

Organizational Culture and Perceived Self-Efficacy as Predictors of Teaching Performance Among Secondary School English Teachers in Davao Oriental

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ABSTRACT

The study determined the effect of organizational culture and perceived self- efficacy as predictors on the teaching performance among secondary school English teachers using a descriptive-correlational research design. Further, the validated and reliability-tested adapted survey questionnaires were used in the study. Mean, standard deviation, Pearson product moment correlation and multiple regression analysis were among the statistical tools used. The findings revealed that there was a very high level of organizational culture, perceived self-efficacy, and teaching performance among public secondary school English teachers. In addition, both organizational culture and perceived self-efficacy reveal a significant relationship with teaching performance. Moreover, the combined influence of organizational culture and perceived self-efficacy towards teaching performance was significant.

Keywords: Organizational culture, perceived self-efficacy, teaching performance, quantitative research, Philippines

INTRODUCTION

Teaching performance has always been considered an important factor that greatly contributes to expanding students' knowledge and improving the academic institution's overall performance. According to Kanya et al. (2021) the result of high- or low-quality education is caused not only by the process of educational activities but can be influenced by the low performance of the teachers in the institution. Notably, there is a drastic issue in the teachers' teaching performance, which is affected by management factors followed by working conditions (Hasbay & Altindag, 2018).

Further, in Pakistan, a study by Hafeez (2021) revealed that there is a problem with their education that affects 48 percent of the students because of the unqualified teachers, which result in poor teaching performance. Furthermore, in Indonesia, a study by Rosser and Fahmi (2018) showed that a lack of training and seminars led to low teachers' teaching performance in terms of knowledge, competence, and strategies.

Similarly, a study of Khairiah and Zakaria (2019) cited organizational culture as having a positive and direct significant effect on teachers' teaching performance. Notably, teacher performance increases when work culture organization is improved. Also, the proposition of Isao (2021) revealed that self-efficacy has

a significant positive influence on the teaching performance of teachers. So, teachers should remain motivated since it produces good teaching performance.

Additionally, a study by David et al. (2019) in the Philippines showed that public school teachers face a risk to their teaching performance. They not only carry out their teaching duties but also handle ancillary tasks, dividing their time and causing stress and pressure, ultimately affecting their teaching performance. Nevertheless, there has been a dearth of research that determines the combined influence of organizational culture and perceived self-efficacy on teaching performance among public secondary school English Teachers, which reveals the methodological gap of the study. Also, it is manifested in the literature that the study group has a population gap that focuses on elementary teachers (Tahniah et al., 2021). However, there are limited attempts at research directed towards public secondary school English teachers in terms of organizational culture and perceived self-efficacy.

Likewise, the researcher had not encountered a study conducted in Davao Oriental specifically on public secondary school English teachers' teaching performance. Evidently, due to the manifested research gaps, there is an urgency to conduct the study.

Objectives of the Study

Generally, this study was proposed to determine relationship between organizational culture and perceived self-efficacy on teaching performance among public secondary school English teachers in Davao Oriental. It specifically aimed to:

1. Determine the level of organizational culture of English teachers in terms of:

- 1.1 managing change;
- 1.2 achieving goals;
- 1.3 coordinating teamwork;
- 1.4 building a strong culture; and
- 1.5 student orientation.

2. Determine the level of perceived self-efficacy of English teachers in terms of:

- 2.1 student engagement;
- 2.2 classroom management; and
- 2.3 instructional strategies.

3. Determine the level of teaching performance of English teachers in terms of:

- 3.1 planning;
- 3.2 development; and
- 3.3 result.

4. Determine the significant relationship between:

- 4.1 organizational culture and teaching performance.
- 4.2 perceived self-efficacy and teaching performance.

5. Determine the significant influence of organizational culture and perceived self-efficacy on teaching performance.

Null Hypotheses

1. There is no significant relationship between organizational culture and perceived self-efficacy, and teaching performance.

2. There is no significant influence between organizational culture and perceived self-efficacy, and teaching performance.

Scope and Limitations

This study focused on the effects of organizational culture and perceived self-efficacy on teaching performance.

The respondents of the study are the public secondary school English Teachers in Davao Oriental who have rendered at least three years in the service. As noted, non-English teachers are excluded from participating in this undertaking. The secondary schools under the Division of Davao Oriental were the prospects of the researcher to be included in the pursuit of the study.

