

School Culture, Teachers Performance and Educational Quality of Public Secondary School

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ABSTRACT

This study, titled School Culture and Teacher Performance of Public Secondary School, examines how organizational conditions and instructional practices relates to educational quality. Schools challenges such as inadequate safety measures, limited inclusivity, insufficient academic support, and weak peer collaboration, which may reduce teacher motivation and effectiveness and consequently hinder the teaching–learning process and student outcomes. Emphasizing the need to assess the actual conditions experienced by teachers and how these conditions shape classroom practices, the study evaluates school culture in terms of safety, inclusivity, academic support, and peer relationships, as well as teacher performance in relation to clarity of instruction, supportiveness, feedback, and professionalism. It further investigates the relationships among these variables to determine how they collectively contribute to educational quality. The respondents consisted of 192 public secondary school teachers from both rural and urban settings. A descriptive–correlational research design was employed, utilizing a standardized questionnaire to gather data, and statistical tools such as mean, percentage, standard deviation, and Pearson product moment correlation were used to describe existing practices and determine the strength and significance of relationships among the variables.

The results of the study revealed that the respondents generally assessed school culture as high in terms of safety and security within the school environment, inclusivity and respect for diversity, academic support, and the overall learning environment, while the level of teacher performance was also rated high in terms of clarity and effectiveness of instruction, approachability and supportiveness, feedback on student academic work, and teacher professionalism and respectfulness. Similarly, the respondents assessed the level of educational quality as high with regard to curriculum implementation, instructional delivery, assessment practices, and student support services. Furthermore, the study found significant positive relationships between school culture and educational quality, as well as between teacher performance and educational quality. These findings highlight the importance of fostering a positive school culture and implementing professional development programs as key strategies for sustaining high-quality education. This indicates that a supportive and inclusive school environment enhances teacher effectiveness, which in turn strengthens the overall quality of education in public secondary schools. It is therefore recommended that public secondary schools continue to promote supportive environments and maintain high teaching standards to further improve educational quality.

Keywords: school culture, teacher performance, educational quality



1. Background of the Study

The education sector shapes society by influencing learning quality. In El Salvador City, school organization and teacher practices affect student outcomes, yet challenges in safety, inclusivity, academic support, and collaboration can weaken teacher motivation and instructional quality. Reports indicate students are performing but not at their full potential due to uneven teacher skills, limited professional development, weak leadership, and inconsistent school cultures. These issues highlight that the main barrier is not student ability but the lack of supportive learning conditions.

Teachers carry significant responsibility in managing classrooms and fostering inclusive, engaging environments. When schools prioritize safety, collaboration, and inclusivity, improvement becomes more sustainable. However, meaningful change requires continuous effort, strong reforms, and ongoing professional development.

This study aims to examine the effects of teacher performance and school culture on educational quality and student outcomes using CMSS results, and to propose evidence-based improvements. It aligns with Republic Act No. 10533, the Professional Standards for Teachers, DepEd Order No. 40, s. 2012, and supports the MATATAG Agenda by promoting effective teaching, positive school culture, and improved student achievement.

2. Literature and Related Studies

This review provides key concepts guiding the study, focusing on school culture, teacher performance, and educational quality.

School Culture

School culture reflects shared values and practices that influence behavior and learning. A safe and secure environment promotes participation, teacher retention, and better academic outcomes. Inclusivity and respect for diversity encourage student engagement and meaningful learning, especially when teachers understand students' backgrounds. Academic support, clear instruction, and collaborative learning further enhance student achievement. Positive peer and teacher relationships also strengthen motivation, participation, and overall development.

Teacher Performance

Effective teaching improves student outcomes through clear instruction, support, timely feedback, and professionalism. Approachable and supportive teachers build trust, increasing student confidence and engagement. Feedback helps learners improve, while technology supports clearer instruction and faster guidance. Professionalism, ethical behavior, and continuous development contribute to a positive school environment and teacher retention.

