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Original Article

School Culture and Teaching Efficacy Among Newly-Hired Teachers: An Early Career Study

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Abstract. This study explored the relationship between school culture and teaching efficacy among newly hired teaching personnel at the South East Asian Institute of Technology, Inc. (SEAIT) during the first semester of Academic Year 2025-2026. Grounded in Bandura's (1997) Theory of Self-Efficacy and Schein's (2010) Organizational Culture Theory, the study examined how early-career teachers perform their instructional roles within a school environment characterized by leadership, teaching, and professional commitment. Specifically, it sought to determine the level of school culture across its dimensions, the level of teaching efficacy, and identify which aspect of school culture best predicts teaching efficacy. A descriptive-correlational design with regression analysis was employed. Seventy-two newly hired teaching personnel were selected through homogeneous purposive sampling. Data were gathered using validated survey instruments measuring school culture and teaching efficacy, and were analyzed using descriptive statistics, Pearson correlation, and multiple regression. Results showed an overall very high level of school culture and teaching efficacy, with mean scores of 3.32 for both. It further indicated a significant relationship between school culture and teaching efficacy. Among the dimensions of school culture, professional commitment emerged as the strongest predictor of teaching efficacy (β = .300). The regression model accounted for 42.4% of the variance in teaching efficacy. As stipulated in Sustainable Development Goal 4, which emphasizes improving the quality of education through enhanced teacher support, the findings underscore the importance of fostering a strong, supportive school culture to sustain teacher growth and instructional effectiveness. Future studies may examine additional personal and organizational factors not addressed in this study to further enhance understanding of teacher efficacy across diverse settings.

Keywords: *Early-career teachers; Organizational culture; Professional commitment; School culture; Teaching efficacy.*

In recent years, the educational landscape has been continuously evolving as a response by educational institutions to the significant transformations and shifting expectations in teaching, leadership, and organizational culture. This places newly hired teaching personnel at a critical point, as they are expected to demonstrate pedagogical competence while simultaneously adapting to unfamiliar systems and work environments. Bandura's (1997) Social Cognitive Theory explains that a teacher's confidence in successfully carrying out specific tasks is shaped not only by their personal beliefs but also by the experiences and conditions present in an educational institution. This leads early-career teachers to view their own capabilities as shaped by leadership, peer interaction, and shared norms (Ismail, Khatibi, and Azam, 2022).

For most teachers, the transition from pre-service teaching or internship to classroom practice often entails both excitement and pressure. First-time appointees often face heavy workloads, high expectations, and the need to adapt immediately to established routines, despite limited classroom experience. These challenges intensify when school systems fail to provide adequate guidance and stability. By contrast, supportive school cultures that encourage reflection, collaboration, and ongoing mentoring help reduce stress and foster confidence and resilience among new teachers (Nickel & Crosby, 2021; Beltran & Paglinawan, 2025).

When viewed in the broader context of global education goals, this issue is more pressing. Sustainable Development Goal 4 emphasizes the importance of quality education through adequate teacher support, professional development, and favorable working conditions. This goal is challenged when early-career teachers work in environments in which school culture does not nurture professional growth. When new teachers encounter inconsistent leadership, limited collaboration, or weak institutional support, their sense of efficacy tends to decline, thereby affecting their overall performance. Conversely, when the school culture promotes shared goals, clear communication, and strong professional relationships, teachers develop a stronger sense of purpose and capacity to meet instructional demands. Prasad *et al.* (2024) noted that the relationship between school culture and teaching efficacy remains relevant, particularly in shaping teachers' early and formative experiences.

Conceptually, school culture can be understood through Schein's (2010) Organizational Culture Theory, which captures the combination of shared assumptions, meanings, and routines that shape how people think and act within an organization. From a psychological perspective, studies suggest that when teachers experience a sense of ownership and empowerment within the institutional environment, fostered by collegial relationships, shared leadership, and a sense of being valued, teachers' self-efficacy and motivation improve. This indicates that school culture does not function merely in the background, but also becomes a dynamic force shaping how teachers view themselves, their profession, and their potential impact (Rouse, 2021). Empirical evidence further supports this view, as a supportive and participative school culture has been shown to significantly predict teacher satisfaction, particularly among private school teachers (Huda & Alderite, 2024).

