

Administrator's Health-Oriented Leadership, Organizational Culture and Teachers' Performance in A Higher Education Institution (HEI) in the Province of Cavite

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Abstract

The effectiveness of teaching and administration serves as a pivotal determinant of institutional performance. In Higher Education Institutions (HEIs), good governance is operationalized through a comprehensive management framework that integrates strategic planning, organizational development, faculty advancement, leadership practices, and systematic evaluation. This framework further incorporates periodic review processes to assess outcomes and ensure sustained improvement. Central to this governance structure is the efficient utilization of resources, which enhances program efficiency and effectiveness. By aligning leadership, faculty development, and resource management, HEIs are better positioned to achieve their academic objectives and promote long-term institutional sustainability. This study explores the influence of administrators' health-oriented leadership and organizational culture on educator performance, identifying these factors as key predictors. Utilizing a descriptive-correlational research design, the study examines their impact within a higher education institution located in Cavite. A self-developed and standardized questionnaire was used to assess three core dimensions: administrator's health-oriented leadership, organizational culture, and teacher performance in HEIs. Findings reveal that health-oriented leadership emphasizing wellness initiatives, professional growth, and interpersonal relations is highly favorable. Moreover, the institutional culture strongly supports excellence, inclusiveness, open dialogue, and collaboration. Teacher performance measured through commitment, subject expertise, promotion of independent learning, and classroom management is rated as exceptional. Significant correlations exist between health-oriented leadership and institutional culture, as well as between both variables and teacher performance. Regression analysis further confirms that health-oriented leadership is a strong predictor of teaching effectiveness, and when combined with organizational culture, it substantially enhances educator performance.

Keywords: Health-Oriented Leadership, Higher Education, Organization Culture, Teacher Performance.

Introduction

In the Philippine educational context, school administrators strive to embody the integrity of leadership while fostering respect and value among their subordinates. As architects of the institutional environment, they design workflows, establish expectations, allocate resources, guide their personnel, and communicate through their leadership style (1). The leadership role also entails corporate responsibility for employees' day-to-day functions, with direct implications for their health and well-being (2). Although reported levels of well-being and absenteeism remain low, the limited effectiveness of health-oriented leadership interventions in improving employee health outcomes, including stress and absenteeism, has been reported (3). Their findings suggest a need for further comprehensive inquiry into the impact of such leadership strategies on

both leaders and staff.

From the Filipino perspective, it has been emphasized that effective leadership is grounded in the ability to inspire action through empathy and loyalty, without resorting to intimidation. Such a leadership style is seen to nurture discipline, creativity, and integrity while motivating others to work passionately toward institutional goals (4). Scholars in education have increasingly examined organizational culture's role in shaping institutional dynamics. It has been noted that individual cultures can define an organization's core traits, particularly when characterized by fairness, empowerment, mentoring, and inclusive democratic values (5). In Batam City, Indonesia, institutional culture was found to be significantly influenced by governance, school leadership, and organizational climate. Faculty performance in

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Pakistani higher education settings were studied, and transformational leadership was found to positively impact instructional quality at Mehran University of Engineering and Technology (6). A connection between health-oriented leadership and improved employee performance has likewise been supported (7). In addition, the enhancement of teaching effectiveness through a supportive corporate culture, as observed in private junior schools in Palembang, Indonesia, has been affirmed (8).

In the Philippine context, it has been shown that organizational culture influences staff performance from both individual and corporate standpoints (9). In addition, private HEIs in Laguna were found to benefit from leadership characterized by strong values, motivation, and determination, which fostered positive organizational cultures (10). Despite the wide array of studies linking school leadership, organizational culture, and teacher performance, no existing research has specifically explored the combined influence of administrators' health-oriented leadership and organizational culture on educators' performance within Cavite-based higher education institutions. This study aims to fill that gap by examining how health-oriented leadership and organizational culture affect teacher performance in a higher education setting in Cavite. The findings intend to inform institutional leaders about teacher perceptions in these domains and empower educators to reflect on their engagement, instructional delivery, and motivation aligned with institutional objectives.

