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Research Article

Quality Leadership and Management, Technology-Based Instruction, Work Attitude and Teachers' Performance in the New Normal

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ABSTRACT

The study is a causal model development of the quality leadership and management level, technology-based Instruction, and work attitude on teachers' performance in the new normal. The descriptive–correlational, causal–comparative research design was employed using a modified researcher survey instrument. It was conducted in Bangkok Metropolitan Region, Bangkok, Thailand, with Adventist Filipino teachers. The data collected from the questionnaires and Google forms were examined and interpreted using the frequency count and percent, mean and standard deviation, Pearson Product - Moment Correlation, multiple regression, and path analysis. The quality leadership and management level indicated that Adventist Filipino teachers have a good working relationship with the school director/Department head/Coordinator and their co-teachers. Adventist Filipino Teachershave a very high positive attitude to technology and use it for Instruction. Teachers' work attitude indicates a high good character in all sub-variables. The Adventist Filipino teachers' performance is outstanding and commendable. A positive relationship exists between teachers' performance and quality leadership management, technology-based Instruction, and work attitude. The best-fitting model is anchored on quality leadership, management, and teacher work attitude.

Keywords: *High-caliber teacher leadership, Good attitude towards the use of technology, High-positive work attitude, The outstanding performance of teachers, Best fitting causal model, Anchored on quality leadership and management*

Introduction

A couple of years passed before our mode of instruction was challenged by a virus that eventually became a pandemic that crippled the systems of the different agencies worldwide. The Department of Education experienced an abrupt change in its mode of instruction due to the introduction of technology-

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based instruction, leading to a virtual communication approach from face-to-face communication. Schools need to prepare for an online mode of instruction due to a need for more preparation for face-to-face communication.

This study dag into quality leadership and management in terms of my director/Department head or coordinator, technology-based instruction in terms of attitude to technology and the use of technology for instruction, work attitude in terms of; communication and alignment, needs and opportunities, and training support and teachers performance in terms of organizes effective teaching of subjects with their responsibilities, measurement, and Evaluation of learning outcomes, and being suitable as a professional teacher.

COVID-19 has caused an unprecedented learning crisis, with 325 million children in East Asia and the Pacific missing more than two months of school. It has placed an unprecedented risk to children's education, protection, and well-being, especially for the hardest-to-reach, most marginalized, and 35 million already out of school. Governments have attempted to provide continuity of education through online learning, mobile phones, television, radio, and printed materials, but this has also provided opportunities for educators to innovate and take leaps into the unknown (UNESCO, 2020).

Education was supplied in all nations that endured protracted full-day school closures using a combination of online classes, printed modules, and TV and radio teachings.

Technological solutions are proposed for addressing global issues like climate change, poverty, and healthcare disparities. Heeks (2017) added, empowerment and agency through technology are emphasized, with individuals gaining access to information, education, and opportunities previously unavailable.

Onomo (2018) said that the Impact of Strategic Technology-Based Vocabulary Instruction on Students Living in Poverty showed that students could progress in their learning despite environmental hardships such as lack of technology, transportation, and a history of low performance. This study was a fast-paced learning adventure with structured transitions and crafted routines to reduce problem behaviors and promote student engagement. As a result, students were excited and took ownership of their learning.

According to Butt, Mahmood, & Saleem (2022), the spread of the COVID-19 pandemic has significantly impacted many aspects of life, including employment, business, health, and education. In addition, this abrupt change has increased stress among students since they were not mentally prepared for it, and as a result, their academic performance has suffered. Therefore, the fundamental mechanism must be identified to make online learning more productive; moreover, technology-based professional development needs to equip teachers with the skills and support they need to be effective educators (Byrd, 2017).

Pagram and Pagram (2006) mentioned in their case study that Thailand has solid cultural traditions and Buddhist religious beliefs, affecting all life aspects, including education. Copying e-learning styles from overseas can affect Thai culture.

If a teacher believes everyone has a unique ability to learn, the classroom environment will be different. Yurtseven & Dulay (2022) confirmed the statement and said teachers' perspectives on the teaching profession reflect their image and impact their professional behavior; hence, it is critical to uncover factors influencing attitudes before students participate in actual job activity. With strong leadership and administration, education will succeed.

The researcher hopes Filipino teachers should develop organizational systems to improve quality leadership and management, adequate instructions, and work attitudes in Bangkok Metropolitan Region, Thailand.

Methodology

This study investigates the quality leadership and management, technology-based instruction, work attitude, and teachers' performance in the new normal. The study was conducted in the Bangkok Metropolitan Region (BMR) *(*Krung Thep maha Nakhon Lake praimonthon; lit. 'Bangkok and environs'), a government-defined "political definition" of the urban region surrounding the metropolis of Bangkok, or the built-up area, the urban agglomeration of Bangkok, Thailand, which

varies in size and shape and gets filled in as development expands. The political definition is defined as the metropolis and the five adjacent provinces of Nakhon Pathom, Pathumthani, Nonthaburi, Samut Prakan, Samut Sakhon, and Bangkok. The Bangkok Metropolitan Region covers an area of 7,762 km^2.

Descriptive-correlational and causal research designs were employed, and the questionnaire was utilized to fulfill the study's purpose. McBurney & White (2009), as cited by Ivypanda (2022) said, descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables.

The causal research design was used to determine the extent and nature of cause-and-effect of relationship between quality leadership and management, technology-based instruction, and work attitude that can impact teachers' performance.

According to Pollfish (2021) causal research is one of the main kinds used in survey research. As such, it is employed across various verticals and can be implemented for any market research project. Logically following correlational research and following suit, itseeks to understand the relationship between variables, but it takes this pursuit further. It is because causal research is chiefly involved with finding the cause-and-effect relationships between variables instead of simply scouting their existence. Once researchers establish a relationship between two variables, they ought to move to causal research to discover if and how they affect one another.

Table 1. Distribution of the Participants of the Study

Subgroups	Participants Population Size	Sample Size
Bangkok	416	173
Samutsakhon	30	13
Samutprakhan	25	10
Pathumthani	20	8
Nonthaburi	55	23
Nakornpathom	20	8
N	N=566	N=235

The participants of this study were Adventist Filipino teachers within the region. More or less, 566 Filipino teachers are members of the many worships' centers around the area. Adventist Filipino teachers were randomly chosen as participants for the study within the metropolis, based on the sample size using Slovin's formula.

A specific formula was used to compute the sample size from the population. Slovin's formula was used to get the sample size (Glen, 2022). Furthermore, PRC formerly used an agreed-upon proportion to calculate the number of participants in the baseline, end- line, and vulnerability and capacity assessment (VCA) surveys. There is nothing wrong with selecting a population for research. However, the population has various features, and the amount of confidence must be considered when determining the target percentage.

Slovin's Formula was employed to calculate the sample size. Let N be the population size, and the margin of error e denotes the allowed probability of committing an error in selecting a small representative of the population.

$$n = \frac{N}{1 + Ne^2}$$

Figure 1. Formulated by Slovin (1960) as cited by Glenn, S. (2022)

Where:

n = sample size

N = population size

e = margin of error, and theconfidence level is 95%, giving an alpha level of 5% (100% -95% = 5% or 0.05).

So, N=566 Population size. Therefore, n = 236 is the sample size.

The researcher used the formula to solve the sample size in each subgroup.

$$SGSS = \frac{PPS}{TPS\ (N)}\ (n)$$

Where; SGSS – Subgroup Sample Size, PPS – is Participants Population Size, TPS (N) – Total Population Size, and (n) – Sample size.

Online survey questionnaire and pen-and-paper survey questionnaire were used to gather the data. Seventy-eight items used 5-point Likert Scale of Likert (1932).

Instrument 1 measured the level of quality leadership and management implementation. The instrument of the study was adopted from (Irwin, 2015). This Leadership and Management Style Questionnaire has been devised specifically for education, and the Teacher Leadership survey was adopted (Tyler, 2009). There are two indicators for this checklist; Director, Department Head or Coordinator and Teacher Leadership. These have been weighted to show their relative importance in the quality process.

Instrument II measured the level of employing technology-based instruction. Statements were adopted from Peterson (2009). This self-assessment checklist comprisestwo indicators: Attitude to Technology and the Use of Technology for Instruction, an educational technology experience in or for educational advancement.

Instrument III measured the level of teachers' work attitude with three indicators. These include communication and alignment, needs and opportunities, and training and support, and it was based on the concept presented in the study of Tzafilkou et al. (2022).

Instrument IV was adopted from the Teacher Professional Experience Evaluation Form of the Khurusapha (2018, 2022) to assess the Teachers' Performance organizing include organizing effective teaching of subjects with their measuring and evaluation of being outcomes, and also being suitable for a professional teacher.

The areas with the highest weighted results are practical and have flexible quality leadership and management implementation, quality digitally-based instruction, and an excellent teacher's work attitude. Quality teachers' Performance is crucial because numerous studies have shown that it is a key feature of high-performing educational institutions.