However, recent studies reveal complexities. For instance, Eva *et al.* (2025) showed that the recent work on teachers' attitudes toward gifted education found that personality traits mediated the relationship between school culture and teacher opinions, and that the impact of school culture varied by teaching experience, indicating that not all teachers respond to the same school culture in the same way. Similarly, organizational cultures that support continuous learning, empowerment, and collaboration are consistently associated with higher teacher self-efficacy through perceived organizational support, including access to resources, recognition, and professional development (Li *et* al., 2025; Temporaza & Dioso, 2025). Moreover, in a cross-cultural analysis by Katsantonis (2020) utilizing the data from 15 countries, self-efficacy was found to mediate the relationship between school climate and job satisfaction. Beyond organizational factors, individual traits and dispositions remain important. Beyond organizational factors, personal traits such as resilience, grit, and metacognition further interact with self-efficacy to predict teachers' work engagement (Zhou & Hou, 2025).

Another perspective comes from leadership and teacher-leader roles. Luo, Alias, and Adnan (2024), in their systematic review of 2013-2024, identified a strong reciprocal relationship between teacher leadership and self-efficacy: opportunities for agency and participation enhance confidence, which in turn strengthens leadership behaviors. There is literature rooted in social-cognitive perspectives that further emphasizes that mastery experiences, vicarious learning, and social persuasion serve as the primary sources of efficacy, particularly when these are embedded in the authentic leadership practices rather than the generic professional development initiatives (Cañoso, 2025).

Early-career teachers adapt well depending on the extent of support from their school environment and on how well their professional identity emerges and aligns with organizational demands. Supportive school climates that provide mentoring, access to resources, and opportunities for professional growth help teachers manage instructional complexity and sustain long-term commitment to the profession (McChesney & Cross, 2023; Eren & Atay, 2025). Consequently, teachers who enter the profession with higher self-efficacy, resilience, reflective capacity, and supportive beliefs about teaching are more likely to adapt effectively to less-than-ideal environments. This underscores that adjustments, especially in early career, are not simply a matter of external

support but also internal readiness and mindset (Zhou & Hou, 2025).

As teachers assume their professional roles, they must balance instructional responsibilities with the need to integrate into the institution's social and organizational fabric. While existing literature establishes strong links between school culture and teaching outcomes, variations across contexts and populations remain evident. South East Asian Institute of Technology, Inc. (SEAIT) is a private higher education institution in the Philippines that offers basic education and undergraduate programs across various academic disciplines. Newly hired teaching personnel are expected to adapt quickly to institutional expectations and academic standards. This reveals a gap in understanding of how these dynamics operate, particularly among newly hired teaching personnel in a specific institutional context, such as SEAIT. For this study, newly-hired teaching personnel refer to faculty members who have been employed with the institution for not more than one (1) academic year at the time of data collection.

The challenge has become identifying whether the culture supports or hinders their growth within the institution. This study aimed to examine the relationship between school culture and teaching efficacy among newly hired teaching personnel in the early stages of their careers By focusing on newly hired teaching personnel within a private higher education institution, this study provides empirical evidence on how specific dimensions of school culture influence teaching efficacy during the critical early stage of teachers' professional development. Thus, it is important to examine how leadership practices, teaching norms, and professional commitment influence the efficacy of teaching, particularly in the academic field that aims to contribute to the global pursuit of inclusive and high-quality education.

Methodology

Research Design

The study employed a descriptive-correlational research design with regression analysis to examine relationships among variables and to predict how changes in one variable are associated with changes in another. This methodology for conducting a study describes the characteristics and relationships of variables that occur naturally between them, analyzes the direction, degree, magnitude, and strength of these relationships or associations, and then uses regression analysis to quantify these relationships, without attempting to establish causality. A descriptive-correlational design was chosen because it allowed examination of naturally occurring relationships between school culture and teaching efficacy without manipulation of variables (Sousa *et al.*, 2007). Regression analysis was used to identify predictive relationships and to determine which school culture dimensions most strongly influence teaching efficacy.

Participants and Sampling Technique

In this study, the participants were newly hired teaching personnel at SEAIT during the first semester of Academic Year 2025-2026. Newly hired teaching personnel are faculty members appointed at SEAIT during the specified semester, regardless of prior teaching experience at other educational institutions. This group was purposively selected because the study aimed to examine teachers' early experiences within the institution's work environment. A total of eighty-eight (88) newly-hired teaching personnel were invited to participate in the study. Out of these, seventy-two (72) responded and completed the survey questionnaires, yielding a response rate of approximately 82%, which constituted the final sample for data analysis. Sixteen (16) invited participants did not respond, which was attributed to workload demands or availability during the data collection period. While non-response bias could not be entirely ruled out, the achieved response rate is considered acceptable for survey-based research involving teaching personnel.