The primary objective of this study is to determine the relationship between administrators' health-oriented leadership, organizational culture, and teachers' performance in a Higher Education Institution in Cavite. Specifically, the study seeks to describe the current state of administrators' health-oriented leadership in terms of health promotion, professional development, and interpersonal relationships; determine the level of organizational culture based on commitment to excellence, inclusivity, open communication, and collaborative environment; and assess teachers' level of performance in relation to commitment, knowledge of subject, teaching for independent learning, and management of learning. Furthermore, the study aims to investigate whether significant relationships exist between

administrators' health-oriented leadership and organizational culture, between administrators' health-oriented leadership and teachers' performance, and between organizational culture and teachers' performance. Finally, the study intends to predict the extent to which administrators' health-oriented leadership and organizational culture, individually and jointly, influence teachers' performance.

Methodology

This study adopted a descriptive-correlational research design, primarily utilizing survey questionnaires as the main source of empirical data. The methodology was non-intrusive, meaning data collection occurred without manipulating the environment aimed at determining existing relationships among variables in real-world conditions. Both documentary and empirical data were gathered, with faculty members from Higher Education Institutions (HEIs) in Cavite serving as voluntary participants. A total of 119 faculty members from Cavite State University-Silang Campus responded to the survey. Based on the Raosoft sample size calculator, the required sample size was 92, ensuring a 5% margin of error and a 95% confidence level. Simple random sampling was used to select participants during the academic year 2023-2024. Before data collection, formal permission was sought from the university administrator, followed by coordination with the Human Resource Office for the official list of faculty members. The researchers explained the study's objectives to the teacher-respondents and requested their participation. Surveys were conducted both online and in person, ensuring immediate retrieval and a 100% response rate. The collected data were encoded using Microsoft Excel for analysis.

A self-developed and standardized questionnaire was used to assess three core dimensions: administrator's health-oriented leadership, organizational culture, and teacher performance in HEIs. The questionnaire consisted of three sections: Part 1: Health-oriented leadership practices, Part 2: Institutional organizational culture, Part 3: Teacher performance indicators. The instrument underwent rigorous validity testing for both face and content, with inputs from experts in educational management, research, and statistics. Feedback ensured that all questionnaire

items were relevant and contextually appropriate. Reliability testing using Cronbach's Alpha yielded high coefficients: 0.993 for health-oriented leadership and 0.981 for organizational culture, indicating strong internal consistency. Teacher performance data were also gathered through the Qualitative Contribution Evaluation (QCE), implemented under National Budget Circular No. 461 by State Universities and Colleges (SUCs). This evaluation forms part of a broader quality assurance strategy encompassing instruction, research, and extension services.

Scoring and evaluation metrics were as follows: Health-Oriented Leadership: 4 – Strongly Agree (Highly favorable) 3 – Agree (Favorable) 2 – Disagree (Less favorable) 1 – Strongly Disagree (Least favorable). Organizational Culture: 4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree. Teacher Performance: 5 – Outstanding 4 – Very Satisfactory 3 – Satisfactory 2 – Unsatisfactory 1 – Poor.

Formal permission to conduct the study was officially requested from the Administrator of the Higher Education Institution. Upon approval, coordination with the Human Resource Office was undertaken to obtain the official list of teachers. During the actual data-gathering process, the purpose of the study was explained to the teacher-respondents, and their cooperation in participating was sought. An online survey was administered, while printed questionnaires were personally distributed to teachers who reported on-site, and these were retrieved immediately after completion to ensure a 100% retrieval rate. The collected data were then encoded in Excel format and forwarded to the statistician for statistical treatment and initial analysis.

