

Organizational culture and teacher work habits in selected schools in Cebu province

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Abstract: This study examined the relationship between the technical and social systems and teachers' implementation habits in selected high schools in Cebu Province. Using a descriptive-correlational design, the research analyzed how the integration of technical components Sort, Set in Order, Shine, Standardize, Sustain, and Safety, and the social component Spirit influences teachers' classroom preparation, timeliness, and collaboration. Results revealed strong and significant positive correlations between both systems and all dimensions of implementation habits, indicating that as teachers adopt organized, standardized, and collaborative practices, their work efficiency and consistency improve. Among the technical factors, Shine and Standardize exhibited the highest correlations with classroom preparation, while Spirit demonstrated the strongest association with timeliness and collaboration. These findings affirm the interdependence of technical discipline and social cohesion in enhancing teachers' performance. The study concludes that a well-balanced socio-technical system fosters sustainable behavioral habits and organizational productivity. It recommends that schools institutionalize the 5S principles alongside team-based support systems to sustain quality and efficiency. The results provide empirical support for socio-technical systems theory in educational settings and offer practical insights for improving teaching environments through integrated technical and social interventions.

Keywords: *5S methodology, Cebu Province, Collaboration, Standardization, Implementation habits, Organizational efficiency, Socio-technical systems, Teacher performance.*

1. Introduction

In the rapidly evolving landscape of education, the effectiveness of schools is no longer measured solely by academic outcomes but also by the strength of their organizational culture and the work habits of teachers. Educational institutions thrive when they nurture a culture of discipline, collaboration, and professionalism values that directly influence teachers' performance and students' learning experiences. In this context, understanding the interplay between organizational culture and teacher work habits is crucial to sustaining productivity and fostering continuous improvement in public schools.

Organizational culture reflects the shared beliefs, values, and norms that guide behavior within an institution. In schools, it manifests through leadership practices, communication patterns, and collective attitudes toward work. A positive and cohesive culture promotes commitment, innovation, and accountability among teachers. Conversely, weak organizational cultures characterized by poor coordination, limited support, and disorganization tend to diminish motivation and productivity. Teachers' work habits encompassing classroom preparation, punctuality, collaboration, and task completion serve as behavioral expressions of this culture. Thus, the two dimensions are deeply interdependent: a supportive culture shapes better work habits, while consistent work discipline reinforces organizational values [1, 2].

In the Philippine setting, public school teachers often face heavy workloads, administrative demands, and limited physical and material resources that affect both organizational cohesion and

individual efficiency. These challenges are particularly evident in several municipalities in Cebu Province, where teachers frequently operate in disorganized or resource-constrained environments that impede instructional quality. Research suggests that such environments not only strain teachers' morale but also weaken institutional culture and performance [3]. Addressing these issues requires structured approaches that balance organizational order with human motivation and collective accountability.

The Socio-Technical Systems (STS) Theory provides a valuable lens for examining this dynamic. It posits that organizational performance results from the harmonious interaction between technical systems tools, structures, and processes and social systems, which include people, culture, and relationships [4]. Applied in educational contexts, this theory underscores the importance of both environmental organization and social cohesion in promoting effective teacher behavior. When schools implement structured methods that emphasize cleanliness, discipline, safety, and teamwork, they create conditions that nurture positive work habits and professional commitment [5].

Empirical evidence reinforces this link. Studies show that clean, orderly, and well-managed school environments improve teacher satisfaction, reduce stress, and enhance classroom performance. International models, such as those in Singapore, Japan, and Finland, illustrate how systematic organization and collaborative culture lead to higher levels of teacher professionalism and student achievement. Aligning with these global standards, Philippine education policies, including the *Basic Education Development Plan 2030* and the *Philippine Professional Standards for Teachers*, emphasize organizational efficiency, health, and safety as foundations for effective teaching [6].

Given this context, this study investigates the relationship between organizational culture and teacher work habits in selected municipalities of Cebu Province. It seeks to determine how the integration of social and technical systems within schools influences teachers' professional practices, collaboration, and productivity. The study also aims to identify challenges in sustaining organizational discipline and to propose a management framework that enhances both institutional culture and teacher performance. Through these dimensions, the research contributes to the growing body of knowledge on school organizational development in the Philippines. It highlights the importance of aligning physical, social, and managerial systems to cultivate teachers who are not only efficient in their tasks but also active agents of institutional improvement. Ultimately, strengthening organizational culture and teacher work habits offers a pathway toward building more resilient, motivated, and high-performing schools across Cebu Province.