The study employed a non-probability homogeneous purposive sampling technique to select participants who share a specific defining characteristic relevant to the research focus. In this case, the defining characteristic was being newly appointed as teaching personnel at SEAIT during the identified academic period. With three (3) predictor variables and a final sample size ($N = 72$), the study achieved adequate statistical power (> 0.80) to detect medium effect sizes ($f^2 = 0.15$) in multiple regression analysis, based on G*Power calculations ($\alpha = 0.05$).

Inclusion criteria for participation were as follows: (a) faculty members newly appointed during the first semester of Academic Year 2025-2026; and (b) those actively teaching during the data collection period. Excluded from the study were: (a) administrative personnel without teaching loads; and (b) part-time or visiting faculty members. The participants represented various academic disciplines within the institution. Demographic information, such as age, gender, educational attainment, and subject area taught, was collected and is presented in Table 1 to

provide a clearer profile of the respondents and support contextual interpretation of the findings.

Table 1. *Demographic Profile of the Participants*

Profile	Category	Frequency (f)	Percentage (%)
Age	20-24 years	4	5.56%
	25-29 years	58	80.56%
	30-34 years	8	11.11%
	35 years and above	2	2.78%
Sex	Male	29	40.28%
	Female	43	59.72%
Highest Educational Attainment	Bachelor's Degree	41	56.94%
	With Master's Units	27	37.50%
	Master's Degree	3	4.17%
	Doctoral Units/Degree	1	1.39%
Teaching Field/Area	General Education	23	31.94%
	Major/Specialization Subjects	31	43.06%
	Professional/Technical Courses	18	25.00%
Prior Teaching Experience	None	65	90.28%
	Less than 1 year	2	2.78%
	1-3 years	4	5.56%
	More than 3 years	1	1.39%

Research Instrument

The main research instrument used in this study was an adopted questionnaire derived from established and validated instruments in educational research. The questionnaire was organized into sections corresponding to the study's key variables to ensure alignment with the research objectives and accurate measurement of school culture and teaching efficacy. The Revised School Culture Elements Questionnaire (Devaney *et al*., 2012) has demonstrated strong internal consistency and validity in previous studies, with $\alpha = 0.81$ to 0.90 on the actual scale and $\alpha = 0.83$ to 0.92 on the preferred scale. Similarly, the Sources of Teacher Efficacy Questionnaire (STEQ) (Hoi *et al*., 2017) showed reliability coefficients ranging from $\alpha = 0.86$ to 0.90. In the current study, both instruments demonstrated acceptable reliability: School Culture ($\alpha = 0.80$) and Teaching Efficacy ($\alpha = 0.82$). The instruments were used in their original English form, as English is the medium of instruction at SEAIT.

Prior to the main study, the instruments were pilot-tested with a small group of teaching personnel who were not included in the final sample. Feedback from the pilot test indicated that the items were clear and suitable for the target respondents, and no major revisions were required. Accordingly, to measure the levels of the two (2) main variables in this study, a four-point Likert scale was used, as shown in Table 2.

Table 2. *Level of the Variables Rating Scale*

Scale	Response Anchor	Interpretation
4	Strongly Agree	Very High Level
3	Agree	High Level
2	Disagree	Low Level
1	Strongly Disagree	Very Low Level

Data Gathering Procedure

Before the questionnaire was administered, it was reviewed to ensure alignment with the topic and the variables of interest. Once the instrument had been confirmed, the next step was to seek permission to conduct the study. A request letter was submitted to the administrators of SEAIT on October 3, 2025, and approval was granted on October 7, 2025, allowing the researchers to proceed with the data collection. Prior to distributing the questionnaire, informed consent was obtained from all participants. The survey was administered in two modes: through face-to-face distribution and an online survey form. Consent was obtained via a signed written form and via digital means via Google Forms. Distribution of the printed questionnaires took place from October 10 to October 18, 2025, when the researchers personally visited the campus. The online survey form was released on October 11, 2025, through Google Forms to reach those personnel who were not present during the on-site administration. The online survey form included more detailed instructions to really guide the respondents in completing the questionnaire independently. No significant differences in response patterns were observed between face-to-face ($n = 46$) and online ($n = 26$) respondents, minimizing concerns about mode-related bias.