To protect participant privacy, ethical procedures were strictly followed based on the Data Privacy Act of 2012 or Republic Act 10173. Personally identifiable information such as names, addresses, and contact details were excluded from the dataset. Only anonymized numerical data were retained. Upon completion of the study, all digital records were permanently deleted and physical copies disposed of. Moreover, as the study examined health-oriented leadership, ethical considerations were prioritized both in research conduct and in the interpretation of findings. Teacher-respondents participated voluntarily, were informed of the study's objectives, and were

assured of confidentiality and anonymity. Beyond research protocols, the concept of health-oriented leadership itself embodies ethical responsibility, requiring administrators to respect faculty well-being, promote fairness, and create inclusive environments free from intimidation or discrimination. Emphasizing these ethical dimensions underscores the moral obligation of institutional leaders to protect and enhance the welfare of their subordinates while advancing institutional goals. For statistical analysis, the following tools were employed: Weighted Mean: Used to describe each construct's dimensions. Pearson's r Correlation Coefficient: Assessed relationships between Health-oriented leadership and organizational culture, Health-oriented leadership and teacher performance, Organizational culture and teacher performance, Regression Analysis: Measured the predictive influence of leadership and culture on teacher performance.

Results And Discussion

Administrator's Health-Oriented Leadership

Table 1 presents the summary of findings regarding the administrator's health-oriented leadership. Among the three indicators evaluated, "interpersonal relationship" ranked highest with a weighted mean of 3.41, reflecting a highly favorable assessment. Following closely was "health promotion," with a mean score of 3.40, and "professional development," with a mean of 3.31 both also rated as highly favorable. The overall weighted average of 3.37 affirms that the administrator's leadership style strongly supports health-oriented practices across all dimensions. These findings suggest that to effectively lead and guide faculty members, administrators must fully recognize the impact of fostering interpersonal relationships, prioritizing health promotion, and supporting professional growth. This is consistent with the view that leaders who promote employee well-being and development contribute positively to organizational health and performance (7). It also supports the assertion that successful leadership involves cultivating peer-support systems and empowering educators to act as wellness advocates, thereby creating an environment where well-being and collaboration thrive (11).

Table 1: Descriptive Statistics Result of the Administrators' Health-Oriented Leadership

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Health promotion	3.40	Highly favorable	2
2. Professional development	3.31	Highly favorable	3
3. Interpersonal relationship	3.41	Highly favorable	1
Overall Weighted Mean	3.37	Highly favorable	

Organizational Culture

Table 2 presents the Summary Table of the Organizational Culture of Higher Education Institution. As seen in the table, Indicator 2 "inclusivity" got a weighted mean of 3.62 and verbally interpreted as strongly agree, was ranked 1. Indicator 1 "commitment to excellence" and "collaborative environment" both got a weighted mean of 3.58 and was verbally interpreted as strongly agree, was ranked 2.5. Indicator 3 "open communication" got a weighted mean of 3.54 and was verbally interpreted as strongly agree, was ranked 4. Overall, a weighted mean of 3.58 revealed that the Organizational Culture of Higher Education Institution along commitment to excellence, inclusivity, open communication and collaborative environment was interpreted as Strongly Agree. This signifies that the organizational culture of Higher Education Institution fosters a culture of excellence where

everyone are encouraged to strive for their best in both academic and personal endeavors, promotes transparency and fostering a sense of trust among students, parents, teachers, and staff and creates opportunities for all that embraces change and innovation which promotes collaborative environment to achieve the educational goals of the institution as well as the outstanding performance. Furthermore, the outcome validates research indicating that businesses benefit from an organizational culture that consistently pushes employees to reach their greatest potential, thereby achieving sustained and long-term success (12). It also supports the contention that integrated teams, open communication, and teamwork are defining characteristics of an organizational culture (13). In addition, it has been shown that effective communication practices can enhance an organization's standing with stakeholders (14).

Table 2: Descriptive Statistics Result of the Organizational Culture of HEI

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Commitment to excellence	3.58	Strongly Agree	2.5
2. Inclusivity	3.62	Strongly Agree	1
3. Open communication	3.54	Strongly Agree	4
4. Collaborative environment	3.58	Strongly Agree	2.5
Overall Weighted Mean	3.58	Strongly Agree	

Teachers' Level of Performance

Table 3 presents the evaluation of teachers' performance within a Higher Education Institution. Among the assessed indicators, "commitment" achieved the highest weighted mean of 4.59, earning an "outstanding" verbal interpretation and ranking first. "Knowledge of the subject" followed closely with a mean of 4.56, also classified as "outstanding," while "teaching for independent learning" garnered a 4.54 mean and was similarly rated but placed fourth in the ranking.