2. Review of Related Literature

2.1. Organizational Culture and Educational Effectiveness

Organizational culture has long been recognized as a central determinant of institutional performance and employee behavior. Schein defined it as a pattern of shared basic assumptions developed by a group as it learns to cope with internal and external challenges [1]. In educational contexts, a strong and positive organizational culture enhances collective commitment, collaboration, and instructional quality [7]. Schools with a well-defined culture tend to display higher teacher morale, improved communication, and greater alignment of values between leadership and faculty [2].

In developing countries, cultural strength is especially vital to compensate for material and structural limitations [8]. Studies in Asia reveal that cultural cohesion, characterized by shared values of respect, teamwork, and discipline, directly influences teachers' satisfaction and student achievement. In the Philippines, Medina et al. found that a collegial, supportive organizational environment encourages teachers to perform better, while fragmented cultures contribute to burnout and disengagement [3]. Therefore, understanding and improving organizational culture remains a strategic focus in educational reform efforts.

2.2. Teacher Work Habits and Professional Productivity

Teacher work habits refer to the behavioral routines that reflect discipline, time management, organization, and accountability. These habits shape instructional quality and, consequently, student

learning outcomes. Research consistently links positive work habits such as punctuality, preparedness, and consistency to higher levels of teacher effectiveness and school performance [9].

Globally, studies demonstrate that teachers who maintain organized and structured work routines report higher job satisfaction and lower stress levels [10]. Conversely, disorganized workspaces and poor time management hinder instructional efficiency and contribute to professional fatigue [11]. In the Philippine context, Dela Cruz and Buenaventura observed that more than two-thirds of public school teachers experience cluttered and poorly maintained work environments, resulting in wasted instructional time and reduced motivation [6]. These findings underscore the importance of environmental order and discipline in sustaining teacher professionalism.

2.3. Socio-Technical and Behavioral Frameworks

The Socio-Technical Systems (STS) Theory, developed by Trist and Bamforth [4], emphasizes the interdependence between social and technical elements of organizations. When both systems are optimized, productivity and well-being improve simultaneously [4]. Applied to schools, the STS perspective highlights how physical organization, tools, and processes (technical systems) interact with teacher relationships, motivation, and culture (social systems). Schools that integrate both dimensions foster greater harmony, accountability, and efficiency among teachers.

Complementing this, Behavioral Modification Theory proposed by Skinner [12] suggests that structured reinforcement and environmental cues can shape consistent, desirable work behaviors Skinner [12]. De Guzman and Santos demonstrated that repeated reinforcement of organizational routines such as cleaning, sorting, and maintaining order builds long-term discipline among teachers. Similarly, Herzberg's Two-Factor Theory identifies workplace cleanliness, safety, and orderliness as essential "hygiene factors" that prevent dissatisfaction and support morale.

These theoretical foundations collectively highlight that cultivating teacher work habits is not merely a matter of personal discipline but a product of systemic design and cultural alignment. When schools institutionalize systems that reinforce positive routines, the results are sustainable improvements in both organizational culture and teaching effectiveness.

2.4. Policy and Contextual Literature in the Philippine Setting

In recent years, Philippine education policy has increasingly emphasized the importance of organizational efficiency and professional culture. The *Basic Education Development Plan (BEDP) 2030* and the *Philippine Professional Standards for Teachers (PPST)* highlight cleanliness, order, and collaboration as indicators of professional competence [6]. Meanwhile, *DepEd Memorandum No. 190, s. 2018 (Oplan Kalinisan)* institutionalized cleanliness campaigns across schools, recognizing that hygiene and discipline are integral to safe and effective learning environments.

Furthermore, the *Magna Carta for Public School Teachers (Republic Act No. 4670)* ensures teachers' rights to adequate working conditions, while *DepEd Order No. 42, s. 2017* calls for maintaining a supportive learning environment aligned with the principles of School-Based Management [13]. Collectively, these policies mirror the principles of the socio-technical approach, emphasizing systematic order, health, and shared responsibility in school management.