Theoretical Bases

The Self-Efficacy Theory of Albert Bandura (1977) serves as the fundamental theoretical framework of the study. According to this theory, individuals with high self-efficacy can provide a strong foundation of motivation, well-being, and personal accomplishment. In addition, it emphasizes individual's perception of their personal capabilities as key determinants of successful outcomes. In this study, the individuals in focus are public school secondary English teachers. Notably, when these teachers have a high level of self-efficacy, they can achieve their personal accomplishments, including their teaching performance, which can maximize the learning of the students and create a positive organizational culture that promotes change management, achievement goals, teamwork, and a strong culture.

This study was also anchored on Edgar Schin's Organizational Culture Theory (1985). This theory emphasizes that organizational culture is a shared basic assumption that a group learns as it solves its problems of external adaption and internal integration. In this study, the members are the secondary school English teachers who are taught how to unravel problems in terms of teaching performance with the shared solutions from other group members and increase their self-efficacy to improve their confidence in teaching.

METHODOLOGY

Research Design

The researcher of the study employed a quantitative research method using descriptive correlational design. According to Creswell (2009), quantitative research is an approach for testing objective theories by examining the relationship among variables. The variables will be measured using instruments to analyze numbered data using statistical procedures. On the other hand, a correlational research design investigated relationships between variables without the researcher controlling and manipulating any of them (Bhandari, 2023).

Research Respondents

The respondents of the study were public secondary school English teachers under the Division of Davao Oriental. In this study, a complete enumeration of respondents was used, with a total of 139 English teachers employed from some schools in Davao Oriental. For the record, there are fourteen schools under the division of Davao Oriental where the study was conducted with its number of respondents. School A- 9; School B- 10; School C- 19; School D- 10; School E- 9; School F- 8; School G- 8; School H- 9; School I- 10; School J- 9; School K- 8; School L-12; School M- 7; and School N- 11.

To attain uniformity, the following criteria were set: each respondent is a public secondary school English teacher under the Division of Davao Oriental; the respondents have rendered at least three years in the service. However, English teachers who have rendered below three years, non-English teachers, those who are not teaching in public schools, close family members like siblings, relatives and friends and those who have potential conflicts with the researcher are not qualified to participate in the study.

Research Instrument

The research instrument to gather data was adapted and modified to suit the environment where the study was conducted. Notably, the instruments used in the study have three parts. The first part was the informed consent form. While the second part asked the demographic profile of the respondents, which consists of their name (optional), sex, school, years in service, and subject taught. The third part was research instruments. These sets of questionnaires were validated in terms of content by a panel of experts and underwent pilot testing to determine their reliability value.

The questionnaire for organizational culture was adapted and modified from the study “Organizational Culture Assessment Questionnaire” by (Sashkin & Rosenbach, 2013). This questionnaire has .929 Cronbach’s Alpha reliability statistics for all domains, namely: managing change, achieving goals, coordinating teamwork, and building a strong culture. Organizational culture was measured through its indicators, one of the study’s independent variables. The table 1 below was the basis for the quantification of the study.

Table 1. Rating scale basis for organizational culture

Range of Mean	Description	Interpretation
4.20-5.00	Very High	The organizational culture is always manifested.
3.40-4.19	High	The organizational culture is often manifested.
2.60-3.39	Moderate	The organizational culture is sometimes manifested.
1.80-2.59	Low	The organizational culture is rarely manifested.
1.00-1.79	Very Low	The organizational culture is never manifested.

The mean scores were computed and analyzed using the Table 2 below in order to determine the level of perceived self-efficacy. The questionnaire for perceived self-efficacy was adapted and modified from the study titled “Teachers’ Sense Self-efficacy: A Challenge for Professional Development Toward Teaching Science as Inquiry” by (Seneviratne et al., 2019) with .869 Cronbach’s Alpha reliability statistics. This questionnaire has three domains: student engagement, classroom management, and instructional strategies.

Table 2. Rating scale basis for perceived self-efficacy

Range of Mean	Description	Interpretation
4.20-5.00	Very High	The perceived self-efficacy is always observed.
3.40-4.19	High	The perceived self-efficacy is often observed.
2.60-3.39	Moderate	The perceived self-efficacy is sometimes observed.

1.80-2.59	Low	The perceived self-efficacy is rarely observed.
1.00-1.79	Very Low	The perceived self-efficacy is never observed.