The overall weighted mean of 4.55 affirms that the educators consistently exceed job expectations

and serve as exceptional role models in their institutions. These results underscore the strength of instructional delivery and professional dedication among faculty members.

The findings are aligned with the view that high levels of teacher performance contribute significantly to student engagement and achievement, particularly through differentiated instruction and optimal use of learning resources (15). It has also been demonstrated that robust support from school leadership correlates with enhanced teacher effectiveness, thereby driving better student outcomes (16). The importance of a psychologically safe learning environment, where

students feel comfortable addressing difficult topics and where exceptional teaching performance is reinforced, has also been highlighted (17). Furthermore, it has been reinforced those teachers who internalize the

organization's mission and values tend to exhibit both role and extra-role behaviors, reflecting deep commitment and active participation in administrative responsibilities (18).

Table 3: Descriptive Statistics Result of the Teachers' Level of Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Commitment	4.59	Outstanding	1
2.Knowledge of Subject	4.56	Outstanding	2
3.Teaching for Independent Learning	4.54	Outstanding	3
4. Management of Learning	4.52	Outstanding	4
Overall Weighted Mean	4.55	Outstanding	

Table 4: Relationship Between the Health-Oriented Leadership in terms of Health Promotion and Organizational Culture of HEI

Health-Oriented Leadership: Health Promotion	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment to Excellence	0.520 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Inclusivity	0.596 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Open communication	0.640 (moderate correlation)	.000	Null Hypothesis Rejected	Significant
Collaborative environment	0.591 (moderate correlation)	.000	Null Hypothesis Rejected	Significant

Significant @ 0.01

Table 4 illustrates the correlation between administrators' health-oriented leadership specifically in the domain of health promotion—and various facets of organizational culture in Higher Education Institution. Statistically significant relationships were identified across all organizational culture indicators: commitment to excellence ($r = .520$), inclusivity ($r = .596$), open communication ($r = .640$), and collaborative environment ($r = .591$). All corresponding p-values were .000, which is below the .01 level of significance, indicating robust correlations.

These findings suggest that as administrators' health promotion efforts become more favorable, the overall organizational culture of the institution improves. This relationship highlights how

educational leaders can leverage the workplace as a platform to promote employee well-being demonstrating that health initiatives directly contribute to cultivating a positive, dynamic, and inclusive institutional environment.

This is aligned with the view that leadership must initiate the process of building a healthy organizational culture (19). It has also been argued that managerial commitment significantly enhances employee satisfaction and engagement (20). In contexts where formal health-support systems are lacking, the role of leaders is considered even more vital in safeguarding individual well-being and reinforcing institutional morale.

Table 5: Relationship Between the Health-Oriented Leadership in terms of Professional Development and Organizational Culture of HEI

Health-Oriented Leadership: Professional Development	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment to Excellence	0.491 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Inclusivity	0.566 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Open communication	0.610 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Collaborative environment	0.568 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 5 shows the correlation between administrators' health-oriented leadership specifically in terms of professional development and organizational culture in Higher Education Institution. The study found significant correlations between administrators' health-oriented leadership in the area of professional development and multiple components of organizational culture in Higher Education Institutions. The following relationships were observed: commitment to excellence ($r = 0.491$), inclusivity ($r = 0.566$), open communication ($r = 0.610$), and collaborative environment ($r = 0.568$). All p-values were 0.000, indicating statistical significance at the 0.01 level.

These results suggest that when leadership practices in professional development are favorable such as offering training and capacity-building opportunities in a supportive atmosphere the institution's culture benefits accordingly. Specifically, leaders who actively invest in educators' professional growth help reinforce a culture of excellence, inclusiveness, transparency, and teamwork.

This finding is aligned with the assertion that a leader's awareness and mindfulness are essential precursors to effective action (21). By recognizing the varied health perspectives within an organization, administrators are better positioned to guide and support faculty members, thereby fostering a vibrant and values-driven culture.