Of the 88 newly hired teaching personnel invited, 72 completed the questionnaire, yielding a response rate of approximately 82%. While this rate is generally considered acceptable for survey research, the 16 non-respondents may have introduced non-response bias. To minimize this, follow-up reminders were sent via email and in person, and the demographic characteristics of respondents and non-respondents were compared to assess for systematic differences. No significant differences were observed, suggesting that the final sample was representative of the target population and that the potential impact of non-response bias on the study's findings is likely minimal. On October 20, 2025, after all responses had been collected, the data were organized, analyzed, and interpreted. Responses were entered into a spreadsheet and processed using SPSS, beginning on October 22, 2025. At this stage, the process involved analyzing the information to generate results that addressed the research questions.

Data Analysis Procedure

After data collection and organization, the data were checked for completeness, and only qualified respondents were included in the analysis. Prior to statistical analysis, the data were screened for missing values, outliers, and normality. No significant missing data were found, and outliers were minimal and did not affect overall distributions. Using descriptive statistics, average scores for the indicators of school culture and teaching efficacy were summarized and computed, describing the respondents' overall perceptions of the levels of school culture and teaching efficacy. To determine whether an association exists between school culture and teaching efficacy, the study also used Pearson correlation analysis to measure the strength and direction of the relationship between the independent and dependent variables.

Furthermore, stepwise multiple regression was employed to identify the most concise model in which dimensions of school culture predict teaching efficacy. The regression assumptions were tested prior to analysis, including linearity, independence of errors (assessed via the Durbin-Watson statistic), homoscedasticity, and absence of multicollinearity. All assumptions were met satisfactorily, thereby ensuring the validity of the regression results. The entry criterion for the stepwise method was $p < .05$, and the removal criterion was $p > .10$. In addition to reporting R^2 as a measure of effect size, standardized beta coefficients were examined to determine the relative contribution of each predictor to teaching efficacy.

Ethical Considerations

It is essential in every research to consider activities that protect research participants' rights, strengthen research validity, and preserve integrity. This study received ethical approval from SEAIT's Research Office and Human Resources Office on October 7, 2025, ensuring that all procedures met institutional standards. In conducting this research, the following considerations were addressed: before agreeing or declining to participate, participants were informed about the study's objectives, benefits, purpose, procedures, and institutional approval. The participants could choose whether to participate in the study and could withdraw at any time without providing a reason or incurring any consequences. The risk of physical, social, psychological, and other forms of harm was never considered, and participants were debriefed after completing the questionnaire to address any concerns and ensure that the questions did not cause emotional distress. Participant responses were anonymous, as no identifying information, such as names or employee numbers, was collected. All data were stored securely in password-protected files accessible only to the research team for a minimum of five (5) years following publication.

Results and Discussion

Level of School Culture

Table 3 shows the level of school culture. School culture has a mean of 3.32 (SD = 0.44), indicating a strong agreement. This can be interpreted as indicating that the level of school culture is very high, suggesting that respondents generally hold strong, positive perceptions of the institutional culture during their early employment. Consistent with prior research, such a culture not only enhances teacher satisfaction and efficacy but also plays an important role in sustaining professional commitment, particularly among early-career teachers (Schein, 2010; Rouse, 2021).

Among the three (3) dimensions, professional commitment recorded the highest mean (M = 3.46, SD = 0.54), followed by leadership (M = 3.25, SD = 0.52) and teaching (M = 3.25, SD = 0.49). The higher score for professional commitment suggests that newly hired teachers at SEAIT demonstrate a strong sense of dedication to their profession and institutional roles, even in the early stages of employment. This may be attributed to SEAIT's emphasis on professional values, clear role expectations, and supportive onboarding practices, which can foster

early attachment and commitment among new faculty members. In contrast, leadership and teaching, while still rated very high, received slightly lower mean scores, possibly reflecting areas in which institutional practices are still developing rather than fully consolidated.