Instruction and Assessment

Quality instruction uses clear communication, evidence-based strategies, and adapts to learners' needs. Effective assessment—both formative and summative—guides teaching and supports student growth. Policies emphasize learner-centered, inclusive, and context-sensitive approaches to improve learning outcomes.

Educational Quality and Student Support

Educational quality depends on aligned curriculum, instruction, assessment, and strong student support systems. Academic, social, and emotional support improves engagement, reduces dropout rates, and promotes achievement. Collaboration among teachers, schools, and communities is essential in creating inclusive and effective learning environments.

Overall, the literature highlights that a positive school culture and strong teacher performance are key drivers of improved student learning and educational quality.

3. Objectives

This study examines the relationship between school culture and teaching performance and how this influence overall educational quality in public secondary schools in the Division of El Salvador City for the academic year 2025–2026. It determines respondents' perceptions of school culture in terms of safety and security, inclusivity and respect for diversity, academic support, and the learning environment. It also assesses teacher performance based on clarity and effectiveness of instruction, approachability and supportiveness, feedback on students' work, and professionalism and respectfulness.

Furthermore, the study evaluates educational quality in terms of curriculum implementation, instructional delivery, assessment practices, and student support services. It investigates significant relationships between school culture and educational quality, as well as between teacher performance and educational quality, and examines differences across teachers' demographic profiles, including age, marital status, educational attainment, income, and training participation.

Ultimately, the study aims to provide evidence-based recommendations to enhance teaching performance and promote a positive, inclusive school culture, supporting improvements in the quality of public secondary education in the Division of El Salvador City.

Theoretical Framework

This study is grounded in Bronfenbrenner's Ecological Systems Theory (1979), which explains that human development is shaped by interactions within different environmental systems. Although focused on child development, the theory also helps explain how school culture, teacher performance, and educational quality are interconnected.

The microsystem includes immediate environments like school, family, and peers, where school culture directly influences teachers and students. The mesosystem refers to connections among these environments, such as school–parent collaboration, which can improve teaching quality when strong. The exosystem and macrosystem involve broader social factors like policies and cultural norms that indirectly affect schools, while the chronosystem highlights the impact of changes over time.

In this framework, a positive school environment—marked by support, respect, and collaboration—enhances teacher performance and student learning. In contrast, weak leadership and limited support may lead to poor teaching quality. Contextual differences, such as those between rural and urban schools, also influence educational outcomes.

Overall, the theory emphasizes that improving educational quality requires a supportive school culture, effective teaching, and strong collaboration among stakeholders.

4. Conceptual Framework

This study is based on research showing that schools function as cultures shaped by shared values, beliefs, and relationships (Deal & Peterson, 2016; Gruenert & Whitaker, 2015). A positive school culture promotes safety, inclusion, collaboration, and student engagement, which supports both teaching and learning.

In El Salvador City, public secondary schools face different socioeconomic conditions that affect resources and performance. A strong school culture can help improve teacher morale, teamwork, and student well-being despite these challenges.

Effective teaching also plays a key role in educational outcomes. It includes clear instruction, support, feedback, and professionalism (Danielson, 2007; Stronge, 2018). However, factors like large class sizes may reduce teaching effectiveness (Torres, 2022).

Educational quality is measured through curriculum implementation, instruction, assessment, and student support. It is influenced by both school culture and teacher performance, which together shape overall learning outcomes in public secondary schools.

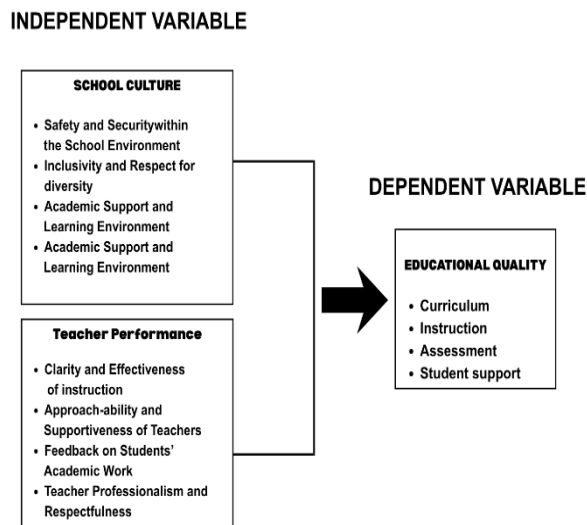


Figure 1. Schematic presentation on the interplay of independent and dependent variables in the study.