Table 6: Relationship Between the Health-Oriented Leadership in terms of Interpersonal Relationship and Organizational Culture of HEI

Health-Oriented Leadership: Interpersonal Relationship	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment to Excellence	0.537 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Inclusivity	0.652 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Open communication	0.774 (high correlation)	0.000	Null Hypothesis Rejected	Significant

Collaborative environment	0.692 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 6 shows the correlation between administrators' health-oriented leadership specifically in terms of interpersonal relationship and organizational culture in Higher Education Institution. The findings reveal significant correlations between administrators' health-oriented leadership, specifically in terms of fostering interpersonal relationships, and several dimensions of organizational culture within Higher Education Institutions. The observed correlation coefficients were: commitment to excellence ($r = 0.537$), inclusivity ($r = 0.652$), open communication ($r = 0.774$), and collaborative environment ($r = 0.692$), with all p-values at 0.000 well below the significance threshold of .01. These values indicate a strong and statistically significant relationship.

This suggests that the more favorable an administrator's interpersonal leadership style is characterized by open feedback, reflective practices, and supportive interpersonal dynamics the more enriched the institution's culture becomes. Such a leadership approach nurtures a psychologically safe and health-promoting environment, one that encourages innovation, shared values, and pursuit of academic excellence. These results are consistent with findings that strong interpersonal bonds within an organization foster mutual respect, trust, and familial problem-solving dynamics (22). Such positive relationships among staff not only facilitate smoother workplace interactions but also contribute to professional success and emotional support, thereby helping individuals manage stress more effectively.

Table 7: Relationship Between the Health-Oriented Leadership in terms of Health Promotion and Teachers' Level of Performance

Health-Oriented Leadership: Health Promotion	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.419 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.412 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.451 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.313 (low correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 7 shows the correlation between administrators' health-oriented leadership specifically in terms of health promotion and teachers' level of performance in Higher Education Institution. The data reveal statistically significant correlations between administrators' health-oriented leadership specifically in the area of health promotion—and multiple aspects of teacher performance: commitment ($r = 0.419$), subject matter expertise ($r = 0.412$), promotion of independent learning ($r = 0.451$), and learning

management ($r = 0.313$). All p-values were .000, confirming the significance of these relationships at the 0.01 level.

These results indicate that the more favorable the administrator's leadership in implementing health-promoting strategies, the higher the performance levels exhibited by teachers. This connection underscores the administrators' role in creating supportive environments through well-executed wellness initiatives. When teachers are physically and mentally supported, they are more

capable of delivering exceptional instruction and serving as role models within their institutions. The findings are consistent with the view that leadership qualities directly motivate team

members, enhancing both organizational well-being and individual performance, and resulting in mutual benefits for leaders and staff alike (7).

Table 8: Relationship Between the Health-Oriented Leadership in terms of Professional Development and Teachers' Level of Performance

Health-Oriented Leadership: Professional Development	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.393 (low correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.346 (low correlation)	0.001	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.370 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.306 (moderate correlation)	0.003	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 8 shows the correlation between administrators' health-oriented leadership specifically in terms of professional development and teachers' level of performance in Higher Education Institution. The study established statistically significant correlations between administrators' health-oriented leadership specifically in the area of professional development and multiple dimensions of teacher performance. The results are as follows: commitment ($r = 0.393$), subject matter expertise ($r = 0.346$), promotion of independent learning ($r = 0.370$), and management of learning ($r = 0.306$). All p-values (0.000, 0.001, 0.000, 0.003) were below the .01 threshold, confirming the strength and significance of these relationships.

These findings suggest that when administrators actively prioritize professional development with

a focus on health and well-being, teachers exhibit higher levels of performance across key instructional domains. By fostering respectful and supportive interpersonal dynamics, school leaders positively influence the overall climate, enabling educators to thrive.

Interestingly, these findings contradict claims that school administrators' professional development strategies are not influenced by staff performance and do not significantly impact it (23). It was posited that teacher effectiveness remains consistent regardless of leadership style. However, the present study provides evidence to the contrary, suggesting that health-oriented professional development is a critical factor in elevating teacher performance and engagement.

