Organizational Culture, Professional Learning Community, Corporate Social Responsibility, and Teachers' Performance of Adventist Schools

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Abstract: *This study aimed to develop a model of organizational culture, professional learning community and corporate social responsibility towards teachers' performance. Furthermore, it also explored into the variables that best predict teachers' performance and the development of a structural model that best fits teachers' performance. The study was conducted among the elementary, academy and colleges of Adventist schools under the South Philippine Union Conference. The participants were the 839 teachers from the elementary, academy and college departments. Results of the study revealed that, the Adventist schools highly practiced the organizational culture and the professional learning community. They highly applied the corporate social responsibility. Teachers in Adventist schools have a performance that exceeded expectations. The organizational culture and all its domains are significantly related to the teachers' performance. Structurally, the teachers' performance was best anchored on the organizational culture with all its domains. Thus, the more the Adventist schools exhibited the organizational culture the more the teachers perform well. Additionally, the more the Adventist institutions make some innovations, give importance to their teachers and staff, and encourage their teachers do some community service which is the social responsibility, the more the teachers are eager to work and participate in school activities. The formative teaching performance paradigm of Adventist schools stipulate that, to have outstanding performance of teachers, Adventists schools may consider to desirably practice their organizational culture and be integrated by the corporate social responsibility as well as by the professional learning community.*

Keywords: Organizational Culture, Professional Learning Community, Corporate Social Responsibility, Teachers' Performance

1. Introduction

1.1 Background of the Study

Today, organizations all over the world are confronted with many challenges. It can be with the organizational management, behavior in professional learning and performance of employees. According to Bauyon and Punongbayan (2015), "the educational thrusts of the Department of Education today are intended to refresh the schools, educational module, showing power and join the qualities that would receive in the light of the on-going changes, the present needs and requests including individual and expert progression of the educators to have quality instruction." In Adventist schools particularly in elementary level, every year there is shifting of positions and location of teacher's assignment within South Philippines Union Conference. Based on the Center forQuality Assurance report during the year-end meeting of July 2018, 40% - 50% of teaching faculty are low performers based on the performance evaluation (Annual Report, 2018). According to the NCMC educational director, it is so alarming, for it is happening for almost more than two decades.

Educators are the foundation of an educational action. The achievement and disappointment of academic exercises exceptionally relies upon their performance. Their execution is straightforwardly connected to process and result of instruction. Accordingly, the performance of educators is earnest for the improvement of any educational institution Harkin (2010). He continued that over time, society expectations have changed, and changes have affected customers, partners, and employees as well. To be retained on the global market, organizations need to integrate corporate social responsibility into their business performance with the objective to reinforce their competitiveness. According to social identity theory, employees attempt to associate themselves with social organization distinguished by a positive reputation, and if employees' perception of the organization's social performance is positive, it should consequently attract and retain employees and influence their attitude toward positive results. According to Turker (2009), Social Identity Theory can be used as the base in explaining the relation between corporate social activities and employees' work performance and attitude. Seventh-day Adventist educational institutions need to hurdle these challenges in order to be competitive in the field of education. Employee's performance is hence the fundamental determinant of either the achievement or the disappointment of the bigger corporate methodology that is set up. To oversee employee performance well, there is need to assess and see how a various variables become possibly the most important factor on employee's performance (Aguilera, 2015). Likewise, there are several approaches and activities involved in managing employee performance. This however is dependent on the overall strategy that the firm employs (Arthur, 2011).

Organizational culture is a main factor that helps organizational members understand their work and choose the right approach to solve problems. The Social Identity Theory of Tajfel and Turner (1979), was the basis of defining organizational culture, which suggests that employees tend to identify with organization that they see favorable values. When working together, organizational members must understand the importance of organizational

culture that relates to the way of thinking, belief, and conduct which in turn will result in the successful management of the organization (Daoruwan, 2009). An organizational culture encompasses the shared, articulated, or not articulated values, beliefs and behaviors that contribute to the unique social and psychological environment of an organization; it is the 'glue' that guides behavior and shapes organizational decision making (Harberg, 2011).

In the information economy, where learning is a critical asset and the interest for all gifted workers has expanded, workers turned into the most significant and in truth the main staying practical test of focused capacity. Work environment alludes to mental, psychological, or passionate part of worker's life. The consciousness of the board on the employees' prosperity which takes over worker's performance, and expert improvement is a powerful methodology in reinforcing of an organizational performance (Zhang, 2013).

"Corporate Social obligation is the duty of an association for the effects of its choices and exercises on society and nature through straightforward and moral conduct that is steady with reasonable advancement and the welfare of society; considers the desires for partners; is in consistence with material law and reliable with global standards of conduct; and is integrated throughout the organization (Regi & Golden, 2014)." Moreover, based on the Stakeholder Theory of Freeman (1984), the existence of organization depends on their ability to integrate stakeholder's expectations, which contribute important resources and returns for the successful functioning and survival of organizations.

Due to the whole school reform efforts at teacher collegiality and collaboration, schools became professional communities of practice, where teachers worked together to determine what did and what did not work in teaching and learning (Hord, as cited by Carpenter, 2012). He added, that during the professional development independently or collaboratively determine what could be adopted to classroom practice. Mitchell (2013) further said that, with the increasing demands placed on teachers, it has become imperative that organizations do not only recruit highly qualified teachers, but they are find ways to retain teachers in the field of education. Mc Gregor's Theory Y explained the highlights of motivating roles of job satisfaction, job performance and encourage workers to approach task without the presence of the supervisors or without the direct supervision of the administrations.

It is on this context that the researcher aimed to develop a model of organizational culture, professional learning community, and corporate social responsibility on the teachers' performance, of the Adventist schools of South Philippine Union Conference.

1.2 Conceptual Framework

This study is anchored on Social Identity Theory of Culture of Tajfel and Turner (1979) who proposed that the groups that a person holds membership to, serves as an important sense of self-esteem and pride. They proposed that there are three cognitive processes that create in-group and out-group mentality. The three cognitive processes are social identification, social categorization and social comparison. Social categorization is when people identify and categorize others or themselves based on the group they identify with.

The social identity theory was used as a theoretical basis of defining organizational culture and organizational commitment. Tajfel and Turner developed the social identity theory to gain a better understanding of the psychological foundation of intergroup discrimination (Tajfel & Turner, 1979).

Based on the social identity theory, employees tend to identify with organizations that they see as showing favorable values through their corporate social responsibility initiatives. The social identity theory proposes that the more a company engages in corporate social responsibility initiatives, the more the organizational commitment from their employees will increase (Brammer et al., 2007). This study supports the use of Tajfel and Turner's (1979) theoretical conception of a group (employees) as a conceptual framework in understanding the experience and perspective of employees in regards to organizational culture and organizational commitment.