Scores were computed through mean and standard deviation by answering the study's research questions. Scale ranges were used in all variables of the study.

I. Quality Leadership and Management

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

II. Technology-Based Instruction

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

III. Work Attitude

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

IV. Teachers' Performance

Range	Scale	Percentage Range	Descriptive Rating
4.51-5.00	5	96-100	Outstanding
3.51-4.50	4	90-95	Very Satisfactory
2.51-3.50	3	80-89	Satisfactory
1.51-2.50	2	75-79	Unsatisfactory
1.00-1.50	1	74 and below	Poor

Permission was sought from the Central Zone 2 Coordinator through a request letter to conduct the research in his area of supervisory. The participants of the study were Adventist Filipino Teachers who are churchgoers and attending services within Bangkok Metropolitan Region, Thailand, under his supervisory in the year 2021-2022.

The inclusion criteria, exclusion criteria, withdrawal criteria, duration of participant involvement, transparency and conflict of interest, privacy, and data protection plans guarantee the privacy and confidentiality of participant information. They comply with the Data Privacy Act of 2012 as indicated by data collection methods, including data protection plans that include the steps to be taken so that all who have access to the data and the respondents' identities can safeguard privacy and confidentiality. The principle of respect forpersons should guide the informed consent process, including who should solicit consent and how and when. Recruitment, risks and benefits, incentives or compensation, communityconsiderations, and dissemination/data sharing plan statements were observed.

Gathering data from respondents in the Bangkok Metropolitan Region takes time, and he changes his schedule to accommodate their availability, even setting up a meal withthem to get the responses needed for the study.

The dissemination of research findings, which may have significant repercussions for the well-being of participants and the community and for reaching social value, and the study tools were directly administered to the participants. After the request had been approved, the general instructions were conveyed to the participants. They assured them the data would be kept and disposed of properly before conducting the questions.

The instruments of the study were used to assess the quality leadership and Management of the Director, Department Head, or coordinator, which was explicitly modified and adopted (Joshua-Irwin, 2015), and Teacher Leadership was adopted (Tyler, 2009). "Technology-Based Instruction" was grounded in the concept and standardized by (Peterson, 2009). The "Teachers' Work Attitude" instrument was adopted from Tzafilkou et al. (2022) to measure quality management in the context of online education.

The instrument assessed the teachers' professional experience adapted from the Ministry of Education of Thailand, the Khurusapha (2018, 2022) Form. It was explicitly revised to fit in the needed data for the study. These instruments have been devised specifically to determine the quality of leadership and management, technology-based instruction, teacher's work attitude, and teachers' Performance and incorporate criticalareas, such as teaching, learning, and student services.

The instruments were validated by experts, they established the survey's face value. The survey questions of this study were subjected

to stringent construct validity and reliability assessments. The scales were given to three professionals with educational administration and leadership backgrounds. After carefully assessing the instruments, suitable comments and suggestions were included.

The research instrument was pilot tested on a subset of participants not included inthe final data gathering using Google Forms. The reliability was established with the use of Cronbach's Alpha. Test values range from 0 to 1.0 to review the internal consistency.

Furthermore, using SPSS 20, the relevant questionnaires used in this study were piloted, and their reliability was tested. Finally, the questionnaires were distributed to the 30 Filipino teachers not included in the study.

A Cronbach's alpha testwas performed to determine the reliability before it was distributed to the study's participants. Moreover, Cronbach's alpha was used to determine the internal consistency and dependability of the scale items. In 1995, he considered an alpha coefficient of 0.70 or aboveacceptable. The university's processor reviewed the research questionnaires and determined that the instruments used in the study were credible.

Below is a tabular summary of the internal consistency test:
Table 2. Test of internal consistency

Items	Cronbach's Alpha	No of items
Director, Department Head, or Coordinator	.955	21
Teacher Leadership	.864	11
Attitudes to Technology	.776	5
Use of Technology for Instruction	.918	8
Communication and Alignment	.918	10
Needs and Opportunities	.874	6
Training and Support	.802	3
Organizes effective teaching of subjects with their responsibilities.	.949	6
Measurement and evaluation of learning outcomes	.961	3
Being suitable as a professional teacher	.836	5

Applying statistical techniques such as mean and standard deviation, Pearson Product-Moment of Correlation, regression, and AMOS to analyze the statistical links between the data and detect potential research flaws (Discover PhD, 2020).

Responses to the questionnaires and collected data were tabulated, summarize, translated, and analyzed using the Statistical Package for the Social Sciences (SPSS). The mean and standard deviation were used to measure the research problems 1-4 with the 5-point Likert scale, such as 5-Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree.

The mean is an indication of the average value of a distribution. The mean is the average of a group of scores, and the standard deviation (SD) is a widely used variability measurement. It shows how much variation there is from the average (mean). A low SD indicates that the data points are close to the mean, whereas a high SD indicates that the data were spread over an extensive range of values. Generally, the mean is less susceptible to high results and provides a more realistic depiction of the class's Performance. The standard deviation measures the variation in a set of data points over time (TKI, n.d.).

The relationship between the teachers' performance and quality leadership and management, technology-based instruction, and teachers' work attitude was established using the Pearson Product Moment Correlation analysis. The Pearson product-moment correlation coefficient (Pearson's Correlation, for short) measures the strength and direction of association between two variables measured on at least an interval scale.

Pearson's product-moment correlation coefficient (PPMCC or PCC) measures the linear relationship between two variables measured on interval or ratio scales. It can only be used to measure the relationship between two variables, which are both normally distributed (Newcastle University, n.d.)

A multiple regression analysis was used to identify the best predictor among the variables. Multiple regression is an extension of simple linear regression. It is used to predictthe value of a variable based on the value of two or more other variables. In the article by Maja, Suzana, and Kristijan (2022), the authors examine the relationship between independent variables that serve as indicators of hotel operations and their significance for the country's economic development. The sample includes hotel firms in Croatian territory that filed annual financial statements from 2022 to 2018. They used multiple linear regression analysis and discovered a strong and significant relationship between the set variables in the model. Therefore, multiple regression analysis assesses the strength of the relationship between an outcome (the dependent variable) and several predictor variables, as well as the importance of each of the predictors to the relationship, often with the effect of other predictors being statistically eliminated (Takemura, 2021).

Path analysis was established to determine which of the comparative magnitude and strength of effects with the hypothesized models of the study and find the best model that fits teachers' Performance using the indices with corresponding standard values. Path analysis, a precursor to any subset of structural equation modelling, is a method to discern and assess theeffects of a set of variables acting on a specified outcome via multiple causal pathways.

Result and Discussion

This shows the findings and results of the data gathered. The order of presentation follows the sequences of the objectives in this study.

Problem 1. What is the level of Quality Leadership and Management of:

1.1. Director, Department Head or Coordinator.

1.2. Teacher Leadership?

Table 3. Mean and Standard Deviation on the Level of Quality Leadership and Management of the Director, Department Head or Coordinator

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	It can be approached when needed.	4.37	.803	Agree	High
2	It motivates and inspires me and the team I work with.	4.35	.645	Agree	High
3	It treats all staff equally, fairly, and consistently.	4.41	.706	Agree	High
4	It encourages me to come up with new ideas for improvement.	4.49	.675	Agree	High
5	It welcomes and responds constructively to my ideas.	4.23	.783	Agree	High
6	It encourages effective teamwork.	4.44	.692	Agree	High
7	It ensures that we have effective team meetings.	4.40	.763	Agree	High
8	Communicates effectively on issues that are relevant to me.	4.41	.694	Agree	High
9	Ensures that I have an appraisal at least once a year.	4.36	.729	Agree	High

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
10	Ensure that if development needs are identified and agreed upon support is given	4.37	.712	Agree	High
11	Recognizes and celebrates success and good work.	4.49	.694	Agree	High
12	It shows me respect and consideration.	4.46	.668	Agree	High
13	Gives credit for good work.	4.52	.622	Strongly Agree	Very High
14	Gives support and feedback on work where needed.	4.52	.681	Strongly Agree	Very High
15	Delegates effectively	4.45	.796	Agree	High
16	It helps to create a good team-working environment.	4.49	.706	Agree	High
17	It provides the team with a clear sense of what is expected of them.	4.44	.679	Agree	High
18	Involves the team in decision-making where appropriate.	4.30	.821	Agree	High
19	Encourages good working relationships with other departments.	4.54	.705	Strongly Agree	Very High
20	Provides strong and decisive leadership when required.	4.46	.705	Agree	High
21	Act as a good role model	4.43	.721	Agree	High
	Overall Mean	4.4253	.54218	Agree	High

Director, Department Head, or Coordinator

The evolving nature of quality development, emphasizing the need for continuous improvement in measures, instruments, and software. It reviews feedback instrument trends, tensions between continuous improvement, competition, and quality assurance, and current instruments (Coates, 2010).