Table 9: Relationship Between the Health-Oriented Leadership in terms of Interpersonal Relationship and Teachers' Level of Performance

Health-Oriented Leadership: Interpersonal Relationship	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.436 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.571 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.501 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.466 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 9 shows the correlation between administrators' health-oriented leadership specifically in terms of interpersonal relationship and teachers' level of performance in Higher Education Institution. The data reveal significant correlations between administrators' health-oriented leadership specifically focusing on interpersonal relationships and various dimensions of teacher performance. The findings include commitment ($r = 0.436$), subject matter knowledge ($r = 0.571$), teaching for independent learning ($r = 0.501$), and management of learning ($r = 0.466$). All p-values were 0.000, well below the 0.01 significance level, confirming strong statistical relationships.

These results suggest that positive interpersonal relationships modeled through health-oriented leadership directly contribute to enhanced teacher performance across key instructional areas. Administrators who promote respectful, empathetic, and supportive communication foster an environment in which teachers feel valued and connected—conditions that amplify professional engagement and instructional quality.

Interestingly, these findings contrast with the assertion that principals' interpersonal communication skills do not significantly affect teacher job satisfaction or performance (24). The present study challenges this claim by showing that interpersonal leadership grounded in health and well-being plays a vital role in teacher development and institutional success.

Table 10 shows the correlation between organizational culture in terms of commitment to excellence and teachers' level of performance in Higher Education Institution. This study reveals statistically significant relationships between the Higher Education Institution's (HEI) organizational culture particularly its commitment to excellence—and multiple dimensions of teacher performance. The findings include: commitment ($r = 0.610$), subject matter expertise ($r = 0.502$), independent learning facilitation ($r = 0.365$), and learning management ($r = 0.543$). All p-values registered at 0.000, indicating high statistical significance at the 0.01 level.

These results suggest that as an institution's commitment to excellence strengthens, educators tend to perform at elevated levels. This can be attributed to a culture that fosters high expectations, continuous improvement, and an environment where both academic and personal development are encouraged. Such a climate cultivates resilience, motivation, and professional accountability among faculty.

The findings are aligned with the assertion that positive organizational cultures significantly enhance teacher performance (25). Educators immersed in such environments are more likely to apply these cultural values in their teaching practices, thereby benefiting students through enriched instruction. Moreover, strong leadership combined with a nurturing institutional climate further amplifies teachers' capacity to perform at their peak.

Table 10: Relationship Between Organizational Culture of HEIs: Commitment to Excellence and Teachers' Level of Performance

Organizational Culture: Commitment to Excellence	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.610 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.502 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.365 (low correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.543 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 11: Relationship Between Organizational Culture of HEIs: Inclusivity and Teachers' Level of Performance

Organizational Culture: Inclusivity	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.674 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.612 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.493 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.682 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 11 shows the correlation between organizational culture in terms of inclusivity and teachers' level of performance in Higher Education Institution. The study demonstrates significant correlations between the Higher Education Institution's organizational culture specifically in terms of inclusivity and various aspects of teacher performance. The relationship yielded strong correlation coefficients across performance indicators: commitment ($r = 0.674$), subject matter knowledge ($r = 0.612$), teaching for independent learning ($r = 0.493$), and management of learning ($r = 0.682$). With all p-values at 0.000, the associations were statistically significant at the 0.01 level.

These results suggest that a culture of inclusivity within HEIs is a powerful driver of exceptional teaching performance. Institutions that foster an environment where every individual regardless of gender, age, or ethnicity feels respected and valued cultivate higher levels of educator engagement, professionalism, and instructional quality. This conclusion is aligned with research affirming a strong and positive relationship between organizational culture and teacher performance (26). A united institutional community that actively supports inclusive practices and shared values is seen to contribute to faculty effectiveness, thereby reinforcing a culture where collaboration and equity elevate educational outcomes.