Table 3. *Level of School Culture*

Indicators	*M*	*SD*	Description	Interpretation
Leadership	3.25	0.52	Strongly Agree	Very High
Teaching	3.25	0.49	Strongly Agree	Very High
Professional Commitment	3.46	0.54	Strongly Agree	Very High
Overall Average	**3.32**	**0.44**	**Strongly Agree**	**Very High**

To determine whether these observed differences were meaningful, paired-samples t-tests were conducted. Results revealed that professional commitment scored significantly higher than both leadership and teaching dimensions ($p < .05$), indicating that the strength of commitment among respondents is statistically distinct rather than a result of random variation. This finding aligns with prior studies using similar instruments, which reported that teachers often develop professional commitment earlier than perceptions of leadership distribution or instructional collaboration, particularly in new institutional settings (Devaney et al., 2012; Eren & Atay, 2025).

The relatively low and consistent standard deviations across dimensions, ranging from 0.49 to 0.54, suggest a high level of agreement among respondents regarding their perceptions of school culture. This indicates that experiences related to leadership practices, teaching environment, and professional commitment are fairly uniform among newly hired faculty members rather than highly individualized. Such consensus strengthens the reliability of the findings and suggests. The observed cultural patterns are institution-wide rather than isolated to specific departments.

Collectively, these results suggest that SEAIT has cultivated a school culture characterized by strong professional commitment and generally supportive leadership and teaching environments. However, the slightly lower ratings for leadership and teaching indicate opportunities to strengthen further shared leadership practices, instructional support, and collaborative mechanisms. These findings are consistent with earlier studies emphasizing that, although professional commitment may emerge early, inclusive leadership and instructional collaboration often require sustained institutional development (Luo et al., 2024; Temporaza & Dioso, 2025).

Level of Teaching Efficacy

Table 4 exhibits the level of teaching efficacy. Teaching efficacy ($M = 3.32$, $SD = 0.38$) is described as strongly agree. This can be interpreted as very high, indicating that respondents exhibited a strong inclination toward practicing effective teaching behaviors, suggesting that teaching efficacy is very high. In fostering teacher efficacy, supportive school culture, organizational resources, and collaborative practices play a decisive role; thus, such high levels are necessary to sustain motivation, resilience, and long-term professional commitment (Li *et al.*, 2025).

Table 4. *Level of Teaching Efficacy*

	M	*SD*	Description	Interpretation
Teaching Efficacy	**3.32**	**0.38**	**Strongly Agree**	**Very High**

Because teaching efficacy is treated as a single construct in this study, the mean of 3.32 reflects respondents' overall belief in their ability to teach effectively. The relatively high level of agreement across indicators indicates a strong and stable sense of professional confidence. This is also evident in studies indicating that when teachers feel capable and supported, they are more likely to be positive about their work, deliver effective instruction, and maintain positive attitudes (Cañoso, 2025). For newly hired teachers, high teaching efficacy is particularly significant, as it facilitates adjustment to new work environments and buffers against early-career stress and burnout (Pikić Jugović, Marušić, and Matić Bojić, 2025). The result suggests that SEAIT creates conditions that enable teachers to feel capable and effective, even in the early stages of employment.

Assumption Testing

Collinearity Test

On the collinearity test, Table 5 shows that there is only one (1) model generated, and the collinearity statistics have no *VIF* values greater than 5 for model 1, which indicates a strong presence of collinearity. The highest *VIF*

is 1.42 for model 1 (see Table 7).

Table 5. *Collinearity Diagnostics*[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Leadership	Teaching	Professional Commitment
1	1	3.95	1.00	.00	.00	.00	.00
	2	.02	14.91	.13	.95	.17	.02
	3	.02	15.61	.06	.05	.24	.96
	4	.01	16.82	.81	.00	.58	.02

As shown in Table 2, the highest condition index of 16.82 is below 30; thus, the researchers conclude that there is no multicollinearity issue for this model.

Normality Test

On the normality test, the Kolmogorov-Smirnov and Shapiro-Wilk tests on standardized residuals were performed to determine the null hypothesis that there is no significant normality concern among the observed variables. The results show in Table 6 that the *p-values* of <0.001 (Kolmogorov-Smirnov) and <0.001 (Shapiro-Wilk), respectively, are significant. Since the p-value is less than 0.05, the null hypothesis for the normal distribution is rejected. Thus, this study violates the assumption of normality. Hence, the data (observed variables) are not normally distributed.