Statement of the Problem

The present study assessed school culture, teacher performance, and educational quality in public secondary schools during the 2025-2026 academic year. Specifically, it aimed to address the following research questions:

1. How do respondents perceive their school's culture in relation to (a) safety and security within the school environment, (b) inclusivity and respect for diversity, and (c) academic support and the learning environment?

2. What are respondents' assessments of teacher performance regarding (a) clarity and effectiveness of instruction, (b) approachability and supportiveness, (c) feedback on student academic work, and (d) teacher professionalism and respectfulness?
3. How do respondents evaluate the overall educational quality in terms of (a) the curriculum, (b) instructional practices, (c) assessment methods, and (d) student support?
4. Is there a significant relationship between school culture and educational quality?
5. Is there a significant relationship between teacher performance and educational quality?

Hypothesis

Problems 1, 2, and 3 do not require hypotheses. Problems 4 and 5 were tested as null hypotheses at the 0.05 level of significance.

H₀₁: There is no significant relationship between school culture and educational quality.

H₀₂: There is no significant relationship between teacher performance and educational quality.

Significance of the Study

This study examines the relationship between school culture and teaching performance in public secondary schools in El Salvador City.

For school heads, it provides insights for policies that improve school culture and teacher performance.

For teachers, it supports reflection and professional growth aligned with PPST.

For researchers, it serves as a reference on school culture and teacher effectiveness.

Scope and Limitations

This study looked at how school culture and teaching performance affect educational quality in El Salvador City for SY 2025–2026. It involved 192 junior high school teachers using a standardized questionnaire.

The study is limited to one division, relies on self-reported data, and excludes external factors like leadership and resources. It cannot establish causality but provides useful insights for improvement.

5. Methodology

This section presents the research design, setting, respondents, variables, data collection, statistical treatment, and ethical considerations.

A descriptive-correlational research design was used to examine the relationship between teacher performance, school culture, and educational quality in public secondary schools in the Division of El Salvador City for SY 2025–2026. A cross-sectional survey collected quantitative data at one point in time (Bryman, 2021; Creswell & Creswell, 2023).

Teacher performance was measured in terms of instructional clarity, supportiveness, feedback, and professionalism. School culture included safety, inclusivity, academic support, learning environment, and relationships, while educational quality covered curriculum implementation, instruction, assessment, and student support.

The respondents were 192 junior high school teachers from selected rural and urban schools (Ral & Fernal, 2025). Data were gathered using researcher-made, validated questionnaires. Descriptive statistics

were used to summarize data, while Pearson correlation and regression were applied to determine relationships among variables.

The study was conducted in selected public secondary schools in El Salvador City, Misamis Oriental, Region X. The setting includes both rural and urban schools with varying sizes, resources, leadership styles, and teacher experiences, allowing for a more realistic representation of the division's educational context.

Ethical standards were observed throughout the study, and findings aim to provide evidence-based insights for improving teacher performance, school culture, and educational quality.

