

Management Practices and Organizational Dynamics on the Work Commitment and Performance of Proficient Teachers

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Abstract—This study aims to investigate the level of school heads' management practices and organizational dynamics and their relationship among work commitment and performance of proficient teachers in SDO Laguna. Specifically, it assesses the level of school heads' management practices and organizational dynamics, and the teachers' work commitment and performance through IPCRF. It also aimed to determine whether significant relationships exist among these variables. A descriptive-correlational research design was employed in the content of this study. Data were collected using a validated researcher-made questionnaire administered to 120 proficient teachers selected through purposive sampling and were analyzed using appropriate statistical tools. Findings revealed that school heads demonstrated very high levels of management practices and organizational dynamics, and very high levels of work commitment and performance of proficient teachers. Correlation analysis showed a significant relationship between management practices and teachers' work commitment. However, no significant relationship was found between management practices and teachers' performance. Furthermore, organizational dynamics were found to have significant relationship on teachers' work commitment. In contrast, no significant relationship was identified between organizational dynamics and teachers' performance. School heads' management practices and organizational dynamics have a significant relationship on teachers' work commitment, thus rejecting the null hypotheses. This concludes that providing clear direction and collaborative environment of school heads encourages teachers to take ownership of their roles and actively participate in school improvement efforts. Despite this, management practices and organizational dynamics of school heads have no significant relationship on the teachers' performance, hence accepting the null hypotheses. This implies that teachers can maintain high level of performance regardless of management practices and organizational dynamics and may be influenced by other factors like individual competencies and adherence to standards. Recommendations include implementing targeted training programs that enhance not only instructional skills but also leadership and management competencies of school heads and teachers to sustain high performance and strengthen professional development.

Keywords— Management practices, organizational dynamics, proficient teachers, work commitment.

I. INTRODUCTION

Schools are not just structures where teachers and students interact and where academic lessons are taught but they are also communities that are shaped by leadership, relationships and shared goals. Behind every student's success are the teachers who serve as their driving force to get motivated and

achieve their dreams. However, just as students are influenced by their surroundings, teachers' attitudes, commitment, and performance are likewise shaped by the kind of environment under which they work. The way the school is managed, how school heads communicate and how colleagues interact with one another all play an important role on how teachers engage with their professional responsibilities.

In the school context, management encompasses the processes by which school heads and administrators plan, organize, lead, and control school operations to achieve desired outcomes. According to Haniza (2019), an effective management process can provide a conducive environment and conditions that supports institutional performance and quality improvement particularly through structured governance, planning and efficient use of resources. Such practices reflect good governance and functional management systems that promote efficiency and effectiveness in achieving institutional goals.

Moreover, the sustainability of school performance is strengthened when management practices are grounded in collaboration and active participation. As emphasized by Mujahidin et al. (2021), institutions are more likely to maintain high levels of performance and organizational stability if they implement activities according to agreed programs, involve community participation and school partnerships/committees and consistently monitor program implementation and progress. These practices cultivate a culture of accountability, trust and shared responsibility among school personnel, which in turn enhances teachers' sense of belonging, motivation, and professional dedication.

For proficient teachers, their ability to sustain high performance and remain committed to their roles is not only dependent on individual capability but is also shaped by the leadership and support systems within the school. Conversely, weak organizational practice may lead to diminished motivation, lower morale, and reduced productivity.

In this context, the present study sought to explore how management strategies and organizational dynamics affect the work commitment and performance of proficient teachers in SDO Laguna. By examining the interplay between organizational practices and teacher outcomes, the research aims to provide valuable insights that can inform policy, improve leadership practices, and strengthen the professional growth and dedication of teachers in the division.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The primary aim of this study was to examine how management and organizational dynamics influence the work commitment and performance of proficient teachers in the Schools Division Office (SDO) of Laguna.

Specifically, this study sought answers particularly to the following questions:

1. What is the level of school heads' management practices in terms of;
 - 1.1 Goal Setting and Planning;
 - 1.2 Resource Management;
 - 1.3 People Management;
 - 1.4 Innovation and Sustainability; and
 - 1.5 Monitoring and Evaluation?
2. What is the level of school heads' organizational dynamics in terms of;
 - 2.1 Communication Patterns;
 - 2.2 Leadership and Power Relations;
 - 2.3 Motivation and Morale;
 - 2.4 Adaptability and Change Management; and
 - 2.5 Teamwork and Collaboration?
3. What is the level of work commitment of proficient teachers in terms of;
 - 3.1 Accountability;
 - 3.2 Professional Development;
 - 3.3 Work Engagement;
 - 3.4 Initiative;
 - 3.5 Versatility/Flexibility; and
 - 3.6 Integrity and Inclusivity?
4. What is the level of performance of proficient teachers in terms of IPCRF?
5. Do the school heads' management practices have significant relationship on the work commitment of proficient teachers?
6. Do the school heads' management practices have significant relationship on the performance of proficient teachers?
7. Do the school heads' organizational dynamics have significant relationship on the work commitment of proficient teachers?
8. Do the school heads' organizational dynamics have significant relationship on the performance of proficient teachers?

II. METHODOLOGY

A descriptive-correlational research design was employed in the content of this study. Data were collected using a validated researcher-made questionnaire administered to 120 proficient teachers selected through purposive sampling and were analyzed using appropriate statistical tools.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables. It presents the data gathered about the significant relationship

between management practices, organizational dynamics and the work commitment, teachers' performance. In particular, the study sought to address the following:

Level of School Heads' Management Practices

In this study, the level of school heads' management practices refers to Goal Setting and Planning, Resource Management, People Management, Innovation and Sustainability, and Monitoring and Evaluation.

These dimensions collectively describe the core leadership functions necessary to ensure effective school governance and continuous improvement. Goal Setting and Planning focus on establishing clear directions and strategic actions; Resource Management pertains to the efficient and transparent utilization of financial, material, and human resources; People Management highlights the development, motivation, and supervision of teachers and staff; Innovation and Sustainability emphasize adaptability and long-term program continuity; while Monitoring and Evaluation involve systematic assessment and feedback mechanisms to ensure that school goals are achieved and sustained over time.

The following tables show the statement, mean, standard deviation remarks and verbal interpretation from the perspectives of proficient teachers as respondents.