According to social identity theory, people inclined to classify themselves into social groups driven by their desire to establish and support their self-identity (Ashforth&Mael, 1989), and they develop strong bonds in commercial relationships, therefore, they define themselves through memberships of social groups such as the organizations they work for (Samanta et al., 2013). Employees attempt to associate themselves with social organizations distinguished by a positive reputation (Brammer et al., 2007), and if employee's perception of the organization's social performance is positive, it should consequently attract and retain employees and influence their attitudes towards work positively (Peterson, 2004). Therefore, Social Identity Theory can be used as the base in explaining the relation between corporate social activities and employees' work performance Turker (2009).

In addition, this study was also based on Mc Gregor's theory Y of work motivation which is of assumption that people are not naturally lazy and view work as natural as rest. They would exercise self-direction and control if committed to the objectives and that they can learn to accept or seek responsibility (Okumbe, 2007). The theory recognizes the ability of people to make innovative decisions and schoolteachers are no exception. The school management can effectively apply this theory in the creation of an enabling work environment where school cultures are maintained or changed to boost the teachers' morale and hence their job commitment. A strong school culture should allow quality interpersonal relationships between the teaching staff and hence reduce antagonism which in the long run will promote teachers' job commitment.

Teachers react to situations not because they are forced to but because they will perceive work as their responsibility. This make them be creative and innovative when carrying out school activities. Mc Gregor's theory Y is easy to

understand, and it may help focus managers thoughts on the different ways people relate to work.

The study was further anchored on Stakeholder Theory of Freeman (1984), which states that stakeholders are groups or individuals who may affect or be affected by the organization's purpose or achievement. The basic premise of this theory is that the existence of organizations depends on their ability to integrate stakeholders' expectations and requirements into their business strategy because stakeholders provide essential resources and returns for the successful functioning and survival of organizations. Thus, it is needed to find an appropriate balance between the interests of the stakeholders and those of directing the organization's activities. Since they can be affected by and affect their organizational activities, employees play a key role in the success or failure of their organization. Specifically, the stakeholder perspective places employees as a key organizational stakeholder within the CSR context. In this perspective, highlighted the dependence of organizations on employee responsiveness to engagement with CSR for the effective delivery of CSR activities. Accordingly, employees' cooperation plays a more important role in the implementation of effective CSR activities (Chuang & Tai, 2014).

The dependent variable of this study which is the teachers' performance was anchored to Expectance Theory by Victor Vroom (1994). According to the expectancy theory, it is the strength of belief that job-related effort will result in a certain performance level. This theory predicts that employees in an organization will be motivated when the institution believes that putting in more effort will yield better job performance, and better job performance will lead to organizational rewards, such as an increase in salary or benefits. Vroom's expectancy theory assumes that behavior which results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience, and abilities. He stated that effort, performance, and motivation are linked in a person's motivation (Lunenburg & Ornstein, 2008).

Based on the foregoing, the hypothesized structural models of the study were illustrated in figure 1-5. These models hoped to come up with the best inter-linkages among the variables namely: organizational culture, professional learning community, corporate social responsibility, and teachers' performance.

Further, the variables of this study are reflected in Table 1. There nineteen exogenous variables. Five of which are constructs of Organizational Culture managing change, achieving goals, coordinated teamwork, customer orientation and cultural strength, which are measured through Organizational Culture Questionnaire.

Table 1: The code, nature, measure, meaning and how the variables are used in the study

Variables	Code	Nature	Measure
Teachers' Performance	TPERF	Endogenous	Teacher's
Professional Knowledge	PER_PRO		Evaluation
Religiosity and Faith Integration	PER_REL		Questionnaire
Learning Environment	PER_LEN		MVC (2016)
Institutional Policies	PER_INS		
Organizational Culture	ORGCU	Exogenous	Organizational
Managing Change	OC_MAN		Culture
Achieving Goals	OC_ACH		Questionnaire
Coordinated Teamwork	OC_COO		Sashkin&
Customer Orientation	OC_CUS		Rosenbach
Cultural Strength	OC_CUL		(2013)
Professional Learning Community	PROFLE	Exogenous	Professional Learning
Shared & Supportive Leadership	PL_SSL		Community Assessment
Shared Values & Vision	PL_SVV		Questionnaire
Collective Learning & Application	PL_CLA		Oliver &Hipp (2010)
Shared Personal Practice	PL_SPP		
Supportive Conditions -Relationship	PL_SCR		
Supportive Conditions – Structure	Pl_SCS		
Corporate Social Responsibility	CSR	Exogenous	Corporate
People	CS_PEO		Social
Innovation	CS_INN		Responsibility
Corporate Governance	CS_COR		Questionnaire
Social Responsibility	CS_SOC		Toliver (2013)
Education	CS_EDU		

The other exogenous variable are components of Professional Learning community which are shared and supportive leadership, shared values and vision, collective learning, and application, shared personal practice, supportive conditions – relationship, and supportive conditions – structure. These components are measured in terms of indicators indicated in the Professional Learning Community Assessment Questionnaire. Then, the Corporate Social Responsibility with its five constructs: people, innovation, corporate governance, social responsibility, and education which are measured through Corporate Social responsibility Questionnaire. The lone endogenous variable in this study is the Teachers' Performance with its four constructs professional knowledge, religiosity, and faith

integration, learning environment and institutional policies which are measured through Teachers' Evaluation Scale B Questionnaire.

This study used the concepts and theories of organizational culture, professional learning community and corporate social responsibility. The independent variables include the following: Organizational Culture, Professional Learning Community and Corporate Social Responsibility. On the other hand, the teachers' performance is the dependent variable. In as much as this study was structural in nature, it attempted to find a particular model on teachers' performance in South Philippine Union Conference. Hence, hypothesized models are established.

The hypothesized model 1 included all predictor variables. Organizational Culture (ORGCU), Professional Learning Community (PROFLE), Corporate Social Responsibility (CSR) and Teachers' Performance (TPERF), (ORGCU – PROFLE – CSR – TPERF model). It proposed that Organizational Culture, Professional Learning Community and Corporate Social Responsibility, are predictive of Teachers' Performance.