Sources: depedelsalvadorcity.net

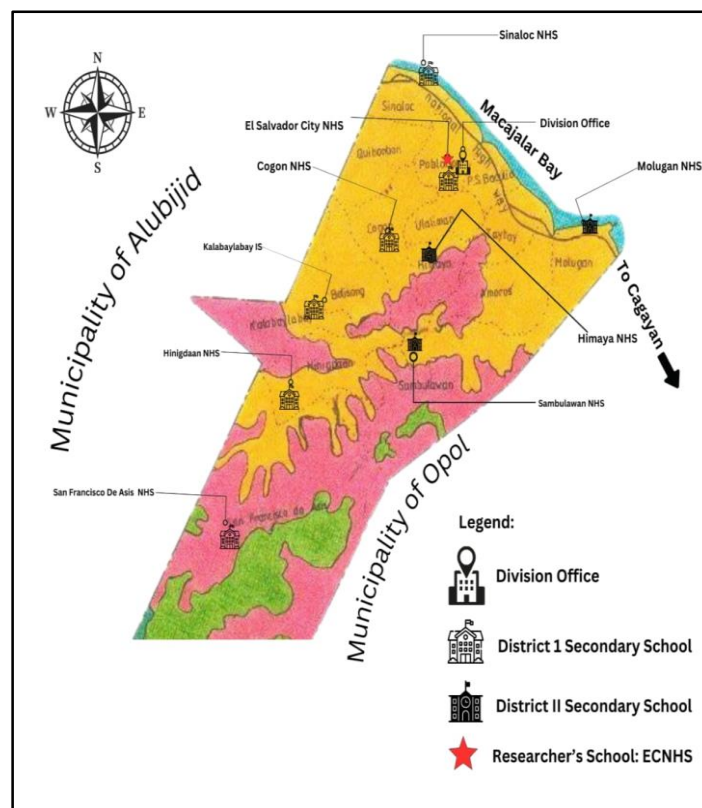


Figure 2. The Location Map of the Study

Research Respondents

The study included 192 teaching personnel from the Department of Education (DepEd) in El Salvador City. All were employed at public secondary high schools within the El Salvador City Division during the 2025–2026 school year (Department of Education - El Salvador City Division, 2026). All participants belonged to the same division, ensuring the data represented teaching conditions and school culture in both urban and rural schools in the area.

Table A Distribution of Respondents

School Code	Total Number of Respondents
A	39
B	32
C	18
D	18
E	5
F	52
G	7
H	9
I	12
Total	192

Meanwhile, the respondent categorized in terms of age, civil status, family income (monthly), training and seminars attended as presented in Table B.

**Table B
Respondents' Profile**

Variable	Categories
Age	() 50 years and above
	() 40–49 years
	() 30–39 years
	() 20–29 years
Civil Status	() Single
	() Married
	() Separated/Divorced
	() Widowed
Family Income (Monthly)	() ₱50,000 above
	() ₱40,000 – ₱49,999
	() ₱30,000 – ₱39,999
	() ₱30,000 and above
Trainings and Seminars Attended	() International Training: 1–5 times / 6–10 times
	() National Training: 1–5 times / 6–10 times
	() Regional Training: 1–5 times / 6–10 times
	() Division Training: 1–5 times / 6–10 times
	() School Training: 1–5 times / 6–10 times

Scale	Range	Description	Interpretation
4	3.26 - 4.00	At All Times	Very High
3	2.51 – 3.25	Most of the Times	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very low

Sampling Technique

A universal (census) sampling technique was used, involving all 192 public secondary school teachers in the Division of El Salvador City for SY 2025–2026. This ensured complete coverage of the population, increasing validity, reliability, fairness, and eliminating sampling bias (Philippine Statistics Authority, n.d.). Teachers were included regardless of demographics, allowing a comprehensive analysis of differences in school culture and teacher performance across groups.

Research Instruments

A researcher-made structured questionnaire was used, based on validated frameworks (Stronge, 2018; Danielson, 2007; Deal & Peterson, 2016). It included three parts:

- School Culture
- Teacher Performance
- Educational Quality

A 4-point Likert scale (Never to Always) measured all indicators. Items covered safety, inclusivity, support, relationships, instructional quality, feedback, professionalism, curriculum, assessment, and student support.

Validity and Reliability

Experts validated the instrument for clarity, relevance, and alignment with objectives. A pilot test ensured usability and consistency. Cronbach’s Alpha showed high reliability, confirming internal consistency (Zakariya, 2022). The tool was grounded in theory (Bronfenbrenner) and literature to ensure accuracy and relevance.