Table 1. Level of School Heads' Management Practices in terms of Goal Setting and Planning

Statements The school head...	Mean	SD	Remarks
...sets clear and specific goals that guide the direction of the school.	6.56	0.71	Strongly Agree
...plans programs, and activities that address both teacher and student needs.	6.55	0.67	Strongly Agree
...communicates school goals and plans effectively to all teachers.	6.47	0.78	Strongly Agree
...allocates resources properly to support the achievement of school goals.	6.52	0.74	Strongly Agree
...adjusts plans when challenges arise to maintain progress toward goals.	6.53	0.69	Strongly Agree
Weighted Mean	6.52		
SD	0.68		
Verbal Interpretation	Very High		

Table 1 shows the level of school heads' management practices in terms of Goal Setting and Planning. It also displays the statements, mean, standard deviation, and remarks.

The highest-rated indicator "sets clear and specific goals that guide the direction of the school" obtained a mean score ($M = 6.56$) suggests a very high level of school heads' management practices in terms of Goal Setting and Planning and is supported by ($SD = 0.71$). While the mean is slightly lower for "communicates school goals and plans effectively to all teachers" ($M = 6.47$, $SD = 0.78$), it still designates a very high level of practice, demonstrating that effective communication remains a strong management attribute among school heads.

The level of school heads' management practices in terms of Goal Setting and Planning attained a weighted mean score of 6.52, with a standard deviation of 0.68, and was verbally

interpreted by respondents as very high among respondents. This implies that school heads demonstrate strong competence in strategic planning and goal alignment, which are essential in ensuring that both teachers and school community are guided toward achieving school objectives. Such practices contribute to a more organized, focused, and goal-oriented school environment, ultimately supporting improved teacher performance and work commitment.

The findings reveal that school heads consistently demonstrate strong competencies in establishing clear goals, strategic planning, resource allocation, and adaptive management. These practices contribute to a well-directed and purpose-driven school environment. The minimal variation in responses further indicates shared positive perceptions among teachers regarding their school heads' leadership effectiveness in planning and goal setting.

Table 2 demonstrates the level of school heads' management practices in terms of Resource Management. It also shows the statements, mean, standard deviation, and corresponding remarks.

Table 2. Level of School Heads' Management Practices in terms of Resource Management

Statements	Mean	SD	Remarks
The school head...			
...provides adequate instructional materials needed for effective teaching.	6.30	0.90	Strongly Agree
...ensures that classrooms and facilities are well-maintained for conducive learning environment.	6.38	0.86	Strongly Agree
...distributes resources based on the priority needs of different subject areas.	6.30	0.81	Strongly Agree
...supports teachers by supplying the necessary tools and equipment for instruction.	6.28	0.89	Strongly Agree
...addresses shortages in teaching and learning materials in a timely manner.	6.27	0.84	Strongly Agree
Weighted Mean	6.31		
SD	0.79		
Verbal Interpretation	Very High		

The highest-rated indicator, "ensures that classrooms and facilities are well-maintained for a conducive learning environment," obtained a mean score ($M=6.38$) which suggests a very high level of school heads' management practices in terms of Resource Management and is reinforced with ($SD = 0.86$) indicating consistent responses among the participants. Though the mean is slightly lower for "addresses shortages in teaching and learning materials promptly" ($M = 6.27$; $SD = 0.84$), it still specifies a very high level of practice, demonstrating responsiveness and accountability in managing school resources.

The level of school heads' management practices in terms of Resource Management attained a weighted mean score of 6.31 and a standard deviation of 0.79 and was verbally interpreted as very high among the respondents. The findings imply that school heads' strong competence in resource management plays a crucial role in creating a supportive and effective learning environment.

The findings indicate that school heads effectively manage and allocate resources to support teaching and learning. Their strong performance in maintaining facilities, supplying

instructional materials, and prioritizing needs suggests a proactive and organized approach to resource stewardship. The consistently high ratings further imply that teachers perceive their school heads as reliable providers of both physical and instructional support systems essential for school success.

Table 3 displays the level of school heads' management practices in terms of People Management. It also exhibits the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, "encourages collaboration and teamwork in accomplishing school goals," obtained a mean score ($M = 6.50$), which suggests a very high level of school heads' management practices in terms of People Management and is maintained with ($SD = 0.73$). Although the mean is slightly lower for "involves teachers in decision-making processes that affect their work" ($M = 6.41$; $SD = 0.86$), it still shows a very high level of practice, demonstrating that participative leadership is evident in school management.

Table 3. Level of School Heads' Management Practices in terms of People Management

Statements	Mean	SD	Remarks
The school head...			
...promotes a positive working relationship among teachers and staff.	6.45	0.83	Strongly Agree
...encourages collaboration and teamwork in accomplishing school goals.	6.50	0.73	Strongly Agree
...addresses conflicts among teachers and staff fairly and professionally.	6.42	0.86	Strongly Agree
...assigns roles and responsibilities based on teachers' strengths and expertise.	6.49	0.76	Strongly Agree
...involves teachers in decision-making processes that affect their work.	6.41	0.86	Strongly Agree
Weighted Mean	6.45		
SD	0.76		
Verbal Interpretation	Very High		

The level of school heads' management practices in terms of People Management attained a weighted mean score of 6.45 and a standard deviation of 0.76 and was verbally interpreted as very high among the respondents. The findings imply that school heads' strong people management fosters a collaborative and participative environment. Promoting teamwork and involving teachers in decision-making help build a sense of shared responsibility and ownership among teachers.

The findings reveal that school heads demonstrate strong interpersonal and leadership skills in managing human resources. They cultivate collaboration, resolve conflicts professionally, and strategically assign responsibilities, thereby promoting a supportive and productive work environment. The consistently high ratings suggest that teachers feel valued, empowered, and fairly treated within their respective schools.

Table 4 expresses the level of school heads' management practices in terms of Innovation and Sustainability. It also presents the statements, mean, standard deviation, and corresponding remarks.

Table 4. Level of School Heads' Management Practices in terms of Innovation and Sustainability

Statements The school head...	Mean	SD	Remarks
...introduces innovative programs that improve teaching and learning practices.	6.39	0.77	Strongly Agree
...encourages teachers to adopt new instructional methods and technologies.	6.45	0.75	Strongly Agree
...promotes innovation as part of the school's culture and development.	6.38	0.77	Strongly Agree
...provides opportunities for teachers to explore creative and modern teaching strategies.	6.43	0.76	Strongly Agree
...sustains programs that have been proven effective in enhancing student learning.	6.40	0.79	Strongly Agree
Weighted Mean	6.41		
SD	0.72		
Verbal Interpretation	Very High		

The highest-rated indicator, "encourages teachers to adopt new instructional methods and technologies," obtained a mean score ($M = 6.45$) which suggests a very high level of school heads' management practices in terms of Innovation and Sustainability and is buoyed by ($SD = 0.75$). Correspondingly, "promotes innovation as part of the school's culture and development" ($M = 6.38$; $SD = 0.77$), it still directs a very high level of practice, signifying that innovation is deeply embedded in school leadership initiatives.