Within Cebu Province, the integration of organizational culture development and teacher work discipline remains an emerging practice. Despite efforts to promote efficiency, many schools continue to face issues related to overcrowded workspaces, lack of systematic routines, and inconsistent administrative monitoring. This context underscores the need for a localized management framework that enhances both organizational culture and teacher work habits, ensuring alignment between national policies and grassroots school realities.

3. Research Methodology

This study employed a quantitative descriptive–correlational design to examine the implementation, perceived effectiveness, and challenges of the technical and social system workplace management

approach and its influence on teachers' work habits in selected secondary schools in Cebu Province, Philippines. The design was appropriate for describing prevailing conditions, identifying behavioral patterns, and determining relationships among variables without the manipulation of any condition. As noted by Shields and Rangarajan [14] descriptive research effectively presents factual characteristics of a population and captures perceptions and experiences using standardized tools.

The study focused on assessing how the integration of technical (organization, cleanliness, and safety) and social (collaboration, spirit, and standardization) dimensions of workplace management contributes to the formation of consistent and efficient work habits among teachers. This approach allowed for the quantification of perceptions, implementation levels, and behavioral outcomes related to workplace organization and productivity. By correlating perceived system effectiveness with observed work habits, the research sought to determine whether organizational practices influence individual discipline, cooperation, and performance.

3.1. Research Setting

The investigation was conducted in selected public secondary schools within the municipalities of San Francisco, Poro, and Tudela, three educationally significant localities in the Camotes Islands under the jurisdiction of the Department of Education (DepEd)–Division of Cebu Province. These municipalities collectively represent the diverse realities of island-based education, where logistical constraints, resource limitations, and community-based support systems shape school culture and teacher practices.

San Francisco, located on Pacijan Island, serves as the educational center of the Camotes Islands. It hosts several large secondary schools, including *San Isidro National High School*, *Cabonga-an National High School*, *Lorenzo C. Tanza Memorial National High School*, *Consuelo National High School*, *Santiago National High School*, and *Camotes National High School*. Poro, situated on Poro Island, is considered the gateway municipality of the island group, housing schools such as *Luciano B. Rama Memorial National High School*, *San Jose National High School*, and *Zosimo E. Fabroa Memorial National High School*. Tudela, also on Poro Island, includes *Tudela National High School* and *Puertobello National High School*. Collectively, these schools provide a representative environment for examining organizational culture and work habits in geographically isolated educational systems [15].

3.2. Participants

A total of 110 teachers from five selected high schools *Cabonga-an National High School*, *Lorenzo National High School*, *Santiago National High School*, *Consuelo National High School*, and *Camotes National High School*, participated in the study. Participants were chosen through total population sampling, a purposive method that ensures the inclusion of all qualified individuals within the manageable population. According to Cohen [16] A sample size of 85–100 participants is sufficient for correlational research, expecting a medium effect size at $\alpha = 0.05$ with a power of 0.80. Thus, the inclusion of 110 respondents exceeded this requirement, ensuring statistical reliability. Demographic data (age, gender, educational attainment, teaching experience, and grade level taught) were also collected to contextualize the findings.

3.3. Research Instrument

Data were gathered using a structured survey questionnaire adapted from Jumadi and Riyadi on the implementation of the 5S Model (Sort, Set, Shine, Standardize, Sustain). The instrument was expanded to include Safety and Spirit, forming the *technical* and *social system* frameworks suited to Philippine educational contexts. The instrument underwent expert validation by three education specialists and was pilot-tested in a neighboring school for clarity and reliability. The final instrument also uses a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure all responses [17].

3.4. Data Collection Procedure

Prior to data gathering, permission was secured from the Schools Division Office of Cebu Province and the school principals. Data collection occurred during scheduled faculty meetings for convenience. Respondents were briefed on the study's purpose, ethical standards, and voluntary participation rights. Informed consent was obtained before administration. Completed questionnaires were screened for completeness, and incomplete responses were excluded from analysis, consistent with ethical research procedures outlined by Creswell and Creswell [18].

3.5. Data Analysis

Both descriptive and inferential statistics were employed. Descriptive statistics (frequency, percentage, mean, and standard deviation) summarized demographic characteristics and assessed the implementation and perceived effectiveness of the technical and social system approach.