Table 4 shows the mean and standard deviation of quality leadership andmanagement in terms of my director/department head or coordinator. As shown in the table, there are 2 top indicators. These are indicator 19, Encourages good working relationships with other departments, which got a very high mean value of 4.54, described as Strongly Agree, followed by indicator 13, Gives credit for good work, and indicator 14, Gives support and feedback on work where needed, which got the same mean value of 4.52, also described Strongly Agree.

The rest of the indicators are perceived as Agreeing: indicator 16, It helps to create a good team-working environment, indicator 11, Recognizes and celebrates success and good work, and indicator 4, It gives me encouragement to come up with new ideas for improvement, all three getting a mean of 4.49. These are followed by indicator 20, 11, Provides robust. Decisive leadership when required, and indicator 11, It shows me respect and consideration, with a mean of 4.46.

The overall mean for Director, Department Head or Coordinator is 4.4253, which is described as Agree and interpreted as High.

The findings of the study imply that the top-quality leadership and management of my director, department head, or coordinator were to encourage good working relationships with other departments, give credit for good work, give support and feedback on work where needed, and strongly agree with the rest of the indicators that followed, which have been inagreement in the working environment.

The organization sees greatness as the outcome of ongoing change and encourages reflective, adaptable leadership at all levels. Transitioned from instructing to utilizing fundamental cognitive processes by employing multiple approaches and outside evaluations. Every level of leadership was needed for the turnaround, from department heads to creative students (Kristensen & Harvey, 2010).

Fantilli (2009) said that administrative leadership, improving the mentorship selection, and district-sponsored resources are cited as good characteristics required for them to advance in the profession, as are problems in meeting special needs, communicating with parents, and teaching practice.

Leaning into identity, seeking mentors, establishing purpose, and honestly embracing connections emerged as categories that provided a deeper understanding of leadership experiences in human service organizations.

They sought formal or informal mentorship to help them develop as leaders engaged in practices determined by a sense of purpose. These partnerships helped advance organizational missions and foster personal and professional development (Hamilton, 2023).

Table 4 reveals that there is only one indicator with a high mean value of 4.62, which is described as Strongly Agree and interpreted as High. It is because Individual teachers can influence how other teachers think about, plan for, and conduct their work with students. The rest of the indicators were described as Agree. The following are the rest of the indicators arranged from the highest to lowest mean: indicator 2, Teachers should decide on the best methods of meeting education goals set by policy-making groups. (e.g., school boards, state departments), with a mean of 4.50; indicator 9, My work contributes to the overall success of our school programs (4.43), indicator 5, "It is important to me to have the respect ofadministrators and other teachers at my school (4.41); indicator 5, It is important to me to have the respect of administrators and other teachers at my school (4.41); indicator 11, School faculty and university faculty can mutually benefit from working with each other (4.36); indicator 8, I am comfortable working with parents, and I know my school's community well (4.35); indicator 3, I will observe and provide feedback to fellow teachers (4.34); indicator 7, I can continue to serve as a teacher while also being a leader in my school (4.30); indicator 8, I am comfortable working with parents, and I know my school's community well (4.24); indicator 6, I would devote some time to help select new faculty members for my school is 4.18, and indicator 4, I would to spend time discussing my values and beliefs about teaching with my colleagues with a mean value of 3.99.

Table 4. Mean and Standard Deviation of the level of Quality of Leadership and Management of Teacher Leadership

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	Individual teachers can influence how other teachers think about, plan for, and conduct theirwork with students.	4.62	.503	Strongly Agree	VeryHigh
2	Teachers should decide on the best methods ofmeeting education goals set by policy-making groups.	4.50	.623	Agree	High
3	I will observe and provide feedback to fellow teachers.	4.34	.681	Agree	High
4	I would like to spend time discussing my values and beliefs about teaching with my colleagues.	3.99	.790	Agree	High

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
5	It is important to me to have the respect of administrators and other teachers at my school.	4.41	.701	Agree	High
6	I would devote some time to help select new faculty members for my school.	4.18	.823	Agree	High
7	I can continue to serve as a teacher while also beinga leader in my school.	4.30	.743	Agree	High
8	I am comfortable working with parents, and I knowmy school's community well.	4.35	.652	Agree	High
9	My work contributes to the overall success of our school programs.	4.43	.678	Agree	High
10	Mentoring new teachers is part of my responsibilityas a professional teacher.	4.24	.850	Agree	High
11	School faculty and university faculty can mutuallybenefit from working with each other.	4.36	.740	Agree	High
	Overall Mean	4.34	.383	Agree	High

A school development system in which teachers have decision-making authority is known as "teacher leadership." Teachers' leaders, overseen by the district, help schools more. The impacts for districts and schools are explored, as are teacher empowerment, participationin school-level decisions, and the impact of district-level centralized governance (Sands, 2023).

The level of quality leadership and management in terms of my director, department head or coordinator, and teacher leadership is shown in Table 5. Again, it can be seen that the overall mean is 4.39, which is described as Agree.

The Quality Leadership and Management indicated that Adventist Filipino teachers have a good working relationship with the school, the director, the department head or coordinator, and their co-teachers. The overall mean is 4.38, described as Agree and interpreted as High.

Table 5. Summary of the Level of Quality Leadership and Management in the New Normal

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	Director, Department Head or Coordinator	4.4253	.54218	Agree	High
2	Teacher Leadership	4.3381	.38264	Agree	High
	Overall Mean	4.3817	.38614	Agree	High

The role of academic developers in higher education quality agendas, emphasizing the importance of enhancing the student learning experience and ensuring quality processes and outcomes (MacDonald, 2010).

Mlinarević, Zec, & Cvjetičanin (2022) said that the common and prevalent values and standards, as well as the beliefs and perceptions of its personnel, are referred to as organizational culture. The tone of an organization's

atmosphere is determined by its culture, which can affect employee satisfaction. As a result, some businesses succeed with total quality management and continuous quality improvement implementation, while others fail miserably. It contends that the answers may all be found within the leadership discipline, its methodologies, and its relationship with effective change management tactics and approaches(Antonaros, 2010).

Leadership researchers and practitioners are encouraged to use High-Quality Leadership. The HQL theory claims that experience and values are basic constructs for becoming a "High-Quality Leader" (Hill, 2019).

Bazrkar, Aramoon, Hajimohammadi, & Aramoon (2022) said the impact of complete quality management organizational performance and innovation capability is positively impacted by both hard and soft quality management.

To achieve worldwide standards, higher education institutions (HEIs) are increasingly focusing on academic development and quality. A comprehensive quality management structure, as well as the formation of an Accreditation Council for academic quality assurance. Quality Assurance policies and quality control methods that are successful have been implemented. Emphasizing academic and teaching and learning quality, with a focus on quality improvement in course design, development, implementation, and evaluation (Barwani & Osman, 2010).

Moreover, Organizational leaders must respond rapidly to crises with innovative solutions based on emerging technology. It focuses on a set of characteristics that leaders should possess today (Nair & Mehta, 2022).

Problem 2: What is the level of Adventist Filipino teachers in employing Technology-Based Instruction:
2.1. Attitude to Technology, and
2.2. Use of Technology for Instruction?

Table 6. Mean and Standard Deviation on the Level of Employing Technology-Based Instruction inAttitude to Technology

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1.	I enjoy using technology.	4.54	.668	Strongly Agree	Very High
2.	Technology can help me learn many new things.	4.66	.543	Strongly Agree	Very High
3.	Students should know how to use technology in class.	4.50	.669	Agree	High
4.	I am very confident when it comes to working with technology at home, at work, and at university.	4.42	.664	Agree	High
5.	I want to learn more about using technology at home, at work, and university.	4.75	.516	Strongly Agree	Very High
	Overall Mean	4.5728	.45698	Strongly Agree	Very High

Attitude to Technology

A balanced approach is advocated, recognizing both the benefits and drawbacks of technology and advocating for responsible development and use (Floridi & Sandu, 2020).

Table 7 shows the mean and standard deviation on attitude to technology, indicator 5, I want to learn more about using technology at home, at work, and at university got a high mean value of 4.75 which is interpreted as Strongly Agree denotes that teacher has eagerness to learn more about the use of technology. Then, it is followed by indicator 2, I know that technology can help me learn many new things (4.66); and indicator 1, I enjoy usingtechnology with a mean value of 4.54 which is also interpreted as Strongly Agree.

In addition, two indicators were described as Agree these were indicator 3, Students should know how to use technology in class with a mean value of 4.50 and indicator 4, I am confident when it comes to working with technology at home, at work, and at university with a mean value of 4.42.

The study's findings imply that teachers' attitudes toward technology were at an advanced stage of instructing students. This imply that teachers' attitude towards technology- based instruction were High which went along with the need to sustain and improve alongside other strategies in the classroom.