The questionnaire for teaching performance was adapted and modified from the study titled “Questionnaire Evaluating Teaching Competencies in the University Environment. Evaluation of Teaching Competencies in the University” developed by (Moreno-Murcia et al., 2015) with 68.02 Cronbach’s Alpha reliability statistics. This questionnaire has three domains: planning, development, and result. The mean was computed and analyzed using the Table 3 below to determine the level of teaching performance of English teachers.

Table 3. Rating scale basis for teaching performance

Range of Mean	Description	Interpretation
4.20-5.00	Very High	The teaching performance is always evident.
3.40-4.19	High	The teaching performance is often evident.
2.60-3.39	Moderate	The teaching performance is sometimes evident.
1.80-2.59	Low	The teaching performance is rarely evident.
1.00-1.79	Very Low	The teaching performance is never evident.

Analysis

The researcher examined each questionnaire for its response to each item. The researcher used statistical tools in line with the objectives of the study to process the data collected from the independent variables and dependent variable.

The analysis of the data collected was anchored on the specific objectives of this study. Five objectives were formulated, and appropriate statistical tools were used.

Mean was used to determine the teachers’ level of organizational culture, perceived self-efficacy, and teaching performance. *Pearson-r Correlation* was used to determine the significant relationships between organizational culture, perceived self-efficacy, and teaching performance of the English teachers. *Multiple Regression Analysis* was used to determine the factors that can best predict teachers’ teaching performance. It was a method of regressing multiple variables while simultaneously removing those that are not important (Uyanık & Güler, 2013).

RESULTS AND DISCUSSIONS

Level of Organizational Culture of English Teachers

Table 4 presents the level of organizational culture among English teachers in terms of managing change, achieving goals, coordinating teamwork, building a strong culture, and student orientation. The overall of organizational culture garnered a mean score of 4.25 with a standard deviation of 0.47, described as very high. This means that the organizational culture is always manifested. It implies that the shared values and practices guide employees' actions, resulting in more cohesive teamwork and effective collaboration which drive the organization toward achieving its goals more efficiently.

Table 4. Level of Organizational Culture of English Teachers

Indicators	Mean	SD	Descriptive Interpretation
Managing Change	4.09	0.531	High
Achieving Goals	4.24	0.569	Very High
Coordinating Teamwork	4.39	0.521	Very High
Building a Strong Culture	4.25	0.571	Very High
Students Orientation	4.28	0.585	Very High
Overall Mean	4.25	0.471	Very High

Notably, among the five indicators, Coordinating teamwork got the highest mean score of 4.39 described as very high and then followed by Student orientation which posted a mean score of 4.28 described as very high; Building a strong culture has a mean score of 4.25 indicated as very high; Achieving goals has a mean score of 4.24 described as very high; and Managing change got the lowest mean score of 4.09 indicated as high.

The result of the study is supported by the research findings conducted by Hasibuan and Andika (2023) which revealed that organizational culture significantly influences teacher performance through factors like task orientation, effective communication, social support, recognition of achievements, and a commitment to learning. These elements are essential for enhancing the effectiveness of English teachers, as a supportive environment that prioritizes clear communication and continuous development enables them to perform at their best.

Level of Perceived Self-efficacy of English Teachers

Table 5 presents the level of perceived self-efficacy among public secondary school English teachers in terms of student engagement, classroom management, and instructional strategies.

Table 5. Level of Perceived Self-Efficacy of English Teachers

Indicators	Mean	SD	Descriptive Interpretation
Student Engagement	4.71	0.374	Very High
Classroom Management	4.58	0.432	Very High
Instructional Strategies	4.60	0.476	Very High
Overall Mean	4.63	0.371	Very High

The overall of perceived self-efficacy acquired a mean score of 4.63 and a standard deviation of 0.37 which is described as very high. This means that the perceived self-efficacy of English teachers is always observed. It also implies that the respondents are more likely to exhibit greater confidence in their teaching abilities which leads to improved instructional practices, as they feel empowered to implement innovative teaching strategies and engage students more effectively. As reflected, the indicator student engagement got a highest mean score of 4.71 and is described as very high, then, followed by the instructional strategies with a mean score of 4.60 and is indicated as very high. The lowest mean score of 4.58 is reflected on classroom management which is described as very high.

The result of the study is supported by the proposition of Shahzad and Naureen (2017) which recommended that teachers’ training programs should be created to enhance their level of self-efficacy in terms of imparting knowledge and skills to students.