The level of school heads' management practices in terms of Innovation and Sustainability attained a weighted mean score of 6.41, with a standard deviation of 0.72, and was verbally interpreted by respondents as very high. School heads' strong emphasis on innovation and sustainability fosters a forward-thinking and adaptive school environment.

The findings indicate that school heads consistently foster a culture of innovation while ensuring the sustainability of effective programs. Their encouragement of modern instructional strategies and long-term program implementation reflects adaptive and forward-thinking leadership. The high ratings suggest that teachers perceive their leaders as supportive of creativity, technological integration, and continuous school development. The results imply that encouraging the use of new instructional methods and technologies supports teachers in improving their pedagogical practices and responding to evolving educational demands. This also suggests that innovation is not treated as an isolated initiative but is embedded within the school's culture, promoting continuous improvement and long-term development.

Table 5 illustrates the level of school heads' management practices in terms of Monitoring and Evaluation. It also demonstrates the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, "monitors the consistent implementation of school programs and activities," obtained a mean score ($M = 6.52$) which suggests a very high level of school heads' management practices in terms of Monitoring and Evaluation and is braced by ($SD = 0.78$). As well, "provides constructive feedback to teachers based on classroom observations" ($M = 6.50$; $SD = 0.77$) which indicates that school heads actively engage in systematic

supervision and results-based assessment. Even though the mean is slightly lower for "adjusts school plans and strategies based on monitoring and evaluation findings" ($M = 6.41$; $SD = 0.86$), it still signifies a very high level of practice, demonstrating that evaluation results are utilized to refine and strengthen school strategies.

Table 5. Level of School Heads' Management Practices in terms of Monitoring and Evaluation

Statements The school head...	Mean	SD	Remarks
...monitors the implementation of school programs and activities consistently.	6.52	0.78	Strongly Agree
...provides constructive feedback to teachers based on classroom observations.	6.50	0.77	Strongly Agree
...reviews program outcomes to identify areas for improvement.	6.47	0.85	Strongly Agree
...discusses evaluation results with teachers to promote professional growth.	6.45	0.83	Strongly Agree
...adjusts school plans and strategies based on monitoring and evaluation findings.	6.41	0.86	Strongly Agree
Weighted Mean	6.47		
SD	0.78		
Verbal Interpretation	Very High		

The level of school heads' management practices in terms of Monitoring and Evaluation attained a weighted mean score of 6.47, with a standard deviation of 0.78, and was verbally interpreted by respondents as very high. This implies that strong monitoring and evaluation practices ensure the effective implementation of school programs and continuous improvement of teaching and learning process.

The findings reveal that school heads consistently implement systematic monitoring mechanisms and use evaluation results to guide decision-making and professional development. Their strong performance in providing feedback, reviewing outcomes, and adjusting plans reflects accountability and a commitment to continuous improvement. The high ratings suggest that teachers perceive monitoring and evaluation processes as supportive rather than punitive, contributing to professional growth and enhanced school performance.

Level of School Heads' Organizational Dynamics

In this study, the level of school heads' organizational dynamics refers to Communication Patterns, Leadership and Power Relations, Motivation and Morale, Adaptability and Change Management, and Teamwork and Collaboration.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 confirms the level of school heads' organizational dynamics in terms of Communication Patterns. It also exposes the statements, mean, standard deviation, and corresponding remarks.

The level of school heads' organizational dynamics in terms of Communication Patterns attained a weighted mean score of 6.39 and a standard deviation of 0.81 and was verbally interpreted as very high among the respondents. The result implies that effective communication patterns within the school significantly contribute to a transparent, collaborative,

and well-coordinated organizational environment. Open communication supports better coordination in implementing school programs and enhances collective decision-making.

Table 6. Level of School Heads' Organizational Dynamics in terms of Communication Patterns

Statements The school head...	Mean	SD	Remarks
...communicates school goals and expectations clearly to teachers and staff.	6.39	0.86	Strongly Agree
...ensures that important information is delivered to teachers promptly.	6.37	0.83	Strongly Agree
...uses appropriate channels to keep teachers updated about school programs and activities.	6.38	0.80	Strongly Agree
...encourages open communication between teachers and school management.	6.42	0.91	Strongly Agree
...facilitates regular meetings to discuss school issues and developments.	6.41	0.86	Strongly Agree
Weighted Mean	6.39		
SD	0.81		
Verbal Interpretation	Very High		

The findings indicate that school heads foster open, clear, and systematic communication within the organization. They promote transparency, encourage dialogue, and utilize appropriate channels to keep teachers informed and engaged. The consistently high ratings suggest that effective communication serves as a strong foundation for collaboration, trust, and shared understanding within the school community.

Table 7 presents the level of school heads' organizational dynamics in terms of Leadership and Power Relations. It also reveals the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, "respects teachers' professional autonomy while guiding their work," obtained a mean score ($M = 6.41$) which suggests a very high level of school heads' organizational dynamics in terms of Leadership and Power Relations and is sustained with ($SD = 0.91$). But although the mean is slightly lower for "demonstrates fairness in exercising authority over teachers and staff" ($M = 6.34$; $SD = 0.93$), it still implies a very high level of practice, signifying that authority is exercised with fairness and professionalism.

Table 7. Level of School Heads' Organizational Dynamics in terms of Leadership and Power Relations

Statements The school head...	Mean	SD	Remarks
...demonstrates fairness in exercising authority over teachers and staff.	6.34	0.93	Strongly Agree
...uses leadership influence to motivate teachers toward achieving school goals.	6.39	0.88	Strongly Agree
...promotes shared leadership by involving teachers in important decisions.	6.40	0.87	Strongly Agree
...respects teachers' professional autonomy while guiding their work.	6.41	0.91	Strongly Agree
...balances authority with collaboration when managing school affairs.	6.38	0.86	Strongly Agree
Weighted Mean	6.38		
SD	0.85		
Verbal Interpretation	Very High		

The level of school heads' organizational dynamics in terms of Leadership and Power Relations attained a weighted

mean score of 6.38 and a standard deviation of 0.85 and was verbally interpreted as very high among the respondents. The results imply that school heads practice a balanced and professional approach to leadership and power relations, fostering an environment of trust and accountability. School heads effectively respect teachers' professional autonomy while still providing guidance, which empowers teachers to perform their roles confidently. This balance helps promote professionalism and a sense of ownership among teachers.