Hypothesized model 2 depicts a web of causal relationship of the following: professional learning community and corporate social responsibility towards teachers' performance. The model illustrates the direct link of the variables which were the professional learning community (PROFLE) that is measured by shared and supportive leadership (PL_SSL), shared values and vision (PL_SVV), collective learning and application (PL_CLA), shared personal practice (PL_SPP), supportive conditions-relationship (PL_SCR), and supportive conditions-structures (PL_SCS).The last variable was the corporate social responsibility (CSR) measured by five (5) different indicators, namely: people (CS_PEO), innovation (CS_INN), corporate governance (CS_COR), social responsibility (CS_SOC), and education (CS_EDU).

Hypothesized structural model 3 shows a web of causal relationship of the following: organizational culture, and corporate social responsibility towards teachers' performance. It illustrates the direct link of the variables which were the organizational culture (ORGCU) that is measured by five (5) different indicators, namely: managing

change (OC_MAN), achieving goals (OC_ACH), coordinated teamwork (CO_COO), customer orientation (CO_CUS), and cultural strength (CO_CUL). The last variable was the corporate social responsibility (CSR) measured by five (5) different indicators, namely: people (CS_PEO), innovation (CS_INN), corporate governance (CS_COR), social responsibility (CS_SOC), and education (CS_EDU).

Hypothesized model 4 depicts a web of causal relationship of the following: organizational culture, and professional learning community towards teachers' performance. The said hypothesized model illustrates the direct link of the latent variables which were the organizational culture (ORGCU) that is measured by five (5) different indicators, namely: managing change (OC_MAN), achieving goals (OC_ACH), coordinated teamwork (CO_COO), customer orientation (CO_CUS), and cultural strength (CO_CUL); another variable, the professional learning community (PROFLE) that is measured by shared and supportive leadership (PL_SSL), shared values and vision (PL_SVV), collective learning and application (PL_CLA), shared personal practice (PL_SPP), supportive conditions-relationship (PL_SCR), and supportive conditions-structures (PL_SCS).

The hypothesized model 5 depicts a web of causal relationship of the following: organizational culture, and corporate social responsibility towards teachers' performance. It illustrates the direct link of the variables which were the organizational culture (ORGCU) that is measured by five (5) different indicators, namely: managing change (OC_MAN), achieving goals (OC_ACH), coordinated teamwork (CO_COO), customer orientation (CO_CUS), and cultural strength (CO_CUL) and the last variable was the corporate social responsibility (CSR) measured by five (5) different indicators, namely: people (CS_PEO), innovation (CS_INN), corporate governance (CS_COR), social responsibility (CS_SOC), and education (CS_EDU). The latent endogenous variable – the teachers' performance (TPERF) was being measured by professional knowledge (PER_PRO), religiosity and faith integration (PER_REL), learning environment (PER_LEN), and institutional policies (PER_INS).
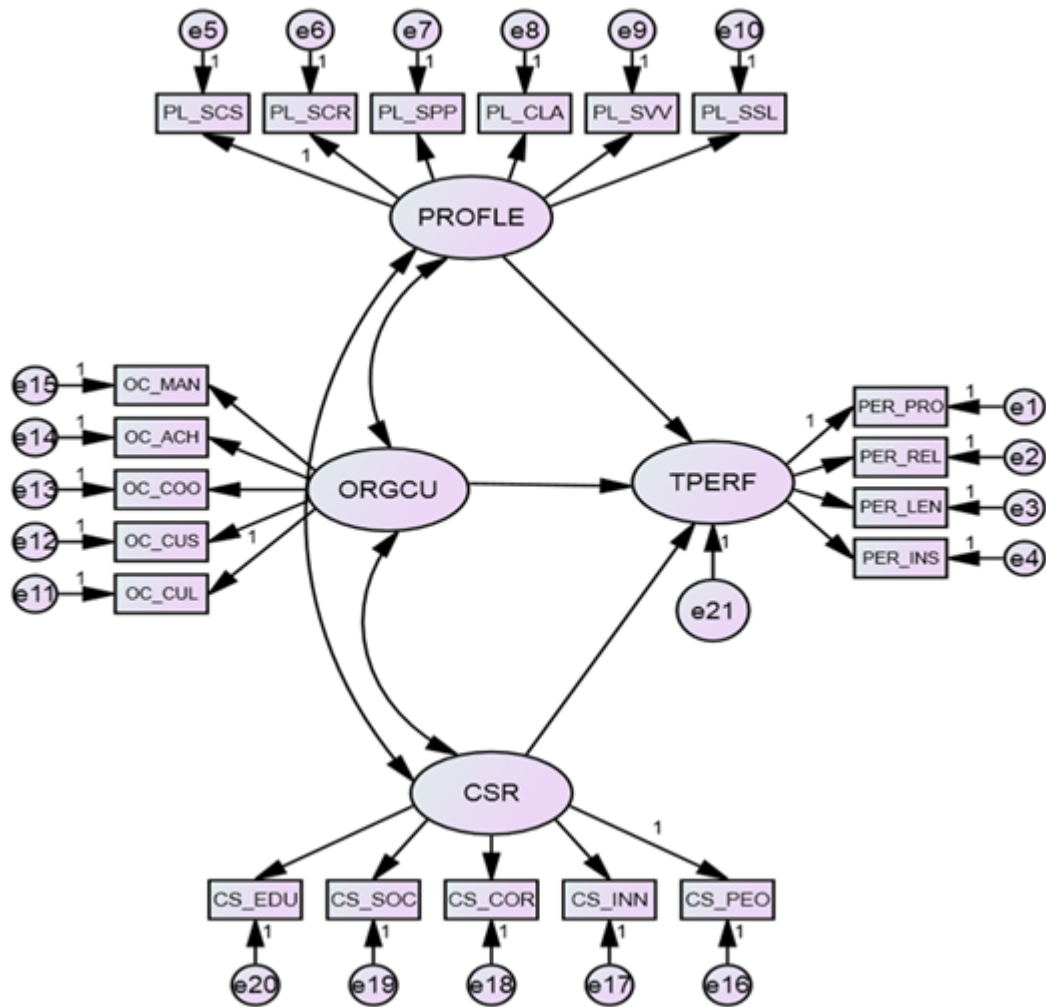
Hypothesized Structural Model 1

Figure 1: A hypothesized structural model 1 on teachers' performance

Legend:

