between the two variables. Instructional supervision (IS) has a significant influence on organizational culture (OC) by an estimated value of 0.43, which resulted to the 0.35 degree of direct and significant influence of organizational culture (OC) to the work performance (WP) of teachers.

**Causal Links of the Exogenous Variables to the Endogenous Variables**

Depicted in Table 8 is the standardized path estimates or regression weights of the best fit model. Hence, it presents the standardized path estimates between latent variables as well as between latent and observed variables of the best-fit model of the work performance of public elementary school teachers in Region XI. Data revealed that majority of the paths were significant at 0.05 level of significance, with a few paths found to be not significant. This only indicates that the influence of the majority of the observed and latent variables was significant.

In detail, the path that exists between digital leadership and instructional supervision is significant as reflected by the estimated beta value of .745 with a corresponding p-value of 0.000. This means that digital leadership significantly predict instructional supervision. Hence, when digital leadership goes up by 1, instructional supervision is augmented by .745. The path that exists between digital leadership and organizational culture is significant as reflected by the estimated beta value of .461 with a corresponding p-value that is 0.000. This means that digital leadership significantly predicts organizational culture. Hence, when digital leadership increases by 1, organizational culture goes up by .461. The path that culture. Hence, when instructional supervision goes up by 1, organizational culture goes up by .431.

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*Table 8. Standardized Regression Weights*

| | | | Estimate | P | Interpretation |
|---|---|---|---|---|---|
| IS | <--- | DL | .745 | .000 | Significant |
| OC | <--- | DL | .461 | .000 | Significant |
| OC | <--- | IS | .431 | .000 | Significant |
| WP | <--- | OC | .326 | .000 | Significant |
| WP | <--- | IS | .379 | .000 | Significant |
| VP | <--- | DL | .980 | .000 | Significant |
| EL | <--- | DL | .913 | .000 | Significant |
| SD | <--- | DL | .962 | .000 | Significant |
| CL | <--- | DL | 1.000 | - | Not Significant |
| BeauDim | <--- | OC | 1.000 | - | Not Significant |
| SucDim | <--- | OC | .903 | .000 | Significant |
| MD | <--- | OC | .930 | 000 | Significant |
| SupDim | <--- | OC | .955 | 000 | Significant |
| DVI | <--- | IS | 1.000 | - | Not Significant |
| ISL | <--- | IS | 1.167 | 000 | Significant |
| PS | <--- | IS | 1.212 | 000 | Significant |
| CO | <--- | IS | 1.033 | 000 | Significant |
| TP | <--- | WP | 1.000 | - | Not Significant |
| CP | <--- | WP | .874 | .000 | Significant |

Further, the path that exists between organizational culture and work performance is significant as reflected by the estimated beta value of .326 with a corresponding p-value of 0.000. This means that organizational culture significantly predicts work performance. Hence, when organizational culture goes up by 1, work performance goes up by .326. The path that exists between instructional supervision and work performance is significant as reflected by the estimated beta value of .379 with a corresponding p-value of 0.000. This means that instructional supervision significantly predicts work performance. Hence, when instructional supervision goes up by 1, work performance goes up by .379.

In reference to the observed variables, visionary planner, empowering leader, and systems designer are predicted significantly by digital leadership as reflected by the beta estimates of .980, .913 and .962, respectively, all with a corresponding p-value of .000. Hence, as educational management practices increase by 1, visionary planner increases by .980, while empowering leader is augmented by .913, and systems designer goes up by .962. Meanwhile, digital leadership does not significantly influence connected learner, based on the p-value that is presumably beyond the .05 level of significance. The same case is also apparent between organizational culture which is tested as a significant predictor of bureaucratic dimension, which also has a p-value that is presumably beyond the .05 level of significance. Meanwhile, success dimension, mission dimension, and support dimension are significantly predicted by organizational culture as reflected by the beta estimates of .903, .930, and .955, respectively, all with a corresponding p-value of .000. Hence, when organizational culture increases by 1, success dimension increases by .903, while mission dimension is augmented by .930, and support dimension goes up by .955.

Moreover, it was revealed that instructional supervision does not significantly predict designing various interventions to assist teachers to reduce their limitations, based on the p-value that is presumably beyond the .05 level of significance. In contrast, identifying the strengths and limitations of teachers, portfolio supervision, and classroom observation are significantly predicted by instructional supervision as reflected by the beta estimates of 1.167, 1.212, and 1.033, respectively, all with a corresponding p-value of .000. Hence, when instructional supervision increases by 1, identifying the strengths and limitations of teachers increases by 1.167, while portfolio submission is augmented by 1.212, and classroom observation goes up by 1.033. Meanwhile, work performance does not significantly influence task performance, based on the p-value that is presumably beyond the .05 level of significance. However, work performance is found to be significant, predicting contextual performance with a beta estimate of .979 and a p-value corresponding to .000. This only means that when work performance increases by 1, contextual performance also increases by .979.