The findings reveal that school heads effectively stabilize authority and collaboration in managing school affairs. They demonstrate fairness, respect professional autonomy, and encourage shared decision-making, which strengthens trust and mutual respect within the organization. The consistently high ratings indicate that leadership influence is exercised in a constructive and empowering manner, contributing to a positive organizational climate.

Table 8 presents the level of school heads' organizational dynamics in terms of Motivation and Morale. It also shows the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, "recognizes teachers' efforts and achievements to boost their morale," obtained a mean score ($M = 6.43$) which suggests a very high level of school heads' organizational dynamics in terms of Motivation and Morale and is supported by ($SD 0.89$), reflecting consistent responses among teachers. However, the mean is slightly lower for "provides incentives and rewards that encourage teacher commitment" ($M = 6.33$; $SD = 0.96$), it still denotes a very high level of practice, signifying that motivational strategies are consistently implemented.

Table 8. Level of School Heads' Organizational Dynamics in terms of Motivation and Morale

Statements The school head...	Mean	SD	Remarks
...inspires teachers to give their best in accomplishing school goals.	6.38	0.91	Strongly Agree
...recognizes teachers' efforts and achievements to boost their morale.	6.43	0.89	Strongly Agree
...provides incentives and rewards that encourage teacher commitment.	6.33	0.96	Strongly Agree
...promotes a positive work environment that uplifts teacher morale.	6.42	0.88	Strongly Agree
...offers professional growth opportunities that enhance motivation.	6.42	0.87	Strongly Agree
Weighted Mean	6.40		
SD	0.85		
Verbal Interpretation	Very High		

The level of school heads' organizational dynamics in terms of Motivation and Morale attained a weighted mean score of 6.40, with a standard deviation of 0.85, and was verbally interpreted by respondents as very high. The findings imply that school heads effectively foster high level of teacher motivation and morale through recognition, support, and incentive-based strategies. Acknowledging teachers' efforts and achievement plays a significant role in boosting their confidence, job satisfaction, and commitment to school goals.

The findings reveal that school heads play a significant role in sustaining teachers' motivation and morale through

recognition, encouragement, and opportunities for professional growth. Their leadership practices create a supportive and affirming environment that inspires teachers to perform at their best. The consistently high ratings imply that teachers feel valued, appreciated, and motivated within their respective schools.

Table 9 demonstrates the level of school heads' organizational dynamics in terms of Adaptability and Change Management. It also displays the statements, mean, standard deviation, and corresponding remarks.

Table 9. Level of School Heads' Organizational Dynamics in terms of Adaptability and Change Management

Statements The school head...	Mean	SD	Remarks
...leads the school in adapting to changes in policies and curriculum.	6.35	0.87	Strongly Agree
...guides teachers in adjusting to new teaching methods and strategies.	6.38	0.89	Strongly Agree
...encourages openness to innovation and new practices among teachers.	6.38	0.86	Strongly Agree
...promotes flexibility in handling unexpected challenges within the school.	6.40	0.89	Strongly Agree
...demonstrates readiness to revise plans when changes are necessary.	6.36	0.89	Strongly Agree
Weighted Mean	6.37		
SD	0.84		
Verbal Interpretation	Very High		

The highest-rated indicator, "promotes flexibility in handling unexpected challenges within the school," obtained a mean score ($M = 6.40$) which suggests a very high level of school heads' organizational dynamics in terms of Adaptability and Change Management and is carried with ($SD = 0.89$). Whilst the mean is slightly lower for "leads the school in adapting to policy and curriculum changes" ($M = 6.35$; $SD = 0.87$), it still reveals a very high level of practice, signifying that school heads are effective in managing transitions and ensuring smooth implementation of changes.

The level of school heads' organizational dynamics in terms of Adaptability and Change Management attained a weighted mean score of 6.37, with a standard deviation of 0.84, and was verbally interpreted by respondents as very high. The findings imply that promoting flexibility in handling unexpected situations help maintain stability and continuity in school operations, even during periods of uncertainty. School heads are proactive and resilient leaders who can guide teachers through transitions while minimizing disruptions to teaching and learning.

The results indicated that school heads exhibit strong adaptability and effective change management by guiding teachers, promoting flexibility, and embracing innovation. Their leadership ensures that the school can respond efficiently to evolving policies, curricular requirements, and unexpected challenges. The high ratings suggest that teachers perceive their school heads as capable leaders who foster resilience and a proactive approach to change who contribute to a more responsive, resilient, and forward-looking environment, supporting teacher effectiveness, organizational stability and continuous school improvement.

Table 10 displays the level of school heads' organizational dynamics in terms of Teamwork and Collaboration. It also shows the statements, mean, standard deviation, and corresponding remarks.

Table 10. Level of School Heads' Organizational Dynamics in terms of Teamwork and Collaboration

Statements The school head...	Mean	SD	Remarks
...encourages collaboration in planning and implementing school programs.	6.39	0.86	Strongly Agree
...involves teachers in collaborative decision-making processes.	6.44	0.88	Strongly Agree
...creates opportunities for teachers to work together on projects and activities.	6.43	0.85	Strongly Agree
...recognizes the value of collaboration in solving school-related problems.	6.41	0.86	Strongly Agree
...coordinates efforts among teachers to ensure smooth implementation of school plans.	6.42	0.87	Strongly Agree
Weighted Mean	6.42		
SD	0.83		
Verbal Interpretation	Very High		

The highest-rated indicator, "involves teachers in collaborative decision-making processes" obtained a mean score ($M = 6.44$) which suggests a very high level of school heads' organizational dynamics in terms of Teamwork and Collaboration and taken with ($SD = 0.88$). Although the mean is slightly lower for "encourages collaboration in planning and implementing school programs" ($M = 6.39$; $SD = 0.86$), it still reveals a very high level of practice.

The level of school heads' organizational dynamics in terms of Teamwork and Collaboration attained a weighted mean score of 6.42, with a standard deviation of 0.83, and was verbally interpreted by respondents as very high. The high ratings imply that collaborative practices are well-established and positively perceived within the school community. This also indicate that encouraging teamwork and collaborative effort helps build stronger professional relationships, improve communication, and align teachers toward shared school goals.