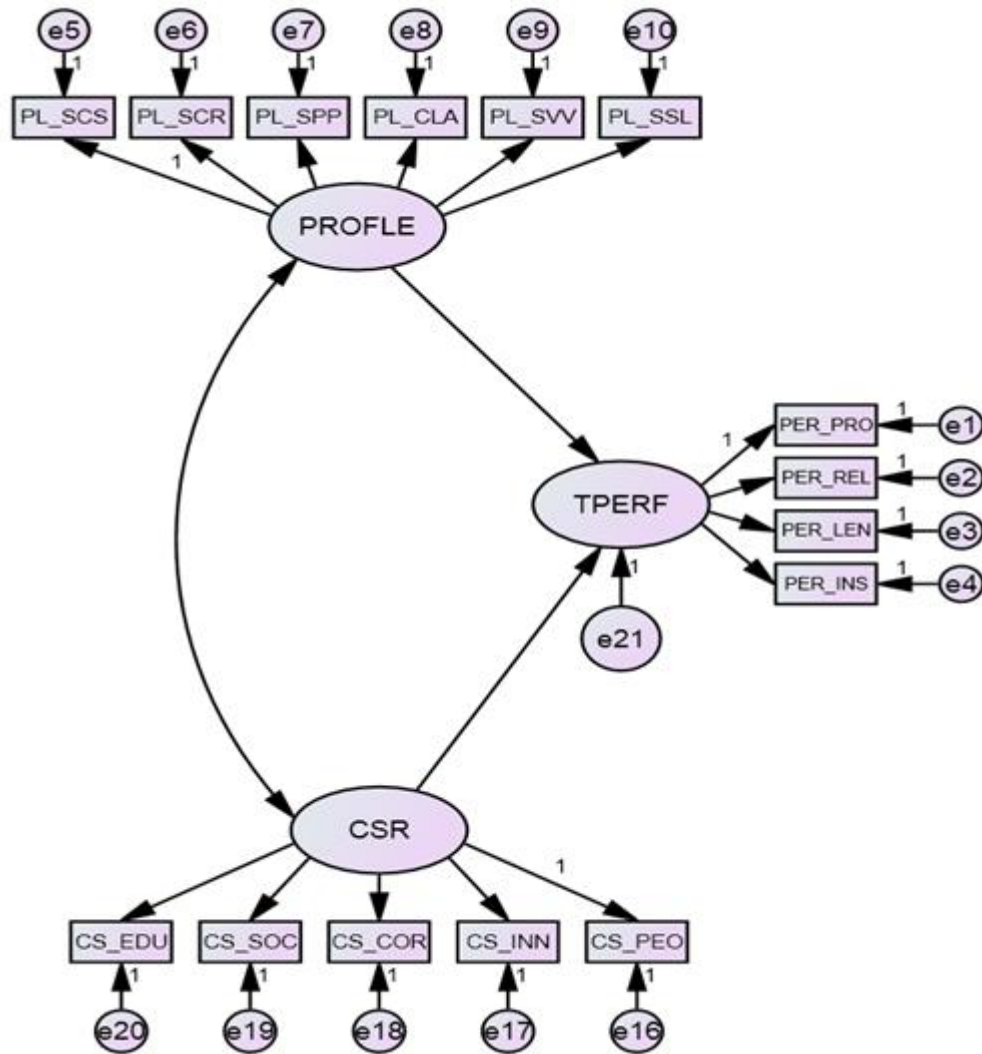|	
TPERF -Teachers'' Performance	PL_SVV – Shared Values and Vision
PER_PRO -Professional Knowledge	PL_CLA - Collective Learning and Application
PER_REL -Religiosity and Faith Integration	PL_SPP – Shared Personal Practice
PER_LEN -Learning Environment	PL_SCR – Supportive Conditions-Relationship
PER_INS -Institutional Policies	PL_SCS – Supportive Conditions-Structured
ORGCU -Organizational Culture	CSR – Corporate Social Responsibility
OC_MAN - Managing Change	CS_PEO – People
OC_ACH - Achieving Goals	CS_INN – Innovation
OC_COO - Coordinated Teamwork	CS_COR – Corporate Governance
OC_CUS -Customer Orientation	CS _SOC -Social responsibility
OC_CUL - Cultural Strength	CS_EDU – Education
PROFLE - Professional Learning Community	
PL_SSL -Shared and Supportive Leadership	

Hypothesized Structural Model 2

Figure 2: A hypothesized structural model 2 on teachers' performance

Legend:

|	
TPERF -Teachers'' Performance	PL_SPP – Shared Personal Practice
PER_PRO -Professional Knowledge	PL_SCR – Supportive Conditions-Relationship
PER_REL -Religiosity and Faith Integration	PL_SCS – Supportive Conditions-Structured
PER_LEN -Learning Environment	CSR – Corporate Social Responsibility
PER_INS -Institutional Policies	CS_PEO – People
PROFLE - Professional Learning Community	CS_INN – Innovation
PL_SSL -Shared and Supportive Leadership	CS_COR – Corporate Governance
PL_SVV - Shared Values and Vision	CS _SOC -Social responsibility
PL_CLA - Collective Learning and Application	CS_EDU – Education

Hypothesized Structural Model 3
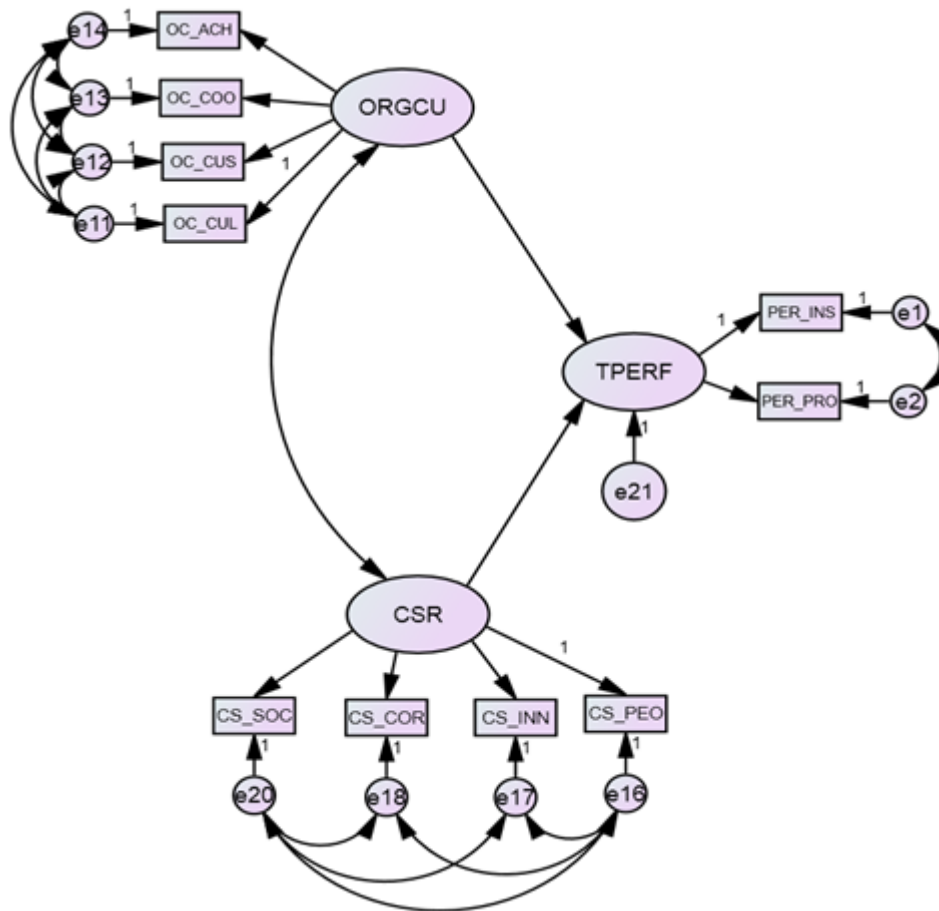
Figure 3: A hypothesized structural model 3 on teachers' performance