Level of Teaching Performance of English Teachers

Table 6 presents the level of teaching performance among English teachers in terms of planning, development, and result. The overall mean score of teaching performance is 4.58 and a standard deviation of 0.36 which is described as very high.

Table 6. Level of Teaching Performance of English Teachers

Indicators	Mean	SD	Descriptive Interpretation
Planning	4.46	0.463	Very High
Development	4.63	0.356	Very High
Result	4.64	0.394	Very High
Overall Mean	4.58	0.368	Very High

This means that the teaching performance of English teachers is always evident. Also, it implies that English teachers enhance not only student achievement but also contribute to the overall effectiveness of schools and the educational system, fostering a positive cycle of improvement and success. Evidently, the indicator result got a highest mean score of 4.64, and is described as very high. It is followed by the indicator development with a highest mean score of 4.63 which is indicated as very high. The lowest mean score of 4.46 is reflected on the indicator planning and is described as very high.

The result is supported by the study of Gonzales (2022) concluded that teaching performance significantly influences students’ learning achievement. In addition, the study indicated that teaching performance will impact academic performance and student achievement.

Correlation between Organizational Culture and Teaching Performance of English Teachers

The results show that organizational culture indicators such as managing change, achieving goals, coordinating teamwork, building a strong culture, and student orientation are all positively correlated with all indicators of teaching performance (planning, development, results). Table 7 presents the correlation between organizational culture and the teaching performance of English teachers.

The highest correlation is observed between the overall organizational culture and teaching performance, particularly during the development phase ($r = 0.607$), suggesting that a strong, well-integrated organizational culture significantly enhances teacher effectiveness, especially in developmental activities. The overall organizational culture then shows a statistically significant relationship towards teaching performance of the teachers. This implies that as the level of organizational culture of the teachers increases, their level of the teaching performance also increases. Hence, these findings highlight the importance of fostering a positive organizational culture to improve teaching outcomes.

Table 7. Correlation between Organizational Culture and Teaching Performance of English Teachers

Variable		Planning	Development	Result	TEACHING PERFORMANCE
Managing Change	r-value	0.403	0.486	0.369	0.457
	p-value	< .001	< .001	< .001	< .001
Achieving Goals	r-value	0.375	0.524	0.418	0.475
	p-value	< .001	< .001	< .001	< .001
Coordinating Teamwork	r-value	0.374	0.511	0.426	0.474
	p-value	< .001	< .001	< .001	< .001
Building a Strong Culture	r-value	0.447	0.511	0.442	0.51
	p-value	< .001	< .001	< .001	< .001
Students Orientation	r-value	0.47	0.537	0.445	0.528
	p-value	< .001	< .001	< .001	< .001
ORGANIZATIONAL CULTURE	r-value	0.489	0.607	0.497	0.578
	p-value	< .001	< .001	< .001	< .001

This result of the study is supported by the investigation conducted by Sanusi et al. (2024) culture within an organization plays a significant and beneficial role in shaping the performance of teachers. When schools or educational institutions foster a supportive and nurturing environment, it tends to create conditions that promote higher levels of engagement among educators. This supportive atmosphere not only encourages teachers to be more involved in their work but also enhances their overall effectiveness in the classroom.

Correlation between Perceived Self-efficacy and Teaching Performance of English Teachers

The data in the correlation indicate strong positive correlations, particularly in the areas of instructional strategies, which show the highest correlation with overall teaching performance ($r = 0.788$). Among the self-efficacy indicators, classroom management and student engagement are also highly correlated with various aspects of teaching performance, with development showing consistently strong associations. Presented on Table 8 is the correlation between self-efficacy and the teaching performance of English teachers.

Table 8. Correlation between Self-Efficacy and Teaching Performance of English Teachers

Variable		Planning	Development	Result	TEACHING PERFORMANCE
Student	r-value	0.506	0.657	0.501	0.603
Engagement	p-value	< .001	< .001	< .001	< .001
Classroom	r-value	0.612	0.673	0.576	0.68
Management	p-value	< .001	< .001	< .001	< .001
Instructional	r-value	0.703	0.746	0.706	0.788
Strategies	p-value	< .001	< .001	< .001	< .001
SELF-EFFICACY	r-value	0.707	0.801	0.694	0.803
	p-value	< .001	< .001	< .001	< .001

The overall correlation between self-efficacy and teaching performance is strongest during the development phase ($r = 0.801$), emphasizing that as the level of self-efficacy of the teachers increases, their teaching performance will also increase. This suggests that enhancing teachers' self-efficacy can significantly improve their teaching outcomes.