Inferential analysis used Pearson's r correlation coefficient to determine relationships between perceived effectiveness and teachers' work habits. A positive correlation indicated that higher levels of system implementation corresponded with improved organizational behavior, punctuality, and task performance [19].

4. Results

4.1. Profile of the Respondents

The study involved 110 teaching personnel from five selected high schools in Cebu Province, whose demographic and professional characteristics provided the contextual foundation for interpreting their perceptions of organizational culture and work habits. Most respondents were aged 26–30 years (36.4%) and 31–35 years (26.4%), indicating a relatively young teaching workforce likely to be adaptable and open to innovation. Females comprised 80.9% of the sample, reflecting the persistent gender imbalance typical in the Philippine education sector. Most participants were married (57.3%), suggesting that many balance family and professional obligations, influencing work behavior.

Regarding educational attainment, over half held a bachelor's degree with master's units (54.5%), while only a few completed a full master's degree (4.5%) or a doctoral degree (0.9%), showing progress toward postgraduate qualifications but also a need for stronger institutional support. In terms of length of service, 50% had 0–5 years of teaching experience, and 37.3% had 6–10 years, suggesting that most are in early career stages, typically associated with enthusiasm and receptiveness to systemic improvement.

Furthermore, 65.5% of respondents attended In-Service Training (INSET) programs, underscoring schools' commitment to professional development. However, 22.7% reported no training experience, highlighting unequal access to professional learning that could impede consistent system implementation. A minority engaged in specialized programs such as NCII–Housekeeping (2.7%) and Revised Curriculum training (1.8%), reflecting a drive to align competencies with institutional needs. Overall, the respondent profile portrays a young, predominantly female, and moderately experienced workforce with strong potential for innovation but a continuing need for structured professional development opportunities.

4.2. Implementation of the Technical and Social Systems

The implementation of the technical and social systems among teachers revealed a strong culture of organization, cleanliness, safety, and collaboration within Cebu Province schools. The technical system encompassing sorting, organizing, standardizing, and sustaining was highly observed, indicating disciplined operational practices. Meanwhile, the social system, emphasizing teamwork and motivation, received a very high rating, with an overall composite mean of 4.22 (SD = 0.572), interpreted as *Always*.

Table 1.
Technical and Social Systems for Teachers.

Dimensions	Mean	Std. Dev.	Interpretation
SORT	4.14	0.541	Often
SET IN ORDER	4.24	0.528	Always
SHINE	4.31	0.540	Always
STANDARDIZE	4.09	0.603	Often
SUSTAIN	4.09	0.635	Often
SAFETY	4.18	0.606	Often
SPIRIT	4.49	0.550	Always
Technical and Social Systems for Teachers	4.22	0.572	Always

Among the seven components, Spirit received the highest mean ($M = 4.49$, $SD = 0.550$), signifying that cooperation, motivation, and open communication are deeply embedded in school culture. Shine ($M = 4.31$) and Set in Order ($M = 4.24$) followed closely, showing teachers' consistent maintenance of cleanliness and systematic workspace arrangement. Conversely, Sort ($M = 4.14$), Standardize ($M = 4.09$), Sustain ($M = 4.09$), and Safety ($M = 4.18$) were rated *Often*, indicating a need for stronger reinforcement mechanisms. These findings confirm that integrating technical efficiency with social cohesion promotes operational excellence, teacher morale, and institutional harmony.

4.3. Changes in Work Habits Resulting from Implementation

The integration of technical and social systems fostered marked improvements in teachers' professional habits, including lesson preparation, time management, and collaboration. The findings suggest that structured management practices and supportive teamwork strengthened accountability and consistency across daily teaching routines.

Table 2.
Implementation Habit.

Dimensions	Mean	Std. Dev.	Interpretation
Classroom Preparation and Instructional Planning	4.38	0.452	Always
Timeliness and Task Completion	4.23	0.514	Always
Collaboration and Shared Responsibility	4.39	0.486	Always
Implementation Habit	4.33	0.484	Always

4.3.1. Classroom Preparation and Instructional Planning

Teachers exhibited significantly improved instructional planning habits ($M = 4.38$, $SD = 0.452$, interpreted as *Always*). The highest-rated item, "*A clean and orderly environment allows me to focus better on instructional goals*" ($M = 4.59$, $SD = 0.579$), reinforces the connection between environmental order and cognitive efficiency, as supported by Hussain. Similarly, high means for statements on organized materials and accessible resources affirm that physical order enhances lesson quality and teaching flow. These findings show that structured technical practices and supportive interpersonal relations cultivate proactive preparation and time optimization.