Sulivan (2018) explored the attitudes and abilities of a non-probability sample of foreign language teachers in Texas regarding the classroom use of instructional technology. The quantitative results showed that foreign language teachers across the state were using instructional technology for various reasons, but their experiences and purposes of use varied greatly. The study results affect teacher education programs, school districts, and foreign language teachers. Therefore, administrators must pay attention to the needs of foreignlanguage teachers and provide adequate professional development opportunities to integrate new technologies.

Attitudes toward technology reveals multifaceted and evolving landscape. While some studies highlight optimism and enthusiasm for the potential technology to solve societal challenges and improve lives (Lee et al., 2022).

Table 7. Mean and Standard Deviation on the level of Technology-Based Instruction in the Use of Technology forInstruction

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	Use technology for personal productivity(e.g., word processors, spreadsheets).	4.57	.561	Strongly Agree	Very High
2	Use of technology for communication with peers, parents, and students (e.g., email, online chats, parents' newsletters. Class website).	4.66	.501	Strongly Agree	Very High
3	Use of technology to access and use electronic resources (e.g., websites,online databases).	4.56	.606	Strongly Agree	Very High
4	Use of technology to analyze students 'achievement and performance data (e.g., identify trends and provide remediation to learners).	4.52	.649	Strongly Agree	Very High
5	Use of technology to facilitate teachingspecific concepts (e.g., computer-based courseware, tutorials).	4.69	.473	Strongly Agree	Very High
6	Use technology to document personal or professional growth (e.g., electronic teaching portfolio).	4.65	.553	Strongly Agree	Very High
7	Use technology to support various student learning styles (e.g., media use for auditory and visual learners).	4.48	.649	Agree	High

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
8	Use technology to support activities thatfacilitate higher-order thinking skills (e.g., collaborate problem-based activities, activities that require analysis and synthesis of information).	4.56	.577	Strongly Agree	Very High
	Overall Mean	4.5846	.37990	Strongly Agree	Very High

Table 7 shows the mean and standard deviation of the use of technology for instruction. Indicator 5, use of technology to facilitate teaching specific concepts got a very high mean value of 4.69, which is interpreted as Strongly Agree, denotes that instruction in school was done with the aid of technology. Then, indicator 2, Use of technology for communication with peers, parents, and students (4.66); indicator 6, Use of technology to document personal or professional growth (4.65); indicator 1, Use of technology for personal productivity (4.57); indicator 3, Use of technology to access and use electronic resources (4.56); indicator 8, Use of technology to support activities that facilitates higher-order thinking skills (4.56); and indicator 4, Use of technology to analyze students 'achievementand performance data (4.52). Additionally, indicator 7, found to be described as Agree with the Use of technology to support various student learning styles with a mean value of 4.48.

The study's findings imply that the Use of Technology for Instruction is in demand in today's generation. Furthermore, the data revealed that teachers of today adopted the demand to use technology in making all the work in a paperless manner with an overall mean of 4.5846 which is described as Strongly Agree and interpreted as Very High. Digital technologies enhance, innovate, and keep up with tourism education, providing advantages such as time and space flexibility, development and practice of technical competencies, positive effect on students' engagement, and promotion of soft skills development (Torres, 2022).

Krueger (2014) looked at the relationship between using a mobile-assisted language learning (MALL) environment in the classroom and student achievement as measured by the National Spanish Exam (NSE). The findings revealed no significant connections between the assessed factors and student test scores; however, there were modest linear relationships between the frequency of use of mobile devices and the reported value of a MALL environment. Teachers also believe that MALL provides a more authentic learning experience and an interesting learning environment.

Technological advancements are seen as driving economic growth, fostering communication, and promoting new forms of creativity and collaboration (Heeks, 2017).

Table 8. Summary of the level of Technology-Based Instruction in the New Normal

Item no.	Indicators	Mean	Standard Deviation	Qualitative description	Interpretation
1	Attitude to Technology	4.5728	.45698	Strongly Agree	Very High
2	Use of Technology for Instruction	4.5846	.37990	Strongly Agree	Very High
	Overall Mean	4.5799	.34510	Strongly Agree	Very High

As shown in Table 8, the level of Technology-Based Instruction in the New Normalin terms of attitude to technology and use of technology for instruction indicated an excellentattitude to technology and used it for instruction. The overall mean is 4.5799,

described as Strongly Agree and interpreted as Very High.

During the pandemic, a study employed a qualitative transcendental phenomenology to investigate instructors' coping methods in the deployment of radio-based instruction and modular distant learning. Ten teachers from Tangub City, Philippines, were interviewed by the researchers. It discovered the significance of administrators' roles in creating training and webinars for teachers' psychological health (Soria & Naparan, 2022).

Sexto Santiago (2015). Teachers had good attitudes towards using technology in language instruction, but infrastructure hurdles such as a lack of Internet connectivity and electricity and insufficient technology resources exist in schools. Rewarding teachers with equipment and high-speed internet connections can make technology integration viable.

Problem 3: What is the level of Adventist Filipino Teachers' Work Attitude:
3.1. Communication and Alignment,
3.2. Needs and Opportunities, and
3.3. Training and Support?

Table 9. Mean and Standard Deviation on the Level of Teachers' Work Attitude in Communication and Alignment theNew Normal

Item no.	Indicators	Mean	Standard Deviation	Qualitative Standard	Interpretation
1	The school principal knows the system.	4.42	.702	Agree	High
2	The virtual classroom is made available by the school.	4.43	.715	Agree	High
3	The school organization collects and operates statistical data.	4.49	.656	Agree	High
4	Within the school, there are initiatives to promote hones and direct communication.	4.45	.686	Agree	High
5	The school management has informed me about the rules of virtual classroom handling.	4.34	.719	Agree	High
6	The managing staff communicates efficiently with every member of the institution.	4.46	.735	Agree	High
7	The managing staff is well acquainted with the quality and the new competencies needed for applying the quality management system.	4.47	.724	Agree	High
8	The actions of the school's management are following the mission, vision, and values of the organization.	4.60	.601	Strongly	Very
9	The actions of the management staff show their ethical commitment and respect for the law.	4.59	.573	Strongly	Very
10	The school's management concentrates on improving student and staff performance.	4.47	.668	Agree	High
	Overall Mean	4.4719	.47391	Agree	High

Communication and Alignment

Table 9 shows the mean and standard deviation of Teachers' Work Attitude in terms of communication and alignment, it revealed the top 2 indicators that were described as Strongly Agree with the highest mean values; these were: indicator 8, The actions of the school's management are following the mission, vision, and law (4.60); and indicator 9, The actions of the management staff show their ethical commitment and respect for the law (4.59).

Furthermore, the rest of the indicators were described as Agree. Arranged from the highest to the lowest mean, the following are the indicators: indicator 3, The school organization collects and operates statistical data (e.g., student records and class attendance) in order to improve the educational process (4.49); indicator 10, The school's management concentrates on improving student and staff performance (4.47); indicator 7, The managing staff is well acquainted with the concepts related to quality and with the competences needed for the application of the quality management system (4.47); indicator 6, The management staff communicates efficiently with every member of the institution (4.46); indicator 4,Within the school, there are initiatives to promote honest and direct communication (4.45), indicator 2, The virtual classroom is made available by the school (4.43); indicator 1, The school principal knows the system of quality management and can implement it (4.42); and indicator 5, The school management has informed me about the rules of the virtual classroomhandling (4.34).

The findings reveal that the school's management worked under the school's mission,vision, and law. Moreover, the staff showed commitment and respect for itself and its colleagues, a sign of servant leadership that knew how to follow the school's fundamentals.The overall mean was 4.471, which was described as Agree and interpreted as High.

School-family partnership is vital for enhancing student academic achievement communication is the role of the school and school administration (Haynes-Grissom, 2022).

Tomchuk (2021) examined the relationship between teacher perceptions of parent-teacher relationships, teacher conversation competence, and teacher communication frequency with parents. Results showed that teacher relationship beliefs and a teacher contact mandate negatively correlated with communication frequency, while conversation competence had a positive correlation.

Potential implications of this study include providing information to inform current teaching practice and improving teacher education and professional development.

Needs and Opportunities

Table 10 shows the mean and standard deviation of Teachers' Wok Attitude in terms of Needs and Opportunities. Indicator 1, with a high mean value, displayed that the needs and suggestions of the school environment are considered when designing the curriculum with a mean of (4.51) and described as Strongly Agree with a Very High interpretation.

The rest of the indicators were described as Agree and listed as follows: Indicator 2, the system of assuming complaints, suggestions, criticism, and appreciation offers quick measures for problem-solving (4.46); indicator 4, within the school, there are attractive, stimulating programs meant to attract new students (4.44); indicator 5, the students are involved in solving the problems they find (4.38); and indicator 3, The students' requests areconsidered when designing elective disciplines (4.31).