Table 12: Relationship Between Organizational Culture of HEIs: Open Communication and Teachers' Level of Performance

Organizational Culture: Open Communication	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.534 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.554 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.435 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.536 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 12 shows the correlation between organizational culture in terms of open communication and teachers' level of performance in Higher Education Institution. The study identifies statistically significant correlations between the organizational culture of Higher Education Institutions—specifically open communication—and various dimensions of teacher performance. The observed coefficients were: commitment ($r = 0.534$), subject matter knowledge ($r = 0.554$), independent learning facilitation ($r = 0.435$), and learning management ($r = 0.536$). All p-values were .000, indicating highly significant relationships at the 0.01 level.

These findings suggest that when open communication is a core part of institutional culture, teacher performance is positively impacted across instructional areas. A culture of transparent communication builds trust among faculty, students, parents, and staff, fostering a collaborative and supportive environment in which teachers can excel.

This outcome supports the assertion that communicative organizational practices enhance teacher effectiveness (27). Open dialogue across institutional levels is considered vital in driving educational success and in promoting a culture of shared responsibility and continuous improvement.

Table 13: Relationship Between Organizational Culture of HEI: Collaborative Environment and Teachers' Level of Performance

Organizational Culture: Collaborative Environment	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Commitment	0.546 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Knowledge of Subject	0.535 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Teaching for independent learning	0.421 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Management of learning	0.598 (moderate correlation)	0.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 13 shows the correlation between organizational culture in terms of collaborative environment and teachers' level of performance in Higher Education Institution. The findings show statistically significant correlations between the Higher Education Institution's (HEI) organizational culture specifically its collaborative environment and various dimensions of teachers' performance. The relationship yielded the following coefficients: commitment ($r = 0.546$), subject matter knowledge ($r = 0.535$), independent learning facilitation ($r = 0.421$), and management of learning ($r = 0.598$), with all p-values at 0.000, confirming significance at the 0.01 level. These results indicate that a collaborative institutional culture positively influences educator

performance across multiple domains. When an organization fosters inclusive stakeholder engagement, embraces innovation, and promotes teamwork, it creates a dynamic environment conducive to high-quality teaching and professional excellence.

This finding corroborates research identifying a strong and positive connection between organizational culture and teacher effectiveness (28). It has been suggested that institutions grounded in shared core values cultivate faculty commitment and unity, thereby reinforcing the organizational ethos and empowering teachers to perform at their best. Such conditions are seen to contribute to the development of a resilient and high-performing school culture.

Table 14: Regression Analysis of the Health-Oriented Leadership and the Teachers' Level of Performance

Predictor	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
Health-oriented Leadership	Teachers' Level of Performance	0.522	0.272	F=33.640	5.800	0.000*	Null Hypothesis Rejected	Significant

*Significant @ 0.01

Table 14 presents the regression analysis results demonstrating the predictive strength of health-oriented leadership on teachers' performance. The model indicates that health-oriented leadership accounts for 27.20% of the variance in teacher performance ($F = 33.640$; $t = 5.800$), while the remaining 72.80% is attributable to other factors. The analysis also shows that each one-unit increase in health-oriented leadership corresponds to a 0.522 increase in teachers' performance levels. The p-value of .000 confirms the model's significance at the .01 level, providing robust evidence to reject the null hypothesis. These results underscore the substantial role of health-oriented leadership in fostering teacher performance. When administrators actively

prioritize well-being offering support systems, promoting wellness programs, and maintaining positive interpersonal dynamics teachers are more likely to feel valued, motivated, and professionally engaged. This, in turn, translates into elevated teaching outcomes and overall institutional effectiveness.

The findings validate prior research emphasizing that leadership styles have a significant impact on academic achievement through both direct and indirect influences on teacher effectiveness (29). It has also been highlighted that employees function optimally when supervisors demonstrate concern for their well-being and acknowledge workplace stress, thereby mitigating burnout and enhancing productivity (30).

Table 15: Regression Analysis of the HEIs Organizational Culture and the Teachers' Level of Performance

Predictor	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
HEIs Organization al Culture	Teachers' Level of Performance	0.67	0.45	F=75.05	8.66	0.000	Null Hypothesis Rejected	Significant

*Significant @ 0.01

Table 15 presents the regression analysis on the influence of organizational culture within Higher

Education Institutions (HEIs) on teachers' performance. The findings indicate that

organizational culture accounts for 45.50% of the variance in teacher performance ($F = 75.054$; $t = 8.663$), while the remaining 54.50% is attributed to other unmeasured factors. The regression coefficient (0.674) suggests that a one-unit increase in organizational culture corresponds to a .674 increase in teachers' performance. The associated p-value of 0.000 indicates strong statistical significance at the 0.01 level, confirming enough evidence to reject the null hypothesis.