4.3.2. Timeliness and Task Completion

Teachers reported strong improvements in timeliness ($M = 4.23$, $SD = 0.514$, interpreted as *Always*). Indicators such as "*I accomplish my teaching tasks and duties on time*" ($M = 4.26$, $SD = 0.645$) and "*I meet deadlines for reports and assessments*" ($M = 4.25$, $SD = 0.638$) scored highly, confirming enhanced discipline and accountability. However, slightly lower means on punctuality indicate that sustained monitoring remains necessary. These results are consistent with Chatto, who emphasized that structured systems foster time consciousness and professional reliability among educators.

4.3.3. Collaboration and Shared Responsibility

Collaboration emerged as the strongest dimension ($M = 4.39$, $SD = 0.486$, interpreted as *Always*). Teachers reported increased cooperation and shared participation in maintaining school order. Indicators such as “*Greater cooperation among staff*” and “*Strengthened teamwork since adopting system practices*” ($M = 4.43$) demonstrated a culture of trust and shared accountability. These outcomes align with Saks, Hunt, Leijen, and Lepp, who found that social integration and communication are essential for sustainable institutional success.

4.4. Implementation Habits

The composite mean for implementation habit was 4.33 ($SD = 0.484$), confirming that teachers have internalized positive work behaviors aligned with technical and social system goals. Collaboration ranked highest, followed by instructional preparation and timeliness. This hierarchy indicates that while technical order drives efficiency, the social dimension grounded in teamwork and shared purpose plays a more decisive role in sustaining behavioral change. These results echo findings by Anderson-Butcher, et al. [20]; Sholikhah and Ningsih [21] and UNESCO IIEP [22] which underscores the synergy between technical management and social networks in institutional improvement.

4.5. Relationship Between Technical and Social Systems and Implementation Habits

Correlation analysis revealed that all components of the technical and social systems, Sort, Set in Order, Shine, Standardize, Sustain, Safety, and Spirit, showed significant positive relationships with implementation habits. This implies that greater adherence to structured and collaborative systems corresponds to stronger classroom preparation, timeliness, and teamwork.

Table 3.

Relationship between technical systems and social systems, and their implementation habits.

Factors	Classroom Preparation and Instructional Planning		Timeliness and Task Completion		Collaboration and Shared Responsibility	
	r-value	p-value	r-value	p-value	r-value	p-value
SORT	0.371**	0.000	0.239*	0.012	0.192*	0.045
SET	0.448**	0.000	0.320**	0.001	0.189*	0.048
SHINE	0.592**	0.000	0.464**	0.000	0.317**	0.001
STANDARDIZE	0.591**	0.000	0.425**	0.000	0.405**	0.000
SUSTAIN	0.557**	0.000	0.288**	0.002	0.418**	0.000
SAFETY	0.521**	0.000	0.304**	0.001	0.410**	0.000
SPIRIT	0.506**	0.000	0.498**	0.000	0.485**	0.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The Shine ($r = 0.592$, $p < 0.001$) and Standardize ($r = 0.591$, $p < 0.001$) factors displayed the strongest correlations with *Classroom Preparation and Instructional Planning*, confirming that cleanliness and procedural consistency enhance lesson efficiency. The Spirit factor had the highest correlation with *Timeliness and Task Completion* ($r = 0.498$, $p < 0.001$), showing that motivation and teamwork foster punctuality. For *Collaboration and Shared Responsibility*, the strongest correlations were found with Spirit ($r = 0.485$, $p < 0.001$), Sustain ($r = 0.418$, $p < 0.001$), and Safety ($r = 0.410$, $p < 0.001$). These results confirm that a secure, cooperative, and consistent work environment strengthens engagement and accountability.