The results revealed that school heads effectively foster a culture of teamwork and collaboration by encouraging shared planning, joint problem-solving, and coordinated implementation of school programs. Their leadership promotes collective responsibility, enhances cooperation, and strengthens professional relationships among teachers.

Level of Work Commitment of Proficient Teachers

In this study, the level of teachers' work commitment refers to Accountability, Professional Development, Work Engagement, Initiative, Versatility/Flexibility, and Integrity and Inclusivity. Accountability refers to teachers' responsibility in performing their duties and meeting school and learner expectations; Professional Development highlights their commitment to improving skills and knowledge; Work Engagement reflects the level of enthusiasm and involvement in daily teaching tasks; Initiative pertains to proactively addressing challenges and contributing ideas; Versatility/Flexibility indicates the ability to adapt to changing circumstances and diverse learner needs; while Integrity and

Inclusivity emphasize ethical conduct, fairness, and fostering an inclusive classroom environment. Together, these dimensions provide a comprehensive understanding of teachers' commitment to their profession and the school community.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 expresses the level of work commitment of proficient teachers in terms of Accountability. It also exhibits the statements, mean, standard deviation, and remarks.

Table 11. Level of Work Commitment of Proficient Teachers in terms of Accountability

Statements The teacher...	Mean	SD	Remarks
...takes responsibility for the outcomes of classroom instruction.	6.55	0.62	Strongly Agree
...accepts feedback from the school head to improve teaching performance.	6.53	0.58	Strongly Agree
...ensures accuracy and honesty in student assessment and evaluation.	6.58	0.60	Strongly Agree
...owns the results of both successful and challenging teaching experiences.	6.54	0.61	Strongly Agree
...fulfills commitments made to students, parents, and the school community.	6.56	0.59	Strongly Agree
Weighted Mean	6.55		
SD	0.54		
Verbal Interpretation	Very High		

The highest-rated indicator, "ensures accuracy and honesty in student assessment and evaluation," obtained a mean score ($M = 6.58$) which suggests a very high level of teachers' work commitment in terms of Accountability and stood with ($SD = 0.60$). Even as the mean is slightly lower for "accepts feedback from the school head to improve teaching performance" ($M = 6.53$; $SD = 0.58$), it still specifies a very high level of commitment, highlighting that teachers' value accountability in all aspects of their work.

The level of work commitment of proficient teachers in terms of Accountability attained a weighted mean score of 6.55, with a standard deviation of 0.54, and was verbally interpreted by respondents as very high among the respondents. The findings imply that teachers are committed to upholding their professional responsibilities, particularly in maintaining integrity and fairness in student assessment. This further indicates that accountability is deeply embedded in teachers' work values and practices.

The teachers exhibit strong accountability by taking responsibility for their teaching outcomes, ensuring ethical and accurate assessment, and honoring commitments to students, parents, and the school community. Their high sense of accountability reflects professional maturity and dedication, which contribute to a positive learning environment. These results are supported by the study of Hamzah (2022) who emphasized that responsibility and accountability are key drivers of professional commitment and highlighted that accountable teachers enhance student learning outcomes and school effectiveness. Likewise, Trani et al. (2023) found that teachers view accountability as a multidimensional

responsibility involving ethical commitment, collaboration, and dedication to student learning despite existing challenges.

Table 12 illustrates the level of work commitment of proficient teachers in terms of Professional Development. It also presents the statements, mean, standard deviation, and corresponding remarks.

Table 12. Level of Work Commitment of Proficient Teachers in terms of Professional Development

Statements The teacher...	Mean	SD	Remarks
...participates in seminars, workshops, and training to improve teaching skills.	6.76	0.43	Strongly Agree
...applies new knowledge and strategies gained from professional development activities.	6.61	0.51	Strongly Agree
...engages in academic discussions and reflective practice by evaluating teaching methods and seeking feedback for continuous improvement.	6.63	0.48	Strongly Agree
...shares learning experiences with colleagues to promote collective growth.	6.68	0.49	Strongly Agree
...demonstrates commitment to lifelong learning as part of the teaching profession.	6.72	0.45	Strongly Agree
Weighted Mean	6.68		
SD	0.39		
Verbal Interpretation	Very High		

The highest-rated indicator, "participates in seminars, workshops, and training to improve teaching skills," obtained a mean score ($M = 6.76$) which suggests a very high level of teachers' work commitment in terms of Professional Development and is kept with ($SD = 0.43$). While the mean is slightly lower for "applies new knowledge and strategies gained from professional development activities" ($M = 6.61$; $SD = 0.51$), it still shows a very high level of practice, highlighting that teachers not only attend development activities but also implement learned strategies to enhance teaching effectiveness.

The level of work commitment of proficient teachers in terms of Professional Development attained a weighted mean score of 6.68, with a standard deviation of 0.39, and was verbally interpreted by respondents as very high. The findings imply that teachers demonstrate a strong commitment to continuous professional growth, which plays a crucial role in enhancing instructional quality and overall school effectiveness.

In general, the findings indicate that teachers actively participate in training, reflective practice, and knowledge sharing. The equally high level of applying newly acquired knowledge suggests that professional development is not merely attended but effectively translated into teaching practice. This indicates that teachers are reflective practitioners who integrate new strategies to improve student learning outcomes. Moreover, the results imply that continuous professional development contributes to enhancing teachers' instructional effectiveness and overall classroom performance.

Table 13 confirms the level of work commitment of proficient teachers in terms of Work Engagement. It also

demonstrates the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, “devotes energy and effort to ensure effective student learning,” obtained a mean ($M = 6.64$) which suggests a very high level of teachers’ work commitment in terms of Work Engagement and is sustained with ($SD = 0.62$). Though the mean is slightly lower for “commits to achieving both personal and school goals consistently” ($M = 6.52$; $SD = 0.69$), it still directs a very high level of practice, emphasizing that teachers remain engaged in fulfilling both their personal responsibilities and the school’s objectives.

Table 13. Level of Work Commitment of Proficient Teachers in terms of Work Engagement

Statements The teacher...	Mean	SD	Remarks
...shows enthusiasm in performing daily teaching tasks.	6.63	0.62	Strongly Agree
...devotes energy and effort to ensure effective student learning.	6.64	0.62	Strongly Agree
...displays passion for teaching even during challenging situations.	6.63	0.61	Strongly Agree
...involves actively in school programs and activities beyond classroom duties.	6.61	0.58	Strongly Agree
...commits to achieving both personal and school goals consistently.	6.52	0.69	Strongly Agree
Weighted Mean	6.60		
SD	0.56		
Verbal Interpretation	Very High		

The level of work commitment of proficient teachers in terms of Work Engagement attained a weighted mean score of 6.60 and a standard deviation of 0.56 and was verbally interpreted as very high among the respondents. This imply that teachers are highly invested in their roles, consistently exerting effort to ensure effective teaching and meaningful learning outcomes. This reflects a deep sense of responsibility and passion for their profession.