Table 6. *Tests of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Leadership	.31	72	<.001	.76	72	<.001
Teaching	.38	72	<.001	.67	72	<.001
Professional Commitment	.35	72	<.001	.69	72	<.001
Teaching Efficacy	.39	72	<.001	.66	72	<.001

a. Lilliefors Significance Correction

Homoscedasticity Test

Homoscedasticity is used to assess whether the variance of the residuals is constant across all predicted scores. To assess homoscedasticity, the scatterplot is used to determine whether a triangular or diamond pattern is present. Figure 1 does not show a diamond pattern or a triangle pattern (whether to the left or right) and does not indicate the presence of heteroscedasticity. Therefore, the data met the homoscedasticity assumption, and all relevant variables in model 1 were included in the regression model.

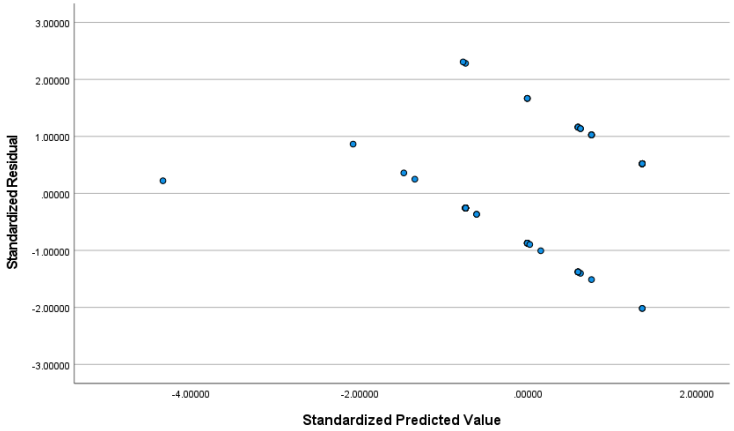

Figure 1. *Scatterplot*

Correlation Analysis

Pearson correlation and multiple regression analyses were used to assess the explanatory power of the variables. Using the stepwise method, the following tests were performed before the models were evaluated for predictive power: reliability test, collinearity test, normality test, homoscedasticity test, and sufficient sample size. The results of the multiple regression analysis (coefficients, model summary, and ANOVA) were then examined.

Table 7. *Coefficients*[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
	B	Std. Error	Beta	*t*	Sig.	Zero-order	Partial	Part	Tolerance	*VIF*
1 (Constant)	1.02	.33		3.06	.003					
Leadership	.20	.09	.24	2.20	.031	.50	.26	.20	.71	1.40
Teaching	.25	.10	.28	2.56	.013	.52	.30	.24	.73	1.38
Professional Commitment	.24	.09	.30	2.74	.008	.54	.32	.25	.71	1.42

a. Dependent Variable: Teaching Efficacy

Among the independent variables entered into the equation, Leadership, Teaching, and Professional Commitment were significant predictors of respondents' teaching efficacy. Moreover, Professional Commitment had the highest partial correlation coefficient of .32, indicating the strongest significant influence on teaching efficacy.

Multiple Regression Analysis

For the primary analysis, which is shown in Table 8, the coefficient of determination (R^2) for the model is .424. The model demonstrates a substantial statistical and practical significance because of its moderate explanatory value, which accounts for 42.4% of the variance, and 57.6% cannot be explained by it.

Table 8. *Model Summary*[b]

Model	*R*	*R* Square	Adjusted *R* Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	*F* Change	*df1*	*df2*	Sig. *F* Change
1	.65[a]	.424	.399	.39	.424	16.70	3	68	<.000

a. Predictors: (Constant), Professional Commitment, Teaching, Leadership

b. Dependent Variable: Teaching Efficacy

ANOVA results in Table 9 show an F(df1, df2) = 16.70, p < 0.001, indicating that 'professional commitment', 'teaching', and 'leadership' are significantly related to the dependent variable. Specifically, 'professional commitment' (beta coefficient of .30, $t(df) = 2.74$, p value of 0.008), 'teaching' (beta coefficient of .28, $t(df) = 2.56$, p value of 0.013), and leadership (beta coefficient of .24, $t(df) = 2.20$, p value of .031) see Table 7.