Legend:

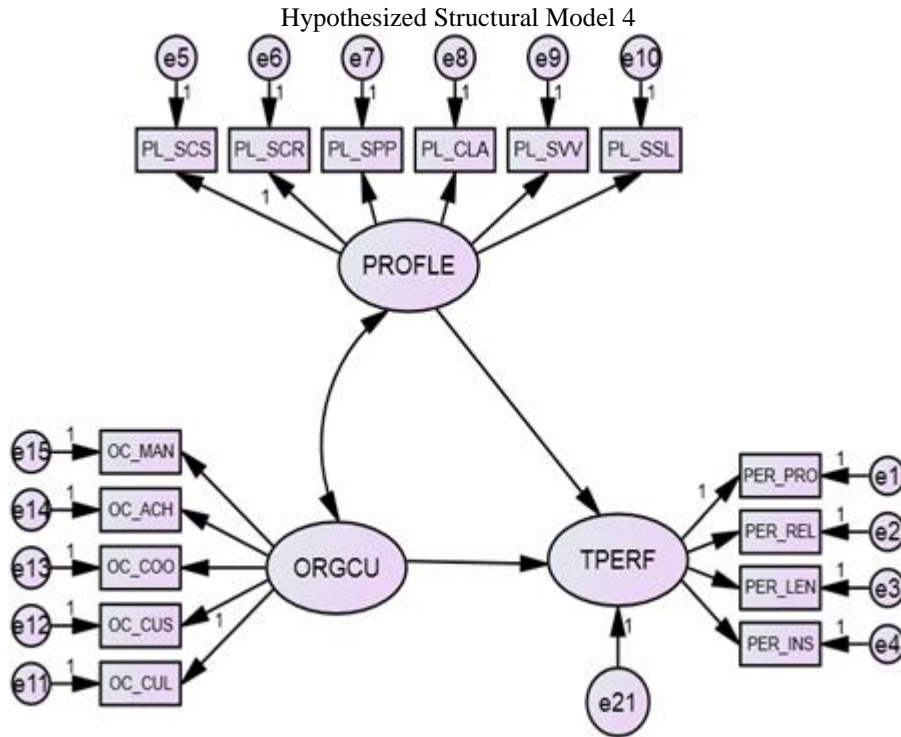|	
TPERF -Teachers'' Performance	OC_CUS -Customer Orientation
PER_PRO -Professional Knowledge	OC_CUL - Cultural Strength
PER_REL -Religiosity and Faith Integration	CSR – Corporate Social Responsibility
PER_LEN -Learning Environment	CS_PEO – People
PER_INS -Institutional Policies	CS_INN – Innovation
ORGCU -Organizational Culture	CS_COR – Corporate Governance
OC_MAN - Managing Change	CS _SOC -Social responsibility
OC_ACH - Achieving Goals	CS_EDU – Education
OC_COO - Coordinated Teamwork	

Hypothesized Structural Model 4

Figure 4: A hypothesized structural model 4 on teachers' performance

Legend:

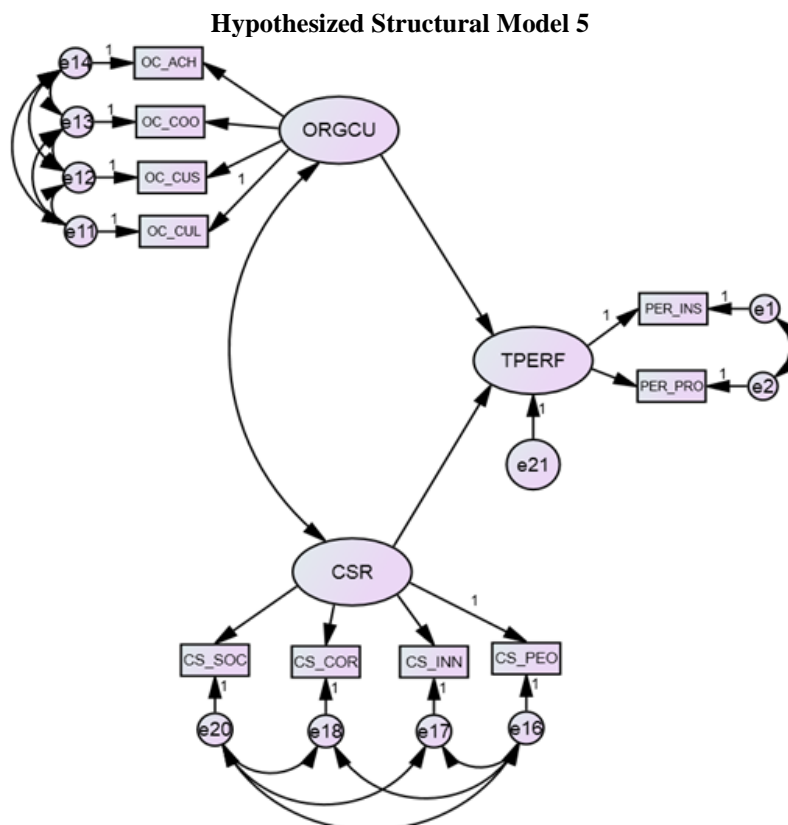|	
TPERF -Teachers'' Performance	OC_CUS -Customer Orientation
PER_PRO -Professional Knowledge	OC_CUL - Cultural Strength
PER_REL -Religiosity and Faith Integration	OC_MAN - Managing Change
PER_LEN -Learning Environment	OC_ACH - Achieving Goals
PER_INS -Institutional Policies	OC_COO - Coordinated Teamwork
ORGCU -Organizational Culture	