The finding is supported by the study of Santi et al. (2023) which revealed that perceived self-efficacy plays a crucial role in shaping the performance of teachers, as it has a profound impact on the overall satisfaction that students derive from their courses. When educators believe in their own abilities to effectively teach and manage their classrooms, this confidence translates into more engaging and dynamic teaching practices.

Influence of Teachers’ Organizational Culture and Self-Efficacy towards their Teaching Performance

Exhibited in Table 9 below are the results of a regression analysis examining the influence of organizational culture and teachers' self-efficacy on teaching performance.

Table 9. Influence of Teachers’ Organizational Culture and Perceived Self-Efficacy towards their Teaching Performance

Model	Unstandardized		Standardized	p-value	Decision on H_0
	Coefficients		Coefficients		
	B	SE	Beta	t	

(Constant)	0.743	0.23		3.225	0.002	Significant
Organizational Culture	0.15	0.046	0.192	3.257	0.001	Significant
Teachers' Self-Efficacy	0.69	0.058	0.697	11.824	< .001	Significant
Model Summary: R= 0.819; R square = 0.670; F-value =139.342; p<0.001						

Both organizational culture (B = 0.15, p = 0.001) and teachers' self-efficacy (B = 0.69, p < .001) have significantly positive effects on teaching performance. The model explains 67% of the variance in teaching performance (R² = 0.670), with a strong overall model fit (F = 139.342, p < .001). Among the predictors, teachers' self-efficacy has the larger standardized coefficient (Beta = 0.697), indicating that it has a greater influence on teaching performance compared to organizational culture (Beta = 0.192). Both factors are significant predictors, reinforcing their importance in enhancing teachers' performance. The remaining 33 %, is the possible variation that means that the level of teaching performance would be attributed to the other factors that are not included in this study. Furthermore, the findings of this study align with the propose theories, demonstrating that the identified variables significantly influence teaching performance among English teachers.

The study conducted by Orindah (2014) concluded that organizational culture greatly influences teachers' job commitment in public primary schools. The investigation revealed that 97.8 percent of the teachers are highly committed to their work because of their school's culture and motivational factors. It can be concluded from the findings that the teachers are committed to their job the way they are due to their school culture.

Conclusion

The results and discussions outlined in Chapter 4 provide compelling evidence that supports the findings of this study. They form the foundation for drawing significant conclusions. Therefore, the following conclusions are based on the six objectives of the study.

1. It is concluded that the level of organizational culture was very high. This indicates that the level of organizational culture among English teachers is always evident.
2. It is concluded that the level of perceived self-efficacy was very high, which implies that perceived self-efficacy among English teachers is always observed.
3. It is also concluded that the level of teaching performance among English teachers was very high. This manifests that teaching performance among English teachers is always manifested.
4. Notably, there is a significant relationship between organizational culture, perceived self-efficacy, and teaching performance among public secondary school English teachers.
5. It can also be concluded that organizational culture and teachers' self-efficacy have significantly positive effects on teaching performance.

Recommendations

Based on the conclusions drawn, the following recommendations were given.

1. Since the result of the study revealed that the level of organizational culture is very high, it is recommended that teachers must be provided more opportunities to engage in ongoing training and

professional development. This can include workshops, seminars, and collaborative learning sessions that focus on innovative teaching strategies and educational technologies.

2. Since the result of the study revealed that the level of perceived self-efficacy is very high, it is recommended that teachers are encouraged to implement strategies that promote self-efficacy among their students and fellow teachers. Teachers with high self-efficacy are well-positioned to inspire confidence in their students and other teachers, leading to improved academic outcomes.
3. Since the result of the study revealed that the level of teaching performance is very high, it is recommended that high-performing teachers facilitate opportunities to mentor their peers. This can help disseminate effective teaching strategies and foster a collaborative environment where teachers can learn from one another.
4. Since the study revealed that organizational culture and perceived self-efficacy have significant influence on teaching performance, it is recommended that school administrator must create an environment where teachers can collaborate and share best practices. This can be facilitated through regular team meetings, professional learning communities, and peer mentoring programs. A supportive culture enhances teachers' sense of belonging and motivation, which can lead to improved performance.

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