Table 9. *ANOVA*[a]

Model		Sum of Squares	df	Mean Square	*F*	Sig.
1	Regression	7.77	3	2.59	16.70	.000[b]
	Residual	10.55	68	.16		
	Total	**18.32**	**71**			

a. Dependent Variable: Teaching Efficacy

b. Predictors: (Constant), Professional Commitment, Teaching, Leadership

Therefore, the R^2 (.424) can be used for prediction, although it does not account for most of the variance. In addition, in the behavioral and social sciences, an R2 between 0.30 and 0.50 is considered moderate and acceptable; thus, the model exhibits moderate predictive power. Accordingly, the equation is still presented below:

Overall Model Fit

$$Y = 1.02 + 0.20(X_1) + 0.25(X_2) + 0.24(X_3) + \varepsilon \quad (1)$$

Where:
Y = Teaching Efficacy
X_1 = Leadership
X_2 = Teaching
X_3 = Professional Commitment
ε = Error Term

Conclusion

The findings of this study revealed that leadership, teaching, and professional commitment collectively and significantly influence the teaching efficacy of newly hired teaching personnel, with each dimension exerting a significant effect. The findings confirm that teaching efficacy develops within an institutional context rather than in isolation, highlighting the role of school culture in shaping teachers' confidence, instructional practices, and professional adjustments. While professional commitment emerged as the strongest predictor, the results clearly demonstrate that all three (3) dimensions contribute meaningfully to teaching efficacy, underscoring the multidimensional nature of efficacy development among early-career teachers. The prominence of professional commitment suggests that teachers who possess a strong sense of purpose, responsibility, and identification with their profession are more likely to feel capable and effective in their teaching roles. However, the significant effects of leadership and teaching dimensions emphasize that internal motivation alone is insufficient without supportive leadership practices, collaborative teaching environments, and shared institutional norms. Additionally, the variable accounted for 42.4% of the variance in the teaching efficacy regression model, indicating moderate yet substantial explanatory power appropriate for behavioral and educational research. Rather than diminishing the model's value, this result suggests that teaching efficacy is influenced by factors beyond school culture, including individual teacher characteristics, prior teaching experience, workload, classroom conditions, and student-related factors.

In relation to Sustainable Development Goal 4 (Quality Education), the study provides evidence that cultivating a positive school culture among newly hired teachers supports instructional effectiveness, professional stability, and retention. High teaching efficacy has been linked in prior research to improved student engagement, instructional quality, and reduced early career attrition, suggesting that investments in school culture may yield long-term benefits for both teachers and learners.

The unique contribution of this study lies in its focus on newly-hired teaching personnel within a single institutional context, offering empirical insight into how early professional experiences and school culture jointly shape teaching efficacy. By examining leadership, teaching, and professional commitment simultaneously, the study extends the existing literature, which often treats these factors separately. Nonetheless, conclusions in this study should be interpreted in light of certain limitations, including the cross-sectional design, reliance on self-reported data, and the focus on one institution, which may limit generalizability to other educational settings.

Implications and Recommendations

The study yields several important implications for educational institutions, policymakers, teacher preparation programs, and educational leaders. At the institutional level, schools are encouraged to strengthen structured mentoring and induction programs that support newly-hired teachers during their transition period. Such programs should not only address instructional skills but also foster professional commitment, collegial relationships, and alignment with institutional values. Leadership practices that emphasize clear communication, instructional guidance, and consistent administrative support are essential in reinforcing teacher confidence and efficacy.

From a policy perspective, educational authorities at the district or regional level may consider integrating school culture indicators into teacher support and evaluation frameworks. Policies that promote manageable workloads, continuous professional development, and leadership training for school administrators can foster an environment that sustains teaching efficacy and reduces early-career attrition. Consequently, teacher education and preparation programs may also draw from these findings by embedding professional commitment, reflective practice, and resilience-building strategies into pre-service curricula. Preparing future teachers to navigate institutional cultures, collaborate effectively, and maintain professional motivation may ease the transition from training to practice and strengthen early teaching efficacy.

For future research endeavors, more specific directions are recommended. Longitudinal studies could examine how school culture and teaching efficacy evolve among newly-hired teachers. Mixed-methods research, which combines surveys with in-depth interviews or classroom observations, may provide richer insights into how leadership, teaching practices, and professional commitment are experienced in daily school life. Such approaches are particularly valuable, as quantitative measures alone may overlook contextual and relational factors that influence teacher behavior (Creswell & Plano Clark, 2018).

Contributions of Authors

Kit Louie Jorolan was the lead author responsible for study conceptualization, proposal writing, data gathering, data analysis, and overall research management.
Princes Mae Talaugon contributed to proposal writing and data gathering, with additional support in preliminary data validation.
Jessa Marie Abapo assisted with proposal writing and supported the review of related literature.
Monsour Pelmin contributed to proposal writing, particularly in refining the research framework and formatting the research document.

Conflict of Interests

The authors have declared that no competing or conflicting interests exist.

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