Table 10. Mean and Standard Deviation on the level of Work Attitude in Needs and Opportunities

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	The needs and suggestions of the school environment are consideredwhen designing the curriculum.	4.51	.623	Strongly Agree	Very High

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
2	The system of assuming complaints, suggestions, criticism, and appreciation offers quick measures forproblem-solving.	4.46	.693	Agree	High
3	The system of assuming complaints, suggestions, criticism, and appreciation offers quick measures forproblem-solving.	4.46	.693	Agree	High
4	The student's requests are consideredwhen designing elective discipline.	4.31	.724	Agree	High
5	Within the school, there are attractive, stimulating programs meant to attract new students.	4.44	.599	Agree	High
6	The students are involved in solvingthe problems they find.	4.38	.658	Agree	High
	Overall Mean	4.42	.488	Agree	High

The study's findings imply that the sub-variable Needs and Opportunities indicated that teachers, students, and their surroundings were all contributors to the learning progress with an overall mean of 4.4237 which is described as Agree and interpreted as High.

It is supported by the study of Teehan (2017) that explores the influence of offering induction activities suited to individual teachers' requirements on new preschool to 12th-grade instructors in their first to the fourth year of teaching. The data revealed that various induction activities improved knowledge, abilities, and practices and had a good association with pleasure.

Fletcher (2020) looked at teachers' preferred delivery modalities and characteristics atvarious phases of their careers for job-embedded professional development provided by reading coaches. There was no statistically significant association between career stage and preferred professional development delivery modalities. However,several topics developed, such as differentiation, coach relationships, collaboration, teacher practice, the scope ofprofessional development, and coaching stigma

Table 11. Mean and Standard Deviation on the level of Teachers' Work Attitude in Training and Support

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description	Interpretation
1	The school's management provides adequate resources for didactic and administrative staff training.	4.52	.662	Strongly Agree	Very High
2	Information on training programs is given by the school.	4.44	.733	Agree	High
3	I have been supported by the school management in carrying out online teaching.	4.43	.590	Agree	High
	Overall Mean	4.4624	.55116	Agree	High

Table 11 shows the mean and standard deviation of Teachers' work attitude in of training and support. Indicator 1, reveals a very high mean value, which is the school's management provides an adequate resource for didactic and administrative staff training (4.52) which is described as Strongly Agree. Alongside were: indicator 2, Information on the training program is given by the school (4.44); and indicator 3, I have been supported by the school management in carrying out online teaching (4.43); which are interpreted as Agree.

The findings revealed that training and support have the overall mean of (4.4624) and described as Agree and interpreted as High.

Barron (2015) investigated primary school principals' perspectives on effectivelytraining primary school teachers deemed fit for practice and what schools could and couldnot do to accomplish this goal. Data was collected from the headmaster, school-based mentor, and past trainee teachers. According to head teachers, teachers who were fit for practice could think critically about their jobs, but this trait was under-represented in teacher standards. Teachers with more than ten years of experience were more confident in the following areas: determining a student's deficiencies, interpreting test results, keeping anecdotal records (of accomplishments, work samples, and behaviors), and keeping recordsof interventions.

Table 12 shows the summary of the level of teachers' work attitude in communicationand alignment, needs and opportunities, and training and support. As presented, the teachers were found to agree with the statements in terms of communication and alignment (4.47); needs and opportunities (4.42); and training and support (4.46). Therefore, the overall meanis 4.45, and described as Agree and interpreted as High.

Table 12. Summary of the level of the Adventist Filipino Teachers' Work Attitude in the New Normal

Item no.	Teachers' Work Attitude Components	Mean	Standard Deviation	Qualitative Description	Interpretation
1.	Communication and Alignment	4.47	.474	Agree	High
2.	Needs and Opportunities	4.42	.488	Agree	High
3.	Training and Support	4.46	.551	Agree	High
	Overall Mean	4.45	.433	Agree	High

Mumtaz et al. (2023) looked into the factors influencing work-from-home (WFH) employees' mental health during the COVID-19 pandemic. Technical challenges and system complications, the absence of flexible working arrangements, diversions, a lack of communication, and insufficient social support were highlighted as factors that led to mental health issues among WFH personnel.

Academic self-efficacy, academic motivation, attitude toward the teaching profession, and classroom management anxiety are four of the most significant factors for teacher training and Performance (Karakose et al., 2023).

Problem 4. What is the level of Adventist Filipino Teachers' Performance of;

4.1. Organizes compelling teaching subjects with their responsibilities,
4.2. Measurement and Evaluation of learning outcomes, and
4.3. Being suitable as Professional Teacher?

Table 13. Mean and Standard Deviation of the level of Adventist Filipino Teachers' Performance in Organizing effective teaching subjects with their responsibilities

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description
1	Makes the lesson plan foreach semester and the whole semester.	4.44	.827	Very Satisfactory
2	Designs for learning experiences are appropriatefor the content and context of teaching and learning.	4.52	.706	Outstanding
3	Connects the learning process precisely to the curriculum and lesson plan.	4.43	.810	Very Satisfactory
4	Chooses wisely the special techniques or strategies oflearning management.	4.60	.668	Outstanding
5	Uses psychological knowledge to motivate learners.	4.34	.725	Very Satisfactory
6	Develops instructional media and select effective technology to improve the learning process.	4.59	.609	Outstanding
	Overall Mean	4.54	.60889	Very Satisfactory

Organizes effective teaching of subjects with their responsibilities

Table 13 shows the mean and standard deviation of teachers' performance in terms of organizing effective teaching of subjects with their responsibilities. Indicator 4, "He chooses wisely the special techniques or strategies of learning management, with a mean of 4.60, was followed by indicator 6, "Develops an instructional media and selects effective technology to improve the learning process (4.59); and indicator 2, Designs for learning experiences are appropriate for the content and context of teaching and learning (4.52), which was described as Outstanding. Moreover, the indicators that followed one step behind were indicator 1, which makes the lesson plan for each semester and the whole semester (4.44); indicator 3, which connects the learning process precisely to the curriculum and lesson plan (4.43); and indicator 5, which uses psychological knowledge to motivate learners (4.32) and is described as Very Satisfactory.

The study's findings reveal that teachers carefully prepare their lessons, select tactics and learning management strategies, create instructional media, and use psychological knowledge to inspire students. The overall mean of the sub-variable Organizes effective teaching of subjects with their responsibilities is 4.4887 with a percentage range of 90–95, described as Very Satisfactory.

Learning organizations are essential for employee development, as evidenced by self-learning practices such as practical work, observation, communication and collaboration, reflection, and reading (Dobrzinskiene et al., 2022). Additionally, design thinkers in a teacher education program were examined during technology-enhanced face-to-face and distant modes of teaching and learning. Design thinker profiles differed significantly in their metacognitive perspectives of interaction and individual-cantered tasks.

Measurement and evaluation of learning outcomes

Table 14 shows the mean and standard deviation of teachers' performance in measurement and evaluation of learning outcomes. The results imply that the teachers wereserious about having concrete results in their work. Therefore, the indicators were rated as follows, indicator 1, Measures and evaluates learning outcomes with validity and reliability with a mean of 4.58; indicator 2, Measures and evaluates learning outcomes relevant to content and learning context (4.56); both d

escribed as Outstanding and indicator 3, Applies the result of the measurement and evaluation to enhance the learning process (4.49), which isdescribed as Very Satisfactory.

Table 14. Mean and Standard Deviation of the level of Adventist Filipino Teachers' Performance in Measurement and Evaluation of learning outcomes

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description
1	Measures and Evaluates learning outcomes with validity and reliability.	4.58	.631	Outstanding
2	Measures and Evaluates learning outcomes relevant to content and learning context.	4.56	.667	Outstanding
3	Applies the results of the measurement and evaluation to enhance the learning process.	4.49	.724	Very Satisfactory
	Overall Mean	4.54	.609	Outstanding

The study's findings reveal that measurement and evaluation were applied to produce factual data to identify what needed to be done to enhance skills and strategies in teaching. The overall mean of measurement and evaluation outcomes is 4.54, with a percentage range of 96–100, described as Outstanding.

In its various forms and geographical locations, education provides quality in aspects of learning. Quality assurance in higher education guarantees that the teaching learning process run smoothly by assisting in the achievement of required quality levelslearning outcomes; e-learning quality assessment standards offer a helping hand to ensure sustainable development at global educational institutions (Singh et al., 2023).