The findings reveal that teachers demonstrate strong work engagement by showing enthusiasm, energy, and dedication to teaching and school programs. Their active involvement and commitment to achieving goals contribute to a positive learning environment and improved student outcomes.

Table 14 presents the level of work commitment of proficient teachers in terms of Initiative. It also parades the statements, mean, standard deviation, and corresponding remarks.

The highest-rated indicator, “proposes innovative ideas to improve teaching and learning,” obtained a mean score ($M = 6.49$) which suggests a very high level of teachers’ work commitment in terms of Initiative and is maintained ($SD = 0.62$). While the mean is slightly lower for “offers assistance to colleagues when needed” ($M = 6.39$; $SD = 0.65$), it still signifies a very high level of practice, highlighting that teachers are willing to initiate support and collaboration within the school community.

The level of work commitment of proficient teachers in terms of Initiative attained a weighted mean score of 6.44 and a standard deviation of 0.55 and was verbally interpreted as very high among the respondents. The findings imply that

teachers are proactive in proposing new ideas, reflecting creativity, critical thinking, and a commitment to enhancing instructional practices. This suggests that teachers are not merely responsive to directives but are active agents of change within the school.

Table 14. Level of Work Commitment of Proficient Teachers in terms of Initiative

Statements The teacher...	Mean	SD	Remarks
...takes the first step in addressing classroom challenges without waiting for directives.	6.45	0.65	Strongly Agree
...proposes innovative ideas to improve teaching and learning.	6.40	0.63	Strongly Agree
...aids colleagues when they need support.	6.49	0.62	Strongly Agree
...starts projects or activities that contribute to school improvement.	6.39	0.65	Strongly Agree
...initiates collaboration with colleagues for academic or extracurricular programs	6.48	0.66	Strongly Agree
Weighted Mean	6.44		
SD	0.55		
Verbal Interpretation	Very High		

The results revealed that teachers consistently demonstrate initiative by proactively addressing challenges, proposing innovative ideas, and supporting colleagues, which contributes to school improvement and a collaborative work environment. Their proactive behavior reflects a commitment to both personal and institutional growth. This indicates that teachers not only respond effectively to immediate classroom needs but also contribute to long-term school development through creative problem-solving and leadership. Furthermore, their initiative fosters a culture of shared responsibility and continuous improvement, enhancing overall teacher collaboration and student learning outcomes.

Table 15 indicates the level of work commitment of proficient teachers in terms of Versatility/Flexibility. This table also presents the statements, mean, standard deviation, and corresponding remarks.

Table 15. Level of Work Commitment of Proficient Teachers in terms of Versatility/Flexibility

Statements The teacher...	Mean	SD	Remarks
...adjusts teaching strategies to meet the diverse needs of students.	6.60	0.53	Strongly Agree
...adapts to changes in curriculum, policies, or school directives.	6.58	0.59	Strongly Agree
...balances various tasks such as teaching, reporting, and school activities.	6.57	0.55	Strongly Agree
...responds positively to sudden schedule or program changes.	6.55	0.58	Strongly Agree
...embraces new roles or responsibilities to support school goals.	6.54	0.55	Strongly Agree
Weighted Mean	6.57		
SD	0.48		
Verbal Interpretation	Very High		

The highest-rated item, “adjusts teaching strategies to meet students’ diverse needs” ($M = 6.60$, $SD = 0.53$), suggests a very high level of adaptability among proficient teachers in responding to learners’ individual differences. Furthermore, “embraces new roles or responsibilities to support school

goals" ($M = 6.54$, $SD = 0.55$) still denotes strong commitment, reflecting proficient teachers' skill and readiness to take on additional tasks for institutional improvement.

The level of work commitment of proficient teachers in terms of Versatility/Flexibility attained a weighted mean score of 6.57 with a standard deviation of 0.48 and was verbally interpreted as very high among the respondents. These findings imply that teachers are adaptive in their instructional practices, adjusting strategies to accommodate different learning styles, abilities, and classroom situations. This reflects strong commitment to inclusive and learner-centered education.

Teachers demonstrate exceptional flexibility by adapting to curriculum changes, managing multiple responsibilities, and responding positively to unexpected situations, which fosters a dynamic and supportive learning environment.

Table 16 shows the level of work commitment of proficient teachers in terms of Integrity and Inclusivity. Also reveals the statements, mean, standard deviation and remarks.

Table 16. Level of Work Commitment of Proficient Teachers in terms of Integrity and Inclusivity

Statements	Mean	SD	Remarks
The teacher...			
...upholds honesty and transparency in all professional responsibilities.	6.75	0.45	Strongly Agree
...treats all students fairly regardless of background, ability, or status.	6.76	0.47	Strongly Agree
...respects diversity by promoting inclusive classroom practices.	6.72	0.47	Strongly Agree
...promotes equality by allowing every student to succeed.	6.77	0.42	Strongly Agree
...models ethical behavior that students and colleagues can emulate.	6.71	0.46	Strongly Agree
Weighted Mean	6.74		
SD	0.39		
Verbal Interpretation	Very High		

The highest-rated indicator, "promotes equality by allowing every student to succeed," obtained a mean score ($M = 6.77$) which suggests a very high level of teachers' work commitment in terms of Initiative and is maintained ($SD = 0.42$). While the mean is slightly lower for "models ethical behavior that students and colleagues can emulate" ($M = 6.71$; $SD = 0.46$), it still signifies a very high level of practice of integrity and inclusivity among the respondents.

The results show that teachers demonstrated a very high level of commitment as reflected by the overall weighted mean of 6.74 ($SD = 0.39$) with a verbal interpretation of very high. This indicates that the respondents consistently practice honesty, fairness and respect for diversity in their professional responsibilities. This implies that teachers actively promote equality by ensuring that all students are given opportunities to succeed, regardless of their backgrounds or abilities. This reflects a deep sense of social responsibility and dedication to inclusive education.

Level of Performance of Proficient Teachers in terms of IPCRF

In this study, the level of performance of proficient teachers in terms of IPCRF.

Table 17 displays the level of teacher performance in terms of IPCRF. Also shows the mean, standard deviation and ratings.