Systems of Scoring

The questionnaire used a 4-point scale:

- 4 (3.26–4.00) – Very High
- 3 (2.51–3.25) – High
- 2 (1.76–2.50) – Low
- 1 (1.00–1.75) – Very Low

The three sections (School Culture, Teacher Performance, Educational Quality) were analyzed separately to ensure clear interpretation and comparison.

Data Gathering Procedure

Permission was secured from the Schools Division Superintendent. School heads and teachers were informed, and participation was voluntary. Data were collected during SY 2025–2026 using in-person questionnaires. Confidentiality and anonymity were strictly observed. Completed forms were securely stored and checked for completeness.

Statistical Treatment of Data

A descriptive-correlational design was used. Data were analyzed using:

- Descriptive statistics (mean, frequency, SD)
- Pearson correlation (relationships among variables)
- Multiple regression (predictive effects of school culture and teacher performance on educational quality)

A 95% confidence level and 0.05 significance level were applied. Statistical software ensured accuracy and reproducibility.

Ethical Considerations

Ethical approval was obtained before data collection. Informed consent was secured from all participants. Participation was voluntary, and confidentiality and anonymity were strictly maintained using coded data. Only the researcher and supervisors accessed records.

Results were reported in summary form only, with no identification of individuals or schools. Data were used solely for academic purposes. Respect, fairness, and transparency were observed throughout to protect participants and ensure research integrity.

6. Results and Discussion

This section presents the results, discussion, conclusions, and recommendations that constitute the core of a comprehensive research paper. It also allows for the interpretation and analysis of the results and places their implications, insights, and significance within the existing literature of this study.

Problem 1. How did the respondents assess their school culture in terms of Safety and Security within the School Environment, Inclusivity and Respect for Diversity, Academic support and the Learning Environment?

Table 1
Summary of Respondents' Assessment for School Culture

Variables	Mean	SD	Interpretation
Safety and Security Satisfaction within the School Environment	2.94	0.77	High
Inclusivity and Respect for Diversity	3.09	0.82	High
Academic support and the Learning Environment	3.07	0.80	High
Student Relationships and Peer Support	2.97	0.76	High
Overall	3.02	0.79	High

Legend: 3.26-4.00 – At all Times / Very High 1.76-2.50 – Sometimes / Low
2.51-3.25 – Most of the Times / High 1.00-1.75 – Never / Very Low

Table 1 shows that school culture is rated High overall (M = 3.02, SD = 0.79), indicating a generally positive and supportive environment in terms of safety, inclusivity, academic support, and relationships (Bual & Madrigal, 2021). However, the variation in responses suggests that these experiences are not consistently felt by all teachers, showing uneven implementation across domains.

This implies the need for more consistent, school-wide practices to ensure equal support, safety, inclusion, and collaboration (2024). A strong school culture is most effective when all areas are equally developed, as teachers perform better when they feel safe, respected, and supported.

Related studies confirm that a cohesive school culture improves teacher motivation, collaboration, well-being, and performance (Garcia & Lorenzo, 2020; Sun & Leithwood, 2020; Sharma & Sokal, 2021; Gonzales & De Guzman, 2021).

Problem 2. What is the level of teacher performance in terms of Clarity and effectiveness of instruction, Approach-ability and Supportiveness of Teachers, Feedback on Academic Work, teacher Professionalism and Respectfulness?

Table 2

Summary Distribution of Respondents' Level of Teacher Performance

Variables	Mean	SD	Interpretation
Clarity and effectiveness of instruction	3.23	0.84	High
Approachability and Supportiveness of Teachers	3.27	0.88	Very High
Feedback on Academic Work	3.28	0.89	Very High
Professionalism and Respectfulness of Teachers	3.29	0.90	Very High
Overall	3.27	0.88	Very High

Legend: 3.26-4.00 – At all Times / Very High 1.76-2.50 – Sometimes / Low
2.51-3.25 – Most of the Times / High 1.00-1.75 – Never / Very Low

Results show a very high level of teacher performance ($M = 3.27$, $SD = 0.88$). Professionalism and respectfulness ranked highest, followed by feedback and supportiveness, while clarity of instruction was lowest but still high (Aquino, 2025; Olvido et al., 2024).