5. Discussion

The study’s findings revealed a high level of implementation of both technical and social systems among teachers in selected high schools in Cebu Province, with an overall composite mean of 4.22 (Always). This result underscores the strong organizational discipline and commitment of teachers to maintaining efficient and effective work environments. The consistently high mean scores across

components such as Set in Order, Shine, and Safety confirm that teachers actively integrate the principles of the 5S methodology, Sort, Set in Order, Shine, Standardize, and Sustain within their daily routines [23]. This alignment with structured operational practices reflects the institutionalization of technical efficiency, contributing to smoother workflow, time management, and improved teaching outcomes. These findings are consistent with Vischer [22], who posited that well-organized environments enhance employee comfort and productivity by reducing unnecessary stressors and distractions in the workplace.

The strong performance of the social system, particularly the Spirit component ($M = 4.49$, $SD = 0.550$), emphasizes the importance of teamwork, motivation, and shared responsibility in sustaining operational excellence. Teachers reported that collaboration, recognition, and communication were deeply embedded in their professional culture, fostering psychological safety and job satisfaction. This supports Durdyev and Mbachu [24] who highlighted that positive social interactions and a cohesive team environment are critical to performance sustainability and employee retention. The high correlation between the social and technical systems indicates that human relationships and structured processes are mutually reinforcing: efficient systems provide stability, while strong social cohesion ensures the systems are consistently applied. Such interplay aligns with Hargreaves and Fullan's theory of professional capital, which suggests that collective efficacy and moral purpose among teachers enhance institutional capacity and long-term reform sustainability [25].

Despite the strong results, certain components, Sort, Standardize, Sustain, and Safety, received relatively lower ratings (though still interpreted as *Often*), signaling areas for continuous improvement. These findings suggest that while teachers demonstrate high commitment, institutional mechanisms for monitoring, training, and reinforcement may need to be strengthened to maintain consistency and compliance. The interrelationship among all components indicates that gaps in technical standardization can affect the sustainability of both technical and social systems. As Vischer [26] and Durdyev and Mbachu [24] emphasize, continuous assessment, leadership involvement, and participative management are crucial to maintaining momentum in workplace improvement. Therefore, school administrators are encouraged to develop ongoing quality assurance programs and peer-support initiatives that enhance both operational and relational dimensions. This integrated approach ensures that efficiency, collaboration, and safety remain interdependent pillars of a productive and resilient educational organization.

6. Conclusions

The results of this study clearly demonstrate that the integration of technical and social systems significantly enhances teachers' implementation habits in selected high schools in Cebu Province. The strong positive correlations among the technical components (Sort, Set in Order, Shine, Standardize, Sustain, and Safety) and the social component (Spirit) with the dimensions of implementation habits, Classroom Preparation and Instructional Planning, Timeliness and Task Completion, and Collaboration and Shared Responsibility, affirm the interdependence of structural organization and human relations. The findings reveal that maintaining a well-ordered, clean, and standardized environment not only supports efficiency but also reinforces teachers' morale, teamwork, and shared accountability. This synergy reflects the core of socio-technical systems theory, which asserts that organizational effectiveness arises when technical precision and social cooperation function harmoniously.

7. Recommendations

Based on the findings, several recommendations are proposed.

1. Institutionalize a continuous 5S-based management system that promotes cleanliness, orderliness, and standardization across all academic and administrative processes. Regular audits, visual controls, and peer monitoring can help sustain consistency and discipline.

2. Integrate professional development programs focusing on teamwork and motivation to strengthen the *Spirit* component of the social system, ensuring that collaboration and morale complement technical efficiency.
3. Establish mentorship and feedback mechanisms that promote shared responsibility among teachers, enhancing accountability and fostering a supportive culture of mutual learning.
4. Embed the integrated system within school policy by incorporating the 5S and social principles into performance evaluation and quality assurance frameworks to ensure sustainability and institutional alignment.

8. Implications

The implications of this study are both theoretical and practical. Theoretically, it validates the socio-technical systems theory within the educational context, demonstrating that optimizing both technical and social subsystems leads to improved behavioral outcomes among teachers. It contributes to organizational and educational management literature by providing empirical evidence of how integrated systems influence human performance in schools. Managerially, the findings suggest that educational leaders must view technical efficiency and social cohesion as complementary rather than separate domains. The implementation of structured, standardized procedures alongside a culture of trust and teamwork creates a balanced and resilient organizational environment. Practically, this integration fosters sustainable work habits such as punctuality, preparation, and collaboration that ultimately translate into higher teaching quality, better learning environments, and improved institutional productivity.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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