Hypothesized Structural Model 5

Figure 5: A hypothesized structural model 5 on teachers' performance

Legend:

TPERF -Teachers'' Performance	OC_CUS -Customer Orientation
PER_PRO -Professional Knowledge	OC_CUL - Cultural Strength
PER_REL -Religiosity and Faith Integration	CSR – Corporate Social Responsibility
PER_LEN -Learning Environment	CS_PEO – People
PER_INS -Institutional Policies	CS_INN – Innovation
ORGCU -Organizational Culture	CS_COR – Corporate Governance
OC_MAN - Managing Change	CS _SOC -Social responsibility
OC_ACH - Achieving Goals	CS_EDU – Education
OC_COO - Coordinated Teamwork	

2. Methodology

This chapter discusses the methods and procedures that were utilized in collecting and analyzing data. Specifically, it includes the discussion of the research design, the locale of the study, the participants, the instruments used and the collection of data and the statistical techniques employed for data processing and analysis.

Research Design
The research method employed was descriptive-correlational and causal-comparative designs utilizing quantitative approach to determine the level organizational culture, the level of professional leanring community, corporate social responsibility and the level of teachers' performance of South Philippine Union Conference of the Seventh – Day Adventist church. By means of employing these combined approach, the researcher was able to obtain the advantages of both establishing relationship between variables and in determining teh effects of teh independent exogenous variables toward the dependent endogenous variable.

This research developed a structural model that best describe the teachers' performance to organizational culture, professional learning community and corporate social responsibility.

In this study, exogenous variables were included, namely: organizational culture as the latent variable measured by managing change, achieving goals, coordinated teamwork, customer orientation and cultural strength. Another variable was the professional learning community measured by shared and supported leadership, shared values and vision, collective learning and application, shared personal practice, supportive condition-relationship and supportive conditions-sturctures, and the last latent variable was the corporate social responsibility measured by five indicators, namely: people, innovation, corporate governance, social responsibility and education. The endogenous variable was the teachers' performance of South Philippine Union Conference of the Seventh-Day Adventist church, measured by the following indicators, namely: professional knowledge, religiosity and faith integration, learning environment and institutional policies.

The levels of organizational culture, professional learning community, corporate social responsibility and teachers' perfomance were analyzed using the result of the survey questionnaire instruments. This study relied mainly on the quantitative data from the teachers as respondents. The adopted quantitative survey questionnaires were used as the main intruments in gathering the sufficient data and other relevant information. After the survey, the responses of the teachers were analyzed.

Locale of the Study
The study was conducted in Southern Philippines, specifically in South Philippine Union Conference of Seventh-day Adventist. It covered Mindanao and Sulu Archipelago comprising the North Central Mindanao, and Western Mindanao Conferences and the Davao, Northeastern Mindanao, Southern Mindanao, and Zamboanga Peninsula Missions.

The Adventist Church, usually through Union-level administrative units, is associated with several post-secondary educational institutions around the world that include language schools; Worker-training institutes (ministers, teachers, Bible workers); Junior Colleges (2-year programs); four-year liberal-arts colleges; full universities offering education up to doctorate level; healthcare-focused schools, often associated with Adventist hospitals; and medical schools (Byrd, 2009).

Legend:
NCMC – ⬤ North Central Mindanao Conference
WMC – ⬤ Western Mindanao Conferences
DM -- ⬤ Davao Mission
NEMM – ⬤ Northeastern Mindanao Mission
SMM – ⬤ Southern Mindanao Mission
ZPM - ⬤ Zamboanga Peninsula Missions
CMAM - ⬤ Central Mindanao Adventist Mission

Figure 6: Location Map of Mindanao where the study was conducted

Participants of the Study

The research participants were from the South Philippine Union Conference schools such as elementary, academy and colleges. A total enumeration sampling technique was utilized to determine the participants from the different elementary schools, academies, and colleges under the umbrella of South Philippine Union Conference of the Seventh-Day Adventist Church. There were 839 teachers who answered the questionnaires. The three elementary schools and one academy of Central Visayan Conference were used for the pilot-testing of the survey questionnaire to establish reliability of items in the questionnaires.

Research Instrument

The first part of the questionnaire was the Organizational Culture Assessment Questionnaire (OCAQ) of Sashkin and Rosenbach (2013). There are five (5) aspects of the tool: managing change; achieving goals; coordinated teamwork; customer orientation; and cultural strength. It could be concluded that the instruments were reliable and good to use as the Cronbach alpha value indicated that all the research variables had higher Cronbach alpha value as 0.900. This instrument was piloted in four Adventist schools in Central Philippine Union Conference, with 52 participants. All the results are shown as "standard scores." Each statement can receive a score of 1, 2, 3, 4, or 5, which has a corresponding description such as strongly disagree, disagree, undecided, agree and strongly agree, respectively. The following were the basis to interpret the results based on the questionnaire:

Rating scale of the level of organizational culture:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Very High
4	3.51 – 4.50	Agree	High
3	2.51 – 3.50	Undecided	Moderate
2	1.51 – 2.50	Disagree	Low
1	1.00 – 1.50	Strongly Disagree	Very Low

The second part was the Professional Learning Community Assessment of Olivier &Hipp, (2010) with Cronbach alpha of 0.981, which was piloted in four Adventist schools in Central Philippine Union Conference, with 52 respondents. There are six (6) sub variables in this field: shared and supportive leadership; shared values and vision; collective learning and application; shared personal practice; supportive conditions-relationships; and supportive conditions-structure.

Rating scale of the level of professional learning community:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Very High
4	3.51 – 4.50	Agree	High
3	2.51 – 3.50	Undecided	Moderate
2	1.51 – 2.50	Disagree	Low
1	1.00 – 1.50	Strongly Disagree	Very Low

The Corporate Social Responsibility Scale was the third part. The researcher adopted the questionnaire of Toliver (2013). The questionnaire was validated and the reliability coefficient alpha value 0.955, which was piloted in four (4) Adventist schools in Central Philippine Union Conference with 52 respondents. There were 5 sub variables in this questionnaire: people, innovation, corporate governance, social responsibility, and education.