Overall, effective teaching includes clear instruction, support, feedback, and professionalism that enhance student engagement and learning. Teachers who are approachable and supportive create better learning environments, while unclear instruction may reduce understanding and participation.

Related studies confirm that teacher clarity, professionalism, feedback, and supportive relationships significantly improve student achievement and engagement (Bautista & Cruz, 2020; Saavedra & Cacho, 2021; Hattie, 2012; Darling-Hammond et al., 2022). Continuous improvement through training, reflection, and collaboration is still important, especially in instructional clarity.

Problem 3. How do respondents assess the level of educational quality in terms of curriculum, instruction, assessment; and student support?

Table 3

Summary Distribution of Respondents' Level of Educational Quality

Variables	Mean	SD	Interpretation
Curriculum	3.32	0.92	Very High
Instruction	3.22	0.87	High
Assessment	3.21	0.84	High

Student Support	3.33	0.91	Very High
Overall	3.27	0.89	Very High
<i>Legend:</i>	3.26-4.00 – At all Times / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Most of the Times / High	1.00-1.75 – Never / Very Low	

Table 3 shows a very high level of educational quality ($M = 3.27$, $SD = 0.89$) across curriculum, instruction, assessment, and student support. However, variation in responses suggests the need for more consistent implementation across schools (Aquino, 2025).

The findings indicate that educational quality depends on the consistent application of teaching practices, resources, and teacher competencies. Professional development such as LAC sessions, collaboration, and reflective practice can help improve consistency and ensure equitable learning outcomes.

Among the indicators, student support scored highest ($M = 3.33$), showing strong academic, emotional, and social assistance that enhances engagement, motivation, and resilience (Ortega et al., 2021; Lee & Kim, 2022). In contrast, assessment scored lowest ($M = 3.21$), though still high, indicating the need to diversify assessment methods to better measure student learning and improve fairness and accuracy (Jonsson, 2022).

Overall, strong student support and effective instruction contribute to positive educational outcomes, while improving assessment practices and consistency across domains can further strengthen educational quality.

Problem 4. Is there a significant relationship between the level of school culture and the level of educational quality?

Table 4

Test of Relationship Between the Respondents’ Level of Assessment of School Culture and Educational Quality

	Educational Quality				
	Curriculum	Instruction	Assessment	Student Support	Overall
School Culture	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>
	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>
Safety and Security within School Environment	0.76	0.7	0.91	0.91	0.82

	0.03	0.03	0.01	0.01	0.02
	S	S	S	S	S
Inclusivity and Respect for Diversity	0.8	0.61	0.61	0.91	0.73
	0.01	0.03	0.03	0.01	0.02
	S	S	S	S	S
Academic Support and Learning Environment	0.61	0.78	0.71	0.61	0.68
	0.02	0.02	0.02	0.03	0.02
	S	S	S	S	S
Student Relationship and Peer Support	0.91	0.81	0.61	0.71	0.76
	0.01	0.02	0.03	0.02	0.02
	S	S	S	S	S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 4 shows that all dimensions of school culture are significantly related to educational quality ($p < 0.05$), with correlations ranging from moderate ($r \approx 0.61$) to very strong ($r \approx 0.91$). This indicates that a positive school culture is strongly associated with higher educational quality in terms of curriculum, instruction, assessment, and student support (Alhassan et al., 2025).

Key Findings by Domain:

Safety and Security shows strong correlations with all areas of educational quality ($r = 0.70$ – 0.91), especially student support and assessment ($r = 0.91$). A safe environment improves engagement, confidence, and academic participation.

Inclusivity and Respect for Diversity is strongly linked to student support ($r = 0.91$) and curriculum ($r = 0.80$), showing that inclusive practices improve belonging, motivation, and participation.

Academic Support has moderate to strong relationships ($r = 0.61$ – 0.78), with the highest link to instruction. This highlights the importance of guidance, feedback, and learning resources in improving performance.