Table 15. Mean and Standard Deviation of the level of Adventist Filipino Teachers' Performance in Being Suitable as a Professional Teacher

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description
1	Merciful towards learners.	4.36	.790	Very Satisfactory
2	Is patient, responsible, and honest about the profession.	4.49	.650	Very Satisfactory
3	Has a favorable attitude towards the teaching profession?	4.49	.792	Very Satisfactory
4	Follows the rules and regulations of educational institutions.	4.63	.656	Outstanding
5	A good role model for learners and suitable for Thai culture.	4.60	.674	Outstanding
	Overall Mean	4.51	.529	Outstanding

Being suitable as a professional teacher

Table 15 shows the mean and standard deviation of teachers' Performance in terms of being a professional teacher, based on the results displayed on being suitable as a professional teacher: indicator 4, Follows the rules and regulations of an educational institution (4.63); indicator 5, A good role model for learners and suitable for Thai culture (4.60); which is described as outstanding. And indicator 2, is patient, responsible, and honest about the profession (4.49); next is indicator 3, Has a favorable attitude towards the teaching profession (4.49); and is merciful towards learners (4.43), which was described as Very Satisfactory.

The study's findings reveal that teachers were good implementers of the rules and regulations of educational institutions, good role models, and could quickly adapt to the culture and professionally, with the overall mean for a suitable teacher (4.51) and was described as Outstanding.

Data revealed that a variety of professional development content covering themes such as kids' backgrounds, prior experiences, and previous schooling would be beneficial intraining instructors to handle culturally and linguistically diverse and exceptional children (Rice-Doran, 2010).

A study was conducted by Zhang (2014) to determine the impact of the ESL-content Teacher Collaborative (ECTC) on secondary-topic teachers' learning and teaching methods.

Findings indicated that the program successfully changed teacher knowledge and teaching strategies. In addition, teachers are primarily favorable about the program's content and design components, placing a high value on opportunities to learn specific instructional approaches and cooperate with teachers from different schools.

The data revealed that Adventist Filipino teachers' performance was commendable and was arranged as follows: Measurement and evaluation outcomes (4.5433); was on the top basis for teachers to decide which areas to improve in teaching, followed by Being suitable as professional teachers (4.5132) which means Adventist Filipino teachers reflect the teacher codes of ethics as mandated by the Teachers' Council of Thailand and are both indicators described as Outstanding. Lastly, teachers Organize effective teaching of subjects with their responsibilities (4.4887), which is described as very satisfactory. The overall mean teachers' professional experience (teachers' Performance) is 4.5102 with a descriptive rating of 5 on a scale range of 4.51–5.00, equivalent to a percentage range of 96–100, described as Outstanding.

Table 16. Summary of the Adventist Filipino Teachers' level of Performance in the New Normal

Item no.	Indicators	Mean	Standard Deviation	Qualitative Description
1	Organizes effective teaching of subjects with their responsibilities.	4.4887	.59943	Outstanding
2	Measurement and evaluation of learning outcomes.	4.5433	.60889	Outstanding
3	Being suitable as a professional teacher	4.5132	.52911	Outstanding
	Overall Mean	4.51	.533	Outstanding

The study's findings reveal that the Adventist Filipino teachers' professional experience (teachers' Performance) in Bangkok Metropolitan Region (BMR) was Outstanding.

Soltay (2007) supports this study on the differences in decision-making abilities between students and experienced English teachers. It indicated a disparity between student teachers' assessments of classroom management beliefs and those of novice and experienced teachers. Furthermore, the decision-making skills of experienced instructors in classroom management were more effective and developed.

Perifanou, Economides, & Nikou (2023) found that integrating augmented reality (AR) in education was promising since it enhanced teaching and offered more engaging learning experiences. Teachers can have a catalytic role in adopting AR in education; therefore, their perspectives about AR in teaching and learning are critical.

Teaching evaluation should prioritize improving instructors' abilities and profession, combining practice and theory, and shifting from high-risk summative outcomes to low-risk formative ones (Zhang et al., 2023). In addition, instructors and administrators can use adaptive learning systems to optimize learning content and provide informed guidance to students (Adnan et al., 2022).

Problem 5. Is there a significant relationship between Teachers' Performance and:
5.1. Quality Leadership and Management,
5.2. Technology-Based Instruction, and
5.3. Teachers' Work Attitude?

Table 17. Correlation Analysis between Teachers' Performance and Quality Leadership and Management, Technology-Bases Instruction, and Teachers' Work Attitude

VARIABLES	COEFFICIENT CORRELATION (r)	PROBABILITY
Quality Leadership and Management	.459	.000
Director, Department Head or Coordinator	.354	.000
Teacher Leadership	.394	.000
Technology-Based Instruction	.168	.010
Attitude to Technology	.052	.429
Use of Technology for Instruction	.212	.001
Teachers' Work Attitude	.463	.000
Communication and Alignment	.412	.000
Needs and Opportunities	.368	.000
Training and Support	.454	.000

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (tailed).
c. Listwise N=235

The correlation analysis between variables is shown in table 17. Quality leadership and management (r=.459, p-value=.000), director, dept. head or coordinator (r=.354, p-value=.000), and teacher leadership (r=.394, p-value=.000) show a substantial link with teacher performance. It indicates that when the quality of leadership management of directors, dept. head or coordinator, and teacher leadership improve, so will teachers' performances. The data suggested that effective leadership and management significantly affects teachers' performance.

Kirana (2021) found that strong, successful leadership, supported by school leadership impacts teachers' performance. It suggests that the higher the school's leadership, the greater the teacher's success and that teacher performance can be optimized by inspiring teachers to give school management. This study confirms the direct impact of the interactionbetween school leadership and management on teacher performance.

Moreover, technology-based instruction (r=.168, pvalue=.010); use of technology (r=.212, pvalue=.001); have significant relationship towards teachers' performance. It means that the use of technology increases teachers' Performance. Technological integration in the classroom is critical to improving teacher productivity and Performance. The findings demonstrated that through their equipment with creative pedagogical routines, which incorporate technology in the teaching and learning experience, teachers and students constitute competent members of the class. Furthermore, using technology to teach can offer ideal results in terms of teacher effectiveness. It demonstrates that technology integration successfully provided a good response in education, particularly in innovating current schooling.

The findings support Hero's (2019) observation that Social Studies teachers usetechnology extensively in their classroom instruction. Their Performance has been assessed as highly satisfactory. The use of technology in the classroom considerably impacted the teaching performance of Social Studies teachers. Furthermore, productivity and professional practice were essential predictors of technology integration. According to teachers, technology integration in teaching Social Studies was extensive. Social Studies teachers demonstrate expertise in incorporating technology into classroom instruction. As a result,

incorporating technology into the classroom was considered pedagogical innovation in the education paradigm rather than just compliance with DepEd rules.

Furthermore, a very satisfactory score demonstrates that teachers were hopeful and confident in their ability to teach Social Studies. It also demonstrates that they were adheringto the current norms of 21st-century schooling. As a result, technology integration substantially impacts improving and enhancing the teaching effectiveness of Social Studies teachers.

Communication and alignment (r=.412, pvalue=.000), needs and opportunities (r=.368, pvalue=.000), and training and support (r=.454, pvalue=.454). It suggests that teachers' teaching performance improves when they have a favorable attitude toward their jobs.

A teacher's attitude and commitment to teaching and where they work can differ from person to person. Understanding what motivates and drives anyone to achieve anything is a complex process. This discovery could be because having the proper attitude toward work and work processes increases teachers' Performance.

Nwogbo and Ugwuoke (2022) agreed with the findings and added that teachers with a positive attitude toward work are motivated. They are on time for school. They value their pupils and colleagues. Furthermore, their studies demonstrated a substantial relationship between teachers' attitudes about work and teachers' job performance in Anambra State secondary schools due to teachers' favorable attitude toward work, which would assure commitment to work and, eventually, job success. It is consistent with the findings of Kurgat and Gordon (2014), who discovered that teachers' attitudes are positively related to their Performance.

Problem 6. Which variables, singly or in combination, predict the Adventist Filipino Teachers' Performance?

Table 18 shows the regression analysis of variables that predict teacher performance.

Table 18. Regression Analysis of variables that predict teachers' performance

Coefficients					
Model	Unstandardized Coefficients		Standard Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.727	.393		1.852	.065
Teachers' Work Attitude inTraining and Support	.256	.068	.265	3.767	.000
Quality Leadership and Management in TeacherLeadership	.393	.079	.282	4.956	.000
Teachers' Work Attitude in Communication and Alignment	.210	.078	.186	2.681	.008
R=.555 R^2 = .308 F = 34.331 p-value = .000					

Only three (3) variables were statistically significant predictors of teachers' Performance. These are the following: TS_TWA Teachers' work attitude of training and support (Beta= .265); TL-QLM Quality of Leadership and Management Teacher Leadership (Beta= .282); and CA_TWA Teachers' work attitude in terms of communication and alignment (Beta=.186), which predicts the Adventist Filipino Teachers Performance.

As indicated in the F-value of 34.331 with the corresponding p-value of 0.000, it implies that the regression model is significant. The coefficient of determination (R2) is .308, indicating that 30.8% of the variation in teacher performance could be attributed to the quality of leadership, management, and teacher work attitude. In comparison, 69.2% were attributed to the other variables not included in this study. Therefore, the null hypothesis thatstates that

"there is no variable that predicts teachers' performance" is rejected.