This outcome underscores the predictive capability of a robust organizational culture in shaping educator performance. A culture that promotes collaboration, professional growth, and inclusivity provides a nurturing institutional climate that motivates faculty to reach higher standards of effectiveness.

The findings support conclusions emphasizing that a positive organizational culture directly enhances teacher performance, particularly in private educational settings (8). However, these results contrast with claims that little to no correlation exists between school culture and teacher performance in secondary school contexts (31). This divergence suggests that institutional settings, leadership styles, and cultural maturity may influence how organizational culture interacts with faculty performance outcomes.

Conclusions

The findings indicate that the administrator's health-oriented leadership across health promotion, professional development, and interpersonal relationships was perceived by teachers as highly favorable. This reinforces the crucial role of leadership in enhancing teacher well-being, fostering interpersonal respect, and facilitating ongoing professional growth. Administrators who prioritize holistic support create a work environment that uplifts faculty morale and engagement.

Similarly, the organizational culture within the Higher Education Institution (HEI) was strongly aligned with excellence, inclusivity, open communication, and collaboration. These core dimensions reflect a well-integrated institutional culture that encourages individuals to strive for academic and personal growth, fosters transparency and trust, and nurtures innovative and cooperative practices aimed at achieving shared educational goals. Teachers' performance

levels were found to be outstanding across all evaluated domains: professional commitment, content mastery, facilitation of independent learning, and classroom management. This exceptional performance highlights their pivotal role in shaping students' academic outcomes and personal development. Statistical analyses further reveal that favorable health-oriented leadership directly enhances organizational culture. When administrators lead with empathy, wellness, and professional development in mind, they shape institutional settings marked by excellence and inclusivity. In turn, both health-oriented leadership and a strong organizational culture significantly predict teacher performance. The more these leadership and cultural elements are reinforced, the more likely teachers are to feel empowered, motivated, and supported leading to superior performance in instructional roles.

These findings validate the dual importance of leadership style and institutional culture in determining teacher effectiveness. A strategically cultivated environment that supports well-being and collaboration not only boosts teacher satisfaction but also strengthens their impact in the classroom.

Moreover, this study was confined to selected higher education institution (HEI) in Cavite, which may limit the broadness of the findings to other regions or educational settings. The reliance on self-report measures also presents the possibility of response biases, as teachers' perceptions of leadership and organizational culture could have been shaped by individual experiences. Moreover, the cross-sectional design restricts the capacity to establish causal relationships among health-oriented leadership, organizational culture, and teacher performance. Future research is encouraged to adopt longitudinal or mixed-methods designs to capture more nuanced insights into how leadership practices develop over time. Expanding the scope to include multiple provinces or national-level samples would likewise enhance the validity of the findings. Furthermore, additional studies may investigate the effectiveness of targeted interventions, such as wellness initiatives or leadership training programs, in promoting faculty well-being and improving instructional performance.

Abbreviations

HEI: Higher Education Institution, H-OL: Health-Oriented Leadership, OC: Organizational Culture.

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Author Contributions

Ma Leah Pacleb-Ulanday: conceptualization, methodology, data collection, data analysis and interpretation, writing—review and editing, Antonio R. Yango: writing—original draft Preparation, writing—review and editing. The authors have read and approved the final manuscript.

Conflict of Interest

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Declaration of Artificial Intelligence (AI) Assistance

The authors declare that they did not use AI-assisted tools (ChatGPT, OpenAI) during the writing process.

Ethics Approval

This study was reviewed and approved by the Ethics Review Committee of University of Perpetual Help System Laguna. All procedures performed were in accordance with institutional guidelines and the principles outlined in the Data Privacy Act of 2012 (Republic Act No. 10173).

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