Student Relationships and Peer Support show very strong correlations with curriculum ($r = 0.91$) and instruction ($r = 0.81$), indicating that peer collaboration enhances engagement and learning outcomes.

Overall Interpretation

The findings confirm that a strong, supportive, and inclusive school culture is essential for high educational quality. Schools that promote safety, inclusivity, academic support, and positive peer relationships create better teaching conditions and improved student outcomes.

Problem 5. Is there a significant relationship between the level of teachers’ performance and level of educational quality?

Table 5

Test of Relationship Between the Respondents’ Level of Teachers’ Performance and Educational Quality

	Educational Quality				
	Curriculum	Instruction	Assessment	Student Support	Overall
Teachers’ Performance	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>
	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>
Clarity and Effectiveness of Instruction	0.76	0.7	0.91	0.91	0.82
	0.03	0.03	0.01	0.01	0.02
	S	S	S	S	S
Approachability and Supportiveness of Teachers	0.8	0.61	0.61	0.91	0.73
	0.01	0.03	0.03	0.01	0.02
	S	S	S	S	S
Feedback on Students’ Academic Work	0.61	0.78	0.71	0.61	0.68
	0.02	0.02	0.02	0.03	0.02
	S	S	S	S	S
Teacher Professionalism and Respectfulness	0.91	0.81	0.61	0.71	0.76
	0.01	0.02	0.03	0.02	0.02

S S S S S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 5 shows that all aspects of teacher performance are significantly related to educational quality ($p = 0.01-0.03$), with correlations ranging from moderate ($r = 0.61$) to very strong ($r = 0.91$). This indicates that teacher performance is closely linked to curriculum, instruction, assessment, and student support (Rosida et al., 2025).

Key Findings by Dimension

Instructional Clarity and Effectiveness shows strong relationships with all areas of educational quality, especially assessment and student support ($r = 0.91$). Clear instruction improves understanding, engagement, and learning outcomes.

Approachability and Supportiveness is strongly linked to student support and instruction, showing that supportive teachers improve confidence, participation, and academic success (Wang et al., 2024).

Feedback on Academic Work has moderate to strong correlations ($r = 0.61-0.78$), with the strongest link to instruction. This shows that timely and meaningful feedback improves learning and assessment quality.

Professionalism and Respectfulness shows strong correlations ($r = 0.61-0.91$), with the highest link to curriculum and instruction. This indicates that professional teachers create structured, fair, and supportive learning environments.

Overall Interpretation

The findings confirm that strong teacher performance is essential for high educational quality. Effective instruction, supportive relationships, meaningful feedback, and professionalism all contribute to improved curriculum delivery, assessment, and student learning outcomes.

7. Discussion

A quantitative analysis of teachers' views on school culture showed a high average score. This means that most teachers saw their school environment as positive, supportive, and conducive to teaching and learning. However, the results also showed substantial variation, suggesting that teachers' experiences varied from school to school. This points to uneven use of supportive practices.

Among the dimensions, inclusivity and respect for diversity, academic support, and the learning environment received higher ratings, reflecting schools' efforts to promote fairness, belonging, and instructional support. In contrast, safety and security within the school environment received the lowest rating, indicating that while safety measures were present, their effectiveness was not consistently experienced by all teachers. These findings suggest that strengthening consistent safety protocols and ensuring equitable implementation of supportive practices are necessary to enhance overall school culture. The overall results for teacher performance were interpreted as very high, indicating that teachers consistently demonstrated strong professional competence. This finding suggests that teacher performance is a major strength of the schools, characterized by effective instruction, approachability, responsiveness

to students' needs, and professional conduct. Among the domains, professionalism and respect received the highest rating, indicating that teachers maintained ethical behavior, fairness, and positive interpersonal relationships with learners. Clarity and effectiveness of instruction, while still rated very high, received the lowest rating among the domains, suggesting opportunities for further enhancement in instructional delivery. These results imply the need for continuous professional development, reflective practice, and collaborative planning to further improve teaching effectiveness.