Rating scale of the level of corporate social responsibility:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Very High
4	3.51 – 4.50	Agree	High
3	2.51 – 3.50	Undecided	Moderate
2	1.51 – 2.50	Disagree	Low
1	1.00 – 1.50	Strongly Disagree	Very Low

The fourth part was the Teacher's Performance Rating Scale B of Mountain View College which was revised in 2016. This instrument was piloted in four Adventist schools in Central Philippine Union Conference, with 52 respondents. The questionnaire was validated and the reliability coefficient cronbach alpha value 0.957.The researcher concentrates on the expressed teachers' performance. Three facets of teachers' performance,i.e. professional knowledge, religiosity and faith integration, learning environment and institutional policies, were included in the questionnaire. The response scale was a 5- point Likert scale of never, seldom, sometime, usually, and always. The questionnaire was validated and the reliability coefficient alpha value 0.81. Categorization of Mean is as following.

Rating scale of the level of teachers' performance

Scale:	Range:	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Always	Outstanding
4	3.51 – 4.50	Usually	Exceeds Expectations
3	2.51 – 3.50	Sometimes	Meets Expectations
2	1.51 – 2.50	Seldom	Needs Improvement
1	1.00 – 1.50	Never	Unsatisfactory

Data Gathering Procedure
A total enumeration sampling technique was utilized to determine the participants from the different elementary schools, academies, and colleges under the umbrella of South Philippine Union Conference of the Seventh-Day Adventist Church.

Before the conduct of the pore-testing, the questionnaire was subjected to the approval of the adviser and panel members of the study.

A permission letter was obtained from the Dean of the College of Education in Central Mindanao University, asking permission to conduct this study. A letter request was prepared by the researcher addressed to the Education Director of South Philippine Union Conference, school principals, presidents of the colleges and to the different education director of the different missions, to conduct the survey in the locale of the study. The questionnaires were administered by the researcher after approval was granted. The respondents were given appropriate orientation on the research instruments and likewise reminded to answer the items carefully and honestly in accordance with their observations, perceptions to elicit valid and reliable data.

Statistical Techniques and Treatment of Data
Responses to the questionnaires as the data were collected, summarized, translated and analyzed. The descriptive statistics was employed for the summary and analysis of data including the mean. The relationship between the independent variables and the dependent variables was established using the correlation analysis.

Regression analysis was utilized to predict the variables that can influence school performance. Finally, it was used Structural Equations Modeling (SEM) for studying the patterns of causation among the variables , with Chi-square Test-of-Goodness-of-Fit, to get the best model for the study. Structural equation modeling (SEM) is a statistical technique for testing and estimating causal relations using a combination of statistical data and qualitative causal assumptions.

The following indices were computed in order to evaluate the goodness of fit of the hypothesized model namely: Chi-square/degree of freedom, Goodness of Fit Index (GFI), Normal Fit Index (NFI), Comparative Fit (CFI), and Root Mean Square Error of Approximation (RMSEA).

The relative chi-square is an index of how much do the data fit to the test model by assessing the difference between actual and predicted matrices. The observed values for x^2/df should be less than 5.0 with the p-value greater than .05. The RMSEA estimates lack of fit compared to the full model. This should be less than 0.05, with its p- close value greater than 0.05. The NFI and CFI are indices that estimate goodness of fit of the tested model in relation to the null model. GFI is a fit index which tells the proportion of the variance in the sample variance co-variance matrix that is accounted for by tested model. All these indices should exceed 0.95 to indicate good fit (Byrne, 2013).

3. Summary, Conclusions and Recommendations

3.1 Summary

The study investigated the relationship of organizational culture, professional learning community and corporate social reasonability towards teachers' performance. Moreover, it investigated the variables that predict teachers' performance and the best fitting model that greatly influenced the performance of the teachers at Adventist schools under the umbrella of South Philippine Union Conference.

The study was conducted among the different elementary, academy and colleges of South Philippine Union Conference. The respondents were 839 teachers from elementary, academy and colleges. Data were gathered using a survey questionnaire.

Appropriate statistical tools were made use in the quantitative analysis of the data. In describing the levels of organizational culture, professional learning community, corporate social responsibility and teachers' performance, the mean was used. In identifying the relationships among the organizational culture, professional learning community and corporate social responsibility towards teachers' performance, the Pearson Product – Moment Correlation was utilized. A stepwise Multiple Linear regression was used in finding out the best predictors of the teachers' performance. A Structural Equation Modeling (SEM), specifically, Maximum Likelihood (ML) method was used to examine the best fitting model on teachers' performance. Indices such Chi-square/degrees of freedom $\left(\frac{X^2}{df}\right)$, Goodness of Fit Index (GFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMMSEA) were used to examine the model's goodness of fit.

Results revealed that the level of organizational culture of Adventist schools exhibited an overall mean of 4.02 with a corresponding qualitative description of high level, with the interpretation that Adventist schools are flexible and adaptable when changes are necessary, believe that individuals and teams are often expected to reach goals which they believe are unattainable, believe in teamwork, "what's in it for us" approach rather than "what's in it for me", always looking for new ways to better serve clients and customers and value and make use of another's unique strengths and different abilities. The domains under the organizational culture had the following obtained means: 4.13 or high level for customer orientation; 4.02 or high level for coordinated teamwork; 4.02 or high level for cultural strength; 4.01 or high level for achieving goals and 3.96 or high level for managing change.

The level of professional learning community of Adventist schools as indicated by the overall mean of 4.11 is high, which means that the Adventist institutions highly practiced the following: sharing and supporting leaders, and sharing values and vision, in sharing personal practice and supporting condition in relationship and in structure. All the domains under the professional learning community revealed a mean which fell into high level, particularly for shared values and vision, it obtained a mean of 4.23; collective learning and application, got a mean of 4.16; supportive conditions-relationship and supportive conditions-structure which got the means of 4.13 and 4.12, respectively, and the last two domains which obtained the means 4.04 and 4.02, are the shared personal practice and shared and supportive leadership, respectively.

The level of corporate social responsibility of the Adventist schools as indicated by the overall mean of 4.37, fell into basic level of exercise, which means that the Adventist schools is highly exercised in focusing people, in giving values innovation and creativity, in encouraging its teachers to abide by a Code of Conduct, in making sure that the workplace is safe for all employees and in allowing teachers to balance their work schedule to meet educational goals. The five (5) different indicators of corporate social responsibility, namely, people with a mean 4.50 or highly practiced, corporate governance with a mean of 4.42 or in a high level, education with the mean of 4.33 or high level, innovation with the mean of 4.27, which is high level and social responsibility, it obtained with the mean of 4.25.

The level of teachers' performance of the Adventist schools obtained an overall mean of 3.96, which means that the teachers' performance exceeds expectations in the different aspects as revealed in the four indicators such as religiosity and faith integration, learning environment, institutional policies and professional knowledge with the means of 4.15, 4.07, 3.98 and 3.85, respectively, which all domains are highly exceeds expectations.