The sign of a regression coefficient indicates whether the association between each independent variable and the dependent variable is positive or negative. A positive coefficient shows that when the value of the independent variable grows, so does the mean of the dependent variable. A negative coefficient indicates that when the independent variable increases, so does the dependent variable. In this model, Yi represents an outcome variable, and Xi represents its corresponding predictor variable.

Hence, the regression equation would be:

$\hat{Y}$ = .727 + .256X1 -.393X2 + .210 X3

Where:

$\hat{Y}$ = Teachers' Performance
X1= Teacher's work attitude of training and support
X2= Quality of Leadership and Management Teacher Leadership
X3 = Teachers' work attitude in terms of communication and alignment
X4 = Disengaged behaviour

The findings are supported by Tomchuk (2021) found a correlation between teacher evaluations of parent-teacher connections, teacher conversation competence, and teacher contact frequency with parents. Conversation competence was positively connected to communication frequency, whereas teacher connection views and a teacher contact mandate were negatively related. This study may inform teaching practice and improve teacher education and professional development.

Furthermore, Barron (2015) examined primary school principals' views on training fit-for-practice teachers and what schools could and could not do. The headmaster, mentor, and trainee teachers provided data. Head teachers said fit teachers could think critically about their professions, but teacher standards did not reflect this. Teachers with more than ten years of experience were more confident in diagnosing student deficiencies, evaluating test results, keeping anecdotal records (of accomplishments, work samples, and behaviors), and keeping intervention records.

Problem 7. What causal model best fits Adventist Filipino Teachers' Performance?

Causal Model Testing

This part presents the results of the hypothesized three (3) models. The models are presented by three exogenous variables, namely: quality leadership and Management, technology-based instruction, and work attitude of the teachers, and an endogenous variable which is the teachers' Performance.

Quality leadership and management are measured by my director/ dept. head, coordinators, and teacher leadership. Technology-based instruction is measured by Attitude to technology and the use of technology for instruction. Finally, work attitude is measured by communication, alignment, needs and opportunities, and training and support.

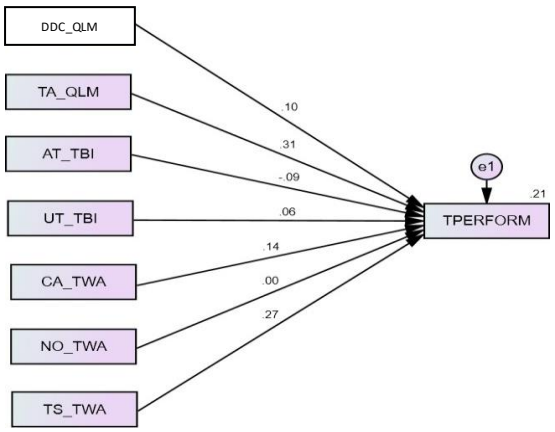

Figure 2 Causal Model 1 on Teachers' Performance

DDC_QLM – Quality Leadership and Management of the director, dept. head or coordinator; TA_QLM – Quality Leadership and Management of Teacher Leadership; AT_TBI – Technology-Based Instruction of Attitude to Technology; UT_TBI – Technology-Based Instruction Uses of Technology for Instruction; CA_TWA – Teachers' Work Attitude of Communication and Alignment; NO_TWA – Teachers' Work Attitude of Needs and Opportunities; TS_TWA - Teachers' Work Attitude of Training and Support; TPERFORM – Teachers' Performance.

Test of Causal Model 1

Causal model 1 presents the Correlation of quality leadership and Management(QLM) of 2 measures: my director (MD_QLM) and teacher leadership (TA_QLM). Technology-based instruction (TBI) has two measures: attitude (AT_TBI) and use of technology (UT_TBI). Finally, teachers' Work Attitude (TWA) has three measures: communication and alignment (CA_TWA), needs and opportunities (NO_TWA), and training and support (TS_TWA). All these variables were examined to test the model's validity with teachers' Performance (TPERFORM).

The standardized estimates of direct, indirect, and total effects of quality leadership management, technology-based instruction, and teacher work attitude are presented in Table 19. This table provides an overview of the total effects between latent variables, combiningdirect and indirect effects mediated by another variable.

Table 19. Standardized Direct, Indirect, and Total Effects on Teachers' Performance of causal model 1

LATENT VARIABLES	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
Training and Support	.267	0	.267
Needs and opportunities	-.004	0	-.004
Communication and Alignment	.141	0	.141
Use of technology	.057	0	.057
Attitude on technology	-.085	0	-.085
Teacher Leadership	.313	0	.313
Directors, Dept. heads, or Coordinators	.105	0	.105

Work attitude in terms of training and support gained a direct effect of .267, needs and opportunities (-.004); communication and alignment (.141), use of technology (.057); attitude (-.085), teacher leadership (.313), and my directors (.105). Teachers' quality leadership and management exhibited better effects than the teachers' technology-basedinstruction and work attitude.

The effects of latent-to-latent variables and between measured and latent variables were estimated to produce regression weights, as depicted in Table 14. It can be gleanedfrom the results that teacher leadership (TA_QLM) and training and support (TS_TWA) produced significant results as indicated by their respective betas: .313 and .267 on teachers' Performance.

Table 20 presents the goodness of fit model 1. The criterion for each index indicated apoor fit relative to the data as reflected by CMIN/DF (3.691) with its corresponding p-value (.000). On the other hand, other indices like NFI (.127), GFI (0.565), and RMSEA (.350), TLI (-.171) likewise did not meet the set criteria for an excellent fit model of the data. However, a good model should meet all the acceptable measures. Thus, there is a need to look for a model that best fits.

Table 20. Standardize regression weights of causal model 1

VARIABLES		B	S.E.	C.R.	BETA	p-value
PERFORM	<--- DDC_QLM	.096	.053	1.806	.105	.071
PERFORM	<---TA_QLM	.405	.075	5.397	.313	***
PERFORM	<---AT_TBI	-.092	.063	1.471	-.085	.141
PERFORM	<---UT_TBI	.075	.076	.989	.057	.323
PERFORM	<---CA_TWA	.147	.061	2.431	.141	.015
PERFORM	<---NO_TWA	-.004	.059	-.074	-.004	.941
PERFORM	<---TS_TWA	.239	.052	4.594	.267	***

Legend:

DDC_QLM Quality leadership and management of the Director, Dept. Head,
TA_QLM Quality Leadership and Management in Teacher Leadership
AT_TBI Technology-Based Instruction in Attitude to Technology
UT_TBI Technology-Based Instruction in Uses of Technology for Instruction
CA_TWA Teachers' Work Attitude in Communication and Alignment
NO_TWA Teachers' Work Attitude in Needs and Opportunities
TS_TWA Teachers' Work Attitude in Training and Support

Table 21. Goodness-of-fit measures of teachers' performance causal model 1

FIT INDICES	CRITERION	MODEL 1 FIT VALUE
CMIN/DF	0< CMIN/DF >2	29.633
P-VALUE	>0.05	.000
NFI	>0.95	.127
TLI	>0.95	-.171
CFI	>0.95	.122
GFI	>0.95	.565
RMSEA	<0.05	.350

Legend:
CMIN/DF- Chi-Square/ Degrees of freedom
NFI - Normed Fit Index
TLI - Tucker Lewis Index
CFI - Comparative Fit Index
GFI - Goodness of Fit Index
RMSEA - Root Mean Square of Error Approximation

Test of Causal Model 2

Model 2 presents the direct relationship between Quality Leadership Management (TA_QLM) and teachers' working attitude (TS_TWA) towards performance teachers (TPERFORM) along with the complete measures that have an indirect effect ontechnologically based instruction measures (AT_TBI), use of technology (UT_TBI), Needs and Opportunities (NO_TWA) and communication and alignment (CA_TBI).