The ($M = 4.39$) for Academic Year 2022 to 2023 suggests a very high level of teacher performance in terms of IPCRF, supported by ($SD = 0.18$). However, the mean slightly decreased to ($M = 4.36$) with ($SD = 0.21$) for Academic Year 2024 to 2025, indicating a minor decline in performance over the years.

Table 17. Level of Performance of Proficient Teachers in Terms of IPCRF

Academic Year	Mean	SD	Rating
2022 to 2023	4.39	0.18	Outstanding
2023 to 2024	4.38	0.21	Outstanding
2024 to 2025	4.36	0.21	Outstanding
Weighted Mean	4.38		
SD	0.20		
Verbal Interpretation	Very High		

The level of performance of proficient teachers in terms of IPCRF attained a rating mean score of 4.38 with a standard deviation of 0.20 and was verbally interpreted as very high, showing that teachers consistently maintain strong performance while experiencing a gradual decrease for the past two academic years. These high mean scores indicate that teachers are able to sustain excellent performance and meet expected competencies on their roles.

Teachers consistently demonstrate outstanding performance in line with the IPCRF criteria, reflecting their commitment to instructional quality, professional responsibilities, and continuous improvement. The slight decrease over the past two years may highlight areas for targeted professional development or support.

Test of Association Between the School Heads' Management Practices and the Work Commitment of Proficient Teachers

To test the significant relationship between the school heads' management practices and the work commitment of proficient teachers in terms of Accountability, Professional Development, Work Engagement, Initiative, Versatility/Flexibility, and Integrity and Inclusivity, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 18 presents the significant relationship between school heads management practices and work commitment of proficient teachers.

A significant positive correlation was observed between school heads' management practices and teachers' work commitment, as reflected in the consistently high correlation coefficients ($r = 0.120$) across all variables, all of which are significant at ($p < .01$). This implies that as the level of management practices increases, the level of teachers' work commitment also tends to increase. This further indicates that teachers who perceive stronger and more effective management practices from school heads are more likely to demonstrate higher levels of accountability, professional development, work engagement, initiative, versatility/flexibility, and integrity and inclusivity.

The results further suggest that management practices of school heads such as goal setting and planning, resource

management, people management, innovation and sustainability, and monitoring and evaluation play a crucial role in enhancing proficient teachers' commitment in their work. The moderate to strong correlations implies that these

management practices provide structure, support, and motivation which encourage teachers to perform their roles more effectively and remain engaged in their professional responsibilities.

Table 18. Significant Relationship between the School Heads' Management Practices and the Work Commitment of Proficient Teachers

School Heads' Management Practices		Proficient Teachers' Work Commitment					Integrity and Inclusivity
		Accountability	Professional Development	Work Engagement	Initiative	Versatility/Flexibility	
Goal Setting and Planning	Pearson Correlation	.719**	.515**	.585**	.575**	.384**	.382**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	120	120	120	120	120	120
Resource Management	Pearson Correlation	.624**	.426**	.541**	.656**	.427**	.379**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	120	120	120	120	120	120
People Management	Pearson Correlation	.671**	.451**	.634**	.614**	.398**	.391**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	120	120	120	120	120	120
Innovation and Sustainability	Pearson Correlation	.711**	.534**	.617**	.670**	.407**	.415**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	120	120	120	120	120	120
Monitoring and Evaluation	Pearson Correlation	.685**	.498**	.665**	.631**	.367**	.297**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001
	N	120	120	120	120	120	120

Test of Association Between the School Heads' Management Practices and the Performance of Proficient Teachers

To test the significant relationship between the management practices of school heads and the proficient teachers' performance in terms of IPCRF they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 19. Significant Relationship between the School Heads' Management Practices and the Performance of Proficient Teachers

School Heads' Management Practices		Proficient Teachers' Performance			
		IPCR_2425	IPCRF_2324	IPCRF_2223	IPCRF_AVE
Goal Setting and Planning	Pearson Correlation	.065	-.057	.043	.065
	Sig. (2-tailed)	.481	.538	.639	.481
	N	120	120	120	120
Resource Management	Pearson Correlation	-.012	.052	.129	-.012
	Sig. (2-tailed)	.895	.570	.159	.896
	N	120	120	120	120
People Management	Pearson Correlation	.067	.040	.089	.067
	Sig. (2-tailed)	.470	.665	.331	.470
	N	120	120	120	120
Innovation and Sustainability	Pearson Correlation	.075	.028	.081	.075
	Sig. (2-tailed)	.417	.758	.381	.417
	N	120	120	120	120
Monitoring and Evaluation	Pearson Correlation	.062	.016	.060	.062
	Sig. (2-tailed)	.498	.860	.518	.498
	N	120	120	120	120

Table 19 shows the significant relationship between the school heads' management practices and performance of proficient teachers.

A non-significant relationship was observed between school heads' management practices and teachers' performance as reflected in the low Pearson correlation coefficients and p-values greater than .05 across all variables. This indicates that management practices such as goal setting and planning, resource management, people management, innovation and sustainability, and monitoring and evaluation do not have a statistically significant direct relationship with teachers' performance as measured through IPCRF ratings.

The results further show that although slight positive correlations exist in some areas, these relationships are weak and not significant, suggesting that management practices do not directly correspond to changes in teachers' performance levels. This implies that teachers are also able to maintain a very high level of performance regardless of differences in management practices, possibly due to established professional standards, individual competencies, and accountability mechanisms inherent in the teaching profession.

Test of Association Between the School Heads Organizational Dynamics and the Work Commitment of Proficient Teachers

To test the significant relationship between the school heads' organizational dynamics and the work commitment of proficient teachers in terms of Accountability, Professional Development, Work Engagement, Initiative, Versatility/Flexibility, and Integrity and Inclusivity they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 20 presents the significant relationship between school heads organizational dynamics and work commitment of proficient teachers.

A significant positive relationship was observed between school heads' organizational dynamics and teachers' work commitment, as evidenced by the consistently moderate to high Pearson correlation coefficients ($r = .346$ to $.719$) across all variables, all of which are significant at ($p < .01$). This implies that as the level of organizational dynamics increases,

the level of teachers' work commitment also tends to increase. This further indicates that teachers who perceive more effective organizational dynamics from school heads are more likely to demonstrate higher levels of accountability, professional development, work engagement, initiative, versatility/flexibility, and integrity and inclusivity.