The correlational analysis showed that with regards to organizational culture, all domains revealed a significant relationship towards teachers' performance, namely: managing change with $r = 0.126$ (p-value <0.05); achieving goals with $r = 0.106$ (p-value < 0.05); coordinated teamwork with $r = 0.078$ (p-value < 0.05); customer orientation with $r = 0.124$ (p-value < 0.05); and cultural strength with $r = 0.099$ (p-value < 0.05), thus the null hypothesis that there is no significant relationship among the organizational culture, professional learning community and corporate social responsibility towards teachers' performance was rejected.

With respect to the professional learning community and corporate social responsibility with their different indicators data revealed insignificant relationship towards teachers' performance.

The stepwise multiple regression analysis revealed that among the sixteen (16) independent variables included in the regression analysis, three (3) were found to be significant predictors of the dependent variables, the teachers' performance. These variables include customer orientation, shared personal practice and supportive conditions-structures. The results of this analysis further explained that these variables significantly contributed to the teachers' performance by 4.0% as indicated by $R^2 = 0.040$. Therefore, the null hypothesis that there is no variable, singly or in combination best predicts the teachers' performance was rejected.

The investigation conducted to find if there was a best fitting structural model on teachers' performance showed that models one (1) to five (4) did not show a good fit to the data. Structural model 1 which included the interrelationship among organizational culture, professional learning community and their relationship towards teachers' performance had fit indices of chi-square/degrees of freedom = 6.564 and RMSEA = 0.081, which did not satisfy all the conditions of a best fit model. Structural model 2 which included the direct causal relationship of professional learning community and corporate social responsibility towards teachers' performance had fit indices of chi-square/degrees of freedom = 10.665 and RMSEA = 0.107, which did not also satisfy all the conditions of best fit model.

Structural model 3 which studied the relationship between organizational culture and corporate social responsibility towards teachers' performance had fit indices of chi-square/degrees of freedom = 6.442 and RMSEA = 0.081, which also failed to satisfy the conditions. Structural model 4 which included the direct causal relationship of organizational culture and professional learning community towards teachers' performance had fit of indices of chi-square/degrees of freedom = 8.716 and RMSEA = 0.096, which are not good enough to satisfy the conditions of best fit model.

However, structural model 5 which included the direct causal relationship of organizational culture and corporate social responsibility towards teachers' performance, resulted to have a very good fit for the data with indices of chi-square/degrees of freedom = 0.868 and RMSEA = 0.000, all were significant at the 0.05 level (2-tailed) and these indices were consistently supported by the other indices such as NFI = 0.994, TLI = 1.002, CFI = 1.000, and GFI = 1.000, which fell within the acceptable range of >0.95.

Among the five (5) models explored in this study, it appeared that only structural model 5 has indices that consistently indicated a very good fit for the data. This indicated that structural model 6 was the best fitting structural model. This signified that the teachers' performance was best anchored on strong evidence from the organizational culture and corporate social responsibility.

4. Conclusions

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

The level of organizational culture of Adventist schools are flexible and adaptable when changes are necessary. They believe that individuals and teams are often expected to reach goals which they believe are unattainable. They believe in teamwork, "what's in it for us" approach rather than "what's in it for me", always looking for new ways to better serve clients and customers. Lastly, Adventist schools' value and make use of another's unique strengths and different abilities.

The level of professional learning community of Adventist schools is highly practiced in sharing and supporting leaders, in sharing values and vision, and in sharing personal practice and supporting condition in relationship and in structure. The level of corporate social responsibility of the Adventist schools fell into basic level of exercise, which means that the Adventist schools are focusing people, in giving values innovation and creativity, in encouraging its teachers to abide by a Code of Conduct, in making sure that the workplace is safe for all employees and in allowing teachers to balance their work schedule to meet educational goals. The teachers in Adventist schools showed performance that exceeded expectations in terms of professional knowledge, religiosity, and faith integration, learning environment and institutional policies.

The organizational culture indicates a significant relationship with teachers' performance. Thus, rejecting the null hypothesis stating that there is no significant relationship among the organizational culture, professional learning community and corporate social responsibility towards teachers' performances. Variables such as Customer orientation, shared personal practice and supportive conditions-structure are found to be significant predictors of the teachers' performance. Thus, rejecting the null hypothesis stating that there is no variable, singly or in combination which best predicts the teachers' performance.

Structurally, the teachers' performance is best anchored on organizational culture and corporate social responsibility, thus rejecting the null hypothesis that there is no structural model that best fits with the teachers' performance. The organizational culture and corporate social responsibility greatly contributed to the teachers' performance.

5. Recommendations

In the light of the aforementioned findings and conclusions, the following recommendations are suggested:

The Adventist schools may continually exhibit or exercise of what organizational culture they have, such as in managing change, in achieving goals, by working as ateam, ingiving always time to the customers and giving value of one another's' unique strength and abilities.

The Adventist schools are encouraged to continue practicing professional learning community by supporting their leaders, sharing their values and visions and sharing their personal practice, and continue to support each other through showing good relationship.

The Adventist schools may continually perform corporate social responsibility by giving importance to all workers and teachers, without exhibiting discrimination, continue for any form of innovation, continue encouraging the teachers to abide the code of conduct, continue encouraging the teachers to volunteer in serving the community and continue to encourage the teachers for professional development.

Adventist teachers are enjoined to exercise and uphold Seventh-day Adventist Christian professional standards, wholeheartedly perform his/her responsibilities, and continue adhering the intuitional policies.

The Adventist school administrators may revisit the organizational culture. They may conduct or sponsor a workshop seminar on how to enhance organizational culture or may visit to other prominent universities and colleges for bench marking.

The Adventist school administrators may encourage their teachers to support one another, may continue giving awards or recognition to their teacher's whatever accomplishment they achieve and may conduct a to develop a good relationship to their customers.

The South Philippine Union Conference (SPUC) are encouraged to sponsor and conduct trainings on how to maintain or enhance the culture of Adventist schools. Educational directors may encourage their teachers to attend seminars and visit other top performing schools to observe how professional learning community and corporate social responsibility have been applied or practices in other schools.

Furthermore, the South Philippine Union Conference leaders may evaluate the teachers' performance and may sponsor or encourage teachers to attend educational seminars with regards to on how to enhance teaching performance.

Finally, further study is highly recommended using the same latent variables but the coverage should be wider, to include the Central Philippine Union Conference and even some Adventist schools in Luzon and in the country.

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