## CONCLUSIONS

Conclusions are carefully drawn from the findings of this dissertation, which are as follows:

1. The very high level of digital leadership of school heads or principals in Region XI holds the implication that the school heads or principals always advocate for equity and citizenship within schools, envision plans for their schools, empower their constituents, design systems integrating the effective use of technology, as well as lead in terms of maximizing the potential of emerging technologies for learning among teachers and students.
2. The very high level of organizational culture as perceived by public-school elementary teachers in Region IX holds the implication that the school heads, teachers, and students work collaboratively to always support the school and its members towards achieving the organizational goals, prioritize the mission of bringing academic success within the schools, properly reward the members of the school

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

organization who brought success and glory, as well as uphold specific procedures that are deemed necessary for the schools to operate properly.

3. The very high level of instructional supervision of school heads or principals in Region XI holds the implication that the school heads or principals always practice classroom observation, portfolio supervision, identification of the strengths and limitations of teachers in the classroom, as well as designing various interventions to assist teachers to reduce their limitations. This further implies that these practices have significantly contributed to the overall success of elementary teachers in terms of their work performance.
4. The very high level of work performance as exhibited by public-school elementary teachers in Region IX holds the implication that the teachers have always been steadfast and consistent in upholding the roles expected from each of them, as well as by extending efforts toward their duties which are no longer part of their roles and responsibilities as teachers in public schools.
5. The structural equation model that was generated in this dissertation appeared to be the best fit model in predicting the work performance of public-school elementary teachers. This holds the important implication that digital leadership, organizational culture, and instructional supervision are crucial elements in enhancing the work performance of elementary teachers in public schools.
6. An increase in the digital leadership of school principals also leads to the increase in their pivotal roles which include being a connected learner, systems designer, empowering leader, and visionary planner. An enhancement on the organizational culture elementary schools also leads to the increase of the level of support dimension, mission dimension, success dimension, and bureaucratic dimension. Meanwhile, an improvement in the instructional supervision of school principals can enhance the quality of the following: classroom observation, portfolio supervision, identifying the strengths and limitations of teachers, and developing interventions to reduce the limitations of teachers. Similarly, an increase in the work performance of public-school elementary teachers leads to the increase of their task performance and contextual performance.
7. The organizational culture in elementary schools and the instructional supervision of school heads or principals both played a critical role in mediating the direct effect digital leadership to the work performance of elementary teachers. In a similar manner, the organizational culture in elementary schools played a crucial role in mediating the direct effect of instructional supervision to the work performance of elementary teachers in the public schools in Region XI

**Recommendations**

1. Since the school principals have demonstrated a very high level of digital leadership and indirectly influenced the work performance of elementary teachers, it is recommended that there should be more programs and activities for upskilling school heads, principals, and teachers on the use of emerging technologies for leading, teaching, and learning. This is to sustain the current level of digital leadership of school principals in the public schools situated in Region XI.
2. Since the level of school organizational culture is very high and has mediated the influence of digital leadership to teacher work performance, it is recommended that school principals may continue reinforcing those programs which are geared to achieving the organizational goals, prioritizing the mission of bringing academic success within the schools, properly rewarding the members of the school organization who brought success and glory, as well as upholding specific procedures that are deemed necessary for the schools to operate properly. This is to sustain the current level of organizational culture that is experienced in the public schools situated in Region XI.
3. Since the school principals exhibited instructional supervision that is very high in level, while it has mediated the effect between the digital leadership and work performance, and it indirectly influenced the work performance of teachers through the organizational culture as the mediator, it is recommended that portfolio supervision and technical support in identifying the strengths and limitations of teachers in the classroom should be intensified to maintain this ideal level of the variable in question. There should also be mentoring sessions between exemplary and seasoned school principals as well as the neophyte heads to sustain the very high level of instructional supervision in schools.
4. Since the best-fit structural equation model of work performance of public-school elementary teachers was established in this dissertation, it is suggested that a series of tests on the same model should be done to further validate its applicability in other basic education school departments in Region XI, such as the junior high school and senior high school departments.
5. Further research is still desired accounting the limitations of the study such as the limited sample size, limited scope or area of the conduct of this study, and limited means to measure the work performance of teachers which was done through utilizing a Likert scale. Other interested scholars may utilize different research designs such as qualitative and mixed method approaches to enrich the insights that can be obtained from the best-fit model of the work performance of teachers. As to the measurement of work performance, future researchers may find other standardized means to measure the same variable which has an improved validity and reliability. Considering these suggestions and future directions may enable the scholars to obtain a more profound understanding about the dynamics of digital leadership, organizational culture, instructional supervision, and work performance of teachers.

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EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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