Important areas like what they teach (curriculum), how they instruct (instruction), how they check the learnings of the student (assessment), and how they support each student is the result of good quality education in every school is very high, means the current system help the students to succeed. In the rating of highest score student support gets it, meaning schools are doing great job in helping their students academically. On the other hand, when poor, but shows improvement for learning it gets lowest rating. The results showed that the overall educational quality of teaching and learning is also high and it is connected to strong school culture.

This finding indicates that a more positive and supportive school culture is strongly associated with higher levels of perceived educational quality. Schools that foster safe environments, inclusive practices, academic support, and positive peer relationships tend to demonstrate stronger curriculum delivery, more effective instruction, improved assessment practices, and better student support systems. The results show that improving school culture leads to better educational outcomes. They also highlight the importance of creating an environment where teachers and students feel safe, valued, and supported.

Similarly, the study also found a strong link between teacher performance and educational quality in all areas. When teachers perform well, people see the curriculum, instruction, assessments, and student support more positively. When teachers communicate well, give helpful feedback, are approachable, and act professionally, students are more engaged and achieve more. The results highlight the importance of teachers to educational quality and show that improving teachers' skills can boost school performance. The study also shows that both school culture and teacher performance have a big impact on educational quality. Although most results were high, some differences suggest that schools need to apply policies and practices more consistently. Improving safety, promoting inclusivity, supporting teacher development, and updating assessment systems are key ways to raise the quality of education in public secondary schools.

8. Conclusion

The study finds that the school's culture stands out for its values of inclusivity and respect for diversity. This positive environment helps everyone feel treated fairly. This approach encourages mutual respect and helps people build stronger relationships. It also motivates both teachers and students to participate. The culture values teamwork and openness, fostering a sense of community among the school community. When people feel like they belong, they are more likely to stay engaged and involved.

The study shows that teachers are professional and respectful, which is essential for effective teaching. These qualities reflect their commitment to fairness and building good relationships. When teachers act this way, students feel valued, respected, and motivated to learn. Professionalism also helps teachers manage the classroom and encourages students to respect each other. The study also finds that student

support is the strongest part of educational quality. The school supports students' academic, emotional, and social needs. Strong support systems help students stay engaged, feel good, and grow in all areas. This support also helps students stay in school and do better by addressing both their academic and personal challenges.

Ongoing efforts to improve are necessary to sustain high standards. Collaborative engagement within the school community is crucial for achieving long-term success.

9. Recommendations

These recommendations are based on the study's findings.

1. School Heads should make school safety a top priority by putting strong physical and psychological safety measures in place. This means setting clear policies, supporting student well-being, building strong support systems, and improving communication with everyone involved. Reliable ways to report concerns should also be set up so everyone feels safe and supported (Strengthening reporting systems on violence against children, n.d.). Together, these steps help create a secure environment where teaching and learning can thrive.
2. Teachers should Manage their classroom to help students learn, stay engage, and achieve their goals, using effective strategies in teaching that students will be prepared in real life situations. Teachers should to enhance their skills by attending seminars and workshops that will align in their specialization. These actions make classrooms more organized, engaging, and student-focused.
3. Supervisors should offer teachers regular professional development and technical support to help them improve student assessment. Using a variety of fair and appropriate assessment methods is important for accurately measuring student learning. When assessment practices are consistent across schools, results are more reliable and educational quality improves. These steps keep assessment systems clear, fair, and aligned with standards.
4. School Heads should create a strong school culture and good relationship to colleagues by making a right decision. Regular communication with teachers and students can help improve the school. School heads can create supportive and inclusive environment if the school leader will listen to the suggestions of creating a better program that will benefit the school. Additionally, school heads need to continue attending seminars, joining training and continue to update new teaching strategies for an effective leadership practice. Improving the teaching methods and promoting an inclusive environment, school heads can help the students increase their participation and in academic performance. Following these suggestions will also help teachers to meet the different learning needs and they can adjust to changes in education to make the school effective and responsive to students.

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