Table 20. Significant Relationship between the School Heads' Organizational Dynamics and the Work Commitment of Proficient Teachers

School Heads' Organizational Dynamics		Work Commitment of Proficient Teachers				
		Accountability	Professional Development	Work Engagement	Initiative Versatility/ Flexibility	Integrity and Inclusivity
Communication Patterns	Pearson Correlation	.701**	.471**	.650**	.672**	.403**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	120	120	120	120	120
Leadership and Power Relations	Pearson Correlation	.656**	.441**	.716**	.688**	.411**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	120	120	120	120	120
Motivation and Morale	Pearson Correlation	.673**	.449**	.719**	.693**	.451**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	120	120	120	120	120
Adaptability and Change Management	Pearson Correlation	.650**	.470**	.690**	.717**	.434**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	120	120	120	120	120
Teamwork and Collaboration	Pearson Correlation	.677**	.453**	.671**	.673**	.378**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	120	120	120	120	120

The results further show that organizational dynamics of school heads such as communication patterns, leadership and power relations, motivation and morale, adaptability and change management, and teamwork and collaboration play a crucial role in enhancing proficient teachers' commitment to their work. The moderate to strong correlations implies that these organizational dynamics foster a supportive, collaborative, and adaptive work environment that encourages teachers to perform their roles more effectively and remain actively engaged in their professional responsibilities. Moreover, these dynamics help strengthen teachers' sense of belonging and shared responsibility within the organization, which further reinforces their dedication to achieving both individual and school goals.

Test of Association Between the School Heads' Organizational Dynamics and the Performance of Proficient Teachers

To test the significant relationship between the school heads' organizational dynamics and the performance of proficient teachers in terms of IPCRF they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 21 presents the significant relationship between the school heads' organizational dynamics and performance of proficient teachers in terms of IPCRF across three academic years (2022–2023 to 2024–2025) and the average score.

The Pearson correlation results indicate that all organizational dynamics indicators Communication Patterns, Leadership and Power Relations, Motivation and Morale, Adaptability and Change Management, and Teamwork and Collaboration—showed no statistically significant relationship with teachers' performance, with correlation coefficients ranging from ($r = .020$ to $.133$) and p -values all greater than

.05. This implies that while organizational dynamics positively influence teachers' work commitment (as shown in Table 20), they do not have a statistically significant direct or measurable effect on teachers' performance in terms of IPCRF for the academic years analyzed.

Table 21. Significant Relationship between the School Heads' Organizational Dynamics and the Performance of Proficient Teachers

School Heads' Organizational Dynamics		Performance of Proficient Teachers			
		IPCRF_2425	IPCRF_2324	IPCRF_2223	IPCRF_AVE
Communication Patterns	Pearson Correlation	.069	-.018	.066	.069
	Sig. (2-tailed)	.454	.847	.473	.454
	N	120	120	120	120
Leadership and Power Relations	Pearson Correlation	.067	.050	.133	.067
	Sig. (2-tailed)	.470	.585	.148	.469
	N	120	120	120	120
Motivation and Morale	Pearson Correlation	.065	.024	.112	.065
	Sig. (2-tailed)	.478	.794	.225	.477
	N	120	120	120	120
Adaptability and Change Management	Pearson Correlation	.069	.047	.130	.069
	Sig. (2-tailed)	.455	.610	.157	.454
	N	120	120	120	120
Teamwork and Collaboration	Pearson Correlation	.020	.021	.089	.020
	Sig. (2-tailed)	.826	.818	.332	.825
	N	120	120	120	120

The findings indicate that performance of proficient teachers, as reflected in IPCRF ratings, may be strongly influenced more by internal and mediating factors such as professional competence, work commitment, and adherence to performance standards rather than the school's organizational dynamics alone.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between school heads' management practices and work commitment of proficient teachers, and the null hypothesis is rejected. This concludes that when school heads practice effective management by providing clear direction and promoting forward-thinking strategies, teachers are more likely to take ownership of their roles and actively participate in school improvement efforts. When school heads demonstrate strong leadership and involve teachers in achieving school goals, teachers are more likely to feel motivated, valued, and responsible for their roles. Consequently, they become more engaged in school, show greater dedication to their profession, and are more willing to contribute to the overall success of the school.

There is no significant relationship between school heads' management practices and the performance of proficient teachers and the null hypothesis is accepted. This implies that differences in how school heads manage do not seem to directly affect teachers' performance ratings. It indicates that teachers can maintain a consistent level of performance regardless of these management practices. It also shows that teacher performance may be influenced by other factors beyond school management, and that while good management is important, it does not always lead to measurable changes in performance outcomes.

There is significant relationship between school heads' organizational dynamics and the work commitment of proficient teachers, leading to the rejection of the null hypothesis. This concludes that a supportive and collaborative school environment plays an important role in strengthening teachers' motivation, commitment and professional engagement. When school heads promote open communication, teamwork and mutual respect within the school community, teachers are more likely to feel valued and encouraged in their work. As a result, they become more dedicated to their responsibilities, actively participate in school initiatives, and contribute more effectively to the achievement of the school's goals and overall success.

There is no significant relationship between school heads' organizational dynamics and performance of proficient teachers, hence the null hypothesis is accepted. This demonstrates that teachers' performance may be influenced by

other factors, such as individual competence, experience, workload and external support systems. It also indicates that while a positive organizational environment is important, it may not always be reflected in performance ratings, suggesting that individual competencies, instructional strategies, and adherence to standards play a crucial role. Thus, the study highlights the collective efforts of school heads and teachers in creating a conducive environment for school improvement, student success, and sustainable development.

In light of the study's findings, the following recommendations are proposed:

Educational policymakers may prioritize leadership training and participative management approaches that empower teachers and school leaders, fostering a culture of continuous improvement.

Educational leaders like supervisors and higher authorities may implement targeted training programs that enhance not only instructional skills but also leadership and management competencies of school heads and

teachers to sustain high performance.

Schools heads may continuously promote open communication, shared leadership, and collaborative decision-making to deepen organizational cohesion and motivate teachers. They may also adopt ongoing monitoring systems and feedback mechanisms to continually assess and improve management practices, organizational climate, and teacher performance. School heads may also establish recognition, mentorship, and support systems that reinforce teachers' commitment, ethical practices, and adaptability to change.

Educators may consider adopting the proposed plan developed in this study to guide them on their career stage and professional development which will enhance their competencies and contribute more effectively as professionals and as member of the community.

Future researchers may explore additional factors influencing teachers' performance, such as individual competencies, instructional strategies, and external support, to develop a more comprehensive understanding.

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