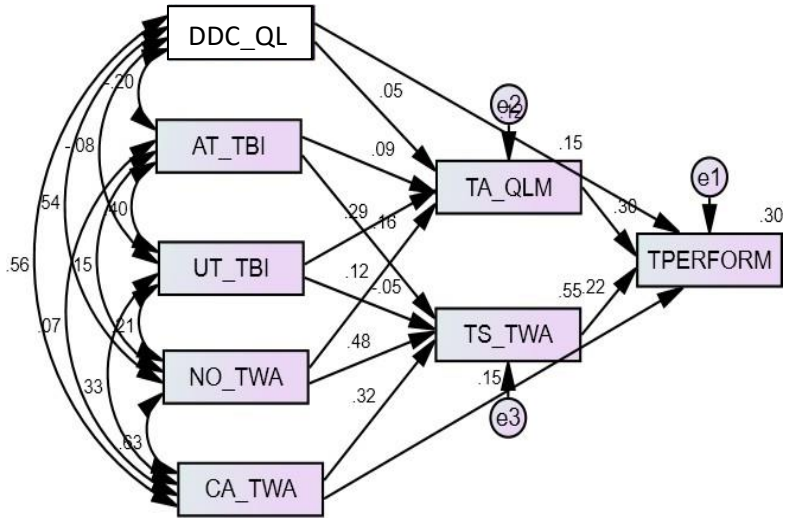

Figure 3. Causal Model 2 on Teachers' Performance

Legend:

DDC _ QLM	– Quality Leadership and Management of the Director, Dept. Head or Coordinator
TA _ QLM	– Quality Leadership and Management of Teacher Leadership
AT _ TBI	– Technology-Based Instruction of Attitude to Technology
UT _ TBI	– Technology-Based Instruction Uses of Technology for Instruction
CA _ TWA	– Teachers' Work Attitude of Communication and Alignment
NO _ TWA	– Teachers Work Attitude of Needs and Opportunities
TS _ TWA	--Teachers Work Attitude of Training and Support
TPERFORM	- Teachers' Performance

The standardized estimates of direct and indirect and total effects of work attitude and quality leadership management measures are shown in Table 22.

The table below provides an overview of the total effect between latent variables, combining direct and indirect effects mediated by another variable. For example, training and Support (TS_TWA) demonstrated a considerable beta of (.216), and teacher leadership (TA_QLM) demonstrated a considerable beta of .297 in effect on teachers' Performance.

Table 22. Standardized Direct, Indirect, and Total Effects on Teachers' Performance of Causal Model 2

LATENT VARIABLES	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
Needs and Opportunities	.000	.140	.140
Attitude on technology	.000	.061	.061
Use of technology	.000	.076	.076
Communication and Alignment	.151	.068	.219
Director, Dept. Head or Coordinator	.118	.016	.134
Training and Support	.216	.000	.216
Teacher Leadership	.297	.000	.297

The effects of latent variables between measured and latent variables were estimated to produce regression weights. All these are enumerated in Table 23.

The results show that training and support (TS_TWA) and teacher leadership (TA_QLM) remains consistent with being significant in effect to teachers' Performance (TPERFORM). It is proven by beta weights which are (.216) and .297. The results showed that training and support (TS_TWA) and teacher leadership (TA_QLM) remains consistent with being significant in effect to teachers' Performance (TPERFORM). It is proven by beta weights which are (.216) and .297.

McCutcheon (2023) found that teachers have a stronger connection to nature, higher levels of well-being, and greater confidence in their capacity to educate students outside. "Teacher leadership" refers to a school development system in which the district controls teachers' decisions (Sands, 2023). The implications for districts and schools, as well as teacher empowerment and participation in school-level decisions, are investigated.

Table 23. Standardized regression weights of causal model 2

			B	S.E.	C.R.	BETA	P
TS_TWA	<---	CA_TWA	.367	.069	5.313	.316	***
TS_TWA	<---	UT_TBI	-.066	.074	-.892	-.045	.373
TS_TWA	<---	AT_TBI	.191	.059	3.257	.158	.001
TA_QLM	<---	AT_TBI	.075	.058	1.301	.090	.193
TA_QLM	<---	DDC_QLM	.039	.054	.709	.055	.478
TA_QLM	<---	NO_TWA	.097	.061	1.607	.124	.108
TA_QLM	<---	UT_TBI	.289	.068	4.272	.287	***
TS_TWA	<---	NO_TWA	.539	.065	8.329	.477	***
PERFORM	<---	TA_QLM	.410	.077	5.297	.297	***
PERFORM	<---	TS_TWA	.207	.067	3.098	.216	.002
PERFORM	<---	MD_QLM	.115	.065	1.775	.118	.076
PERFORM	<---	CA_TWA	.168	.086	1.947	.151	.052

Legend:

DDC _ QLM – Quality Leadership and Management of the Director, Dept. Head or Coordinator
TA _ QLM – Quality Leadership and Management of Teacher Leadership
AT _ TBI– Technology-Based Instruction of Attitude to Technology
UT _ TBI– Technology-Based Instruction Uses of Technology for Instruction
CA _ TWA – Teachers' Work Attitude of Communication and Alignment
NO _ TWA – Teachers Work Attitude of Needs and Opportunities
TS _ TWA --Teachers Work Attitude of Training and Support
TPERFORM - Teachers' Performance

Table 24. Goodness-of-fit measures of teachers' performance causal model 2

FIT INDICES	CRITERION	MODEL 2 FIT VALUE
CMIN/DF	0< CMIN/DF >2	7.738
P-VALUE	>0.05	.000
NFI	>0.95	.935
TLI	>0.95	.725
CFI	>0.95	.941
GFI	>0.95	.957
RMSEA	<0.05	.170

Legend:

CMIN/DF – Chi-Square/Degrees of freedom NFI – Norm Fit Index
CFI – Comparative Fit Index GFI – Good Fit Index
TLI – Tucker Lewis Index RMSEA - Root Mean Square of Error Approximation

Table 25 displays the goodness-of-fit measures, validating whether Model 2 is fitted for the data or not. The result indicated that quality leadership management and teacher work attitude fit the data for CMIN/DF (7.738) and GFI (.957). Its corresponding p-value (0.000) met the set criteria for an excellent fit model, but RMSEA (.170), NFI (.935), TLI (.725), and CFI (.941) do not show a good fit. On the other hand, model 2 shows its RMSEA, which is relatively high to meet the acceptable measures, thus, indicating a poor model for the data. Hence, there is still a need to find the best fitting.

Test Causal Model 3

Model 3, the final model, illustrates the direct relationship of quality leadershipmanagement with its measures: Teacher leadership (TA_QLM), Director, Dept. Head or Coordinator (DDC_QLM). For the teacher's working attitude with its measure: training and support (TS_TWA), communication and alignment (CA_TWA), Needs and opportunities (NO_TWA), and use of technology (UT_TBI) on teachers' Performance (TPERFORM) asthe only measured variable that would capture the best good fit to the data.

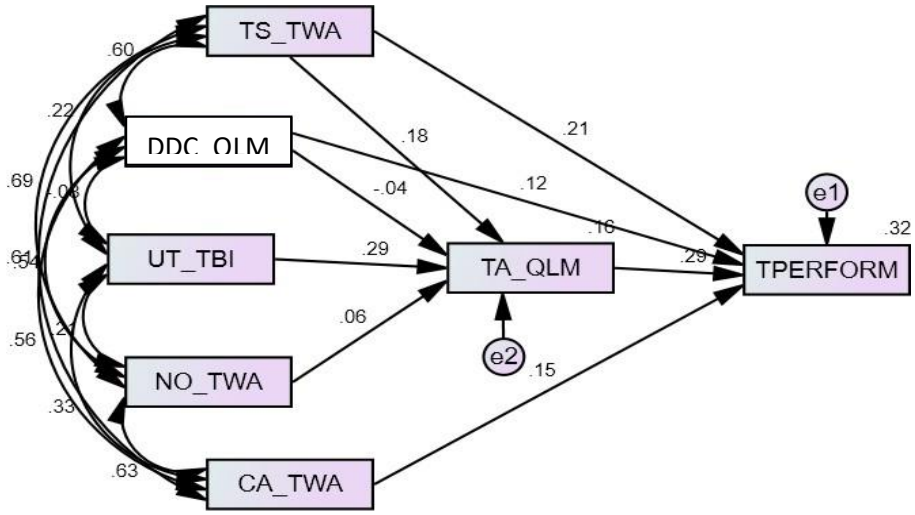

Figure 4. Causal Model 3 on Teachers' Performance

Legend:

MDD _ QLM – Quality Leadership and Management of the Director, Dept. Head or Coordinator
TA _ QLM– Quality Leadership and Management of teacher leadership
AT _ TBI – Technology-Based Instruction of Attitude to Technology
UT _ TBI – Technology-Based Instruction Uses of Technology for Instruction
CA _ TWA – Teachers' Work Attitude of Communication and Alignment
NO _ TWA – Teachers Work Attitude of Needs and Opportunities
TS _ TWA--Teachers Work Attitude of Training and Support
TPERFORM - Teachers' Performance

The standardized estimates of direct, indirect, and total effects of working attitude and quality leadership management on teachers' Performance were presented in Table 25

Table 25. Standardized Direct, Indirect, and Total Effects on Teachers' Performance of Causal Model 3

LATENT VARIABLES	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
Needs and Opportunities	.000	.140	.140
Attitude on technology	.000	.061	.061
Use of technology	.000	.076	.076
Communication and Alignment	.151	.068	.219
Director, Dept. Head or Coordinator	.118	.016	.134
Training and Support	.216	.000	.216
Teacher Leadership	.297	.000	.297

It provides an overview of the total effects between latent variables, combining direct and indirect effects that another variable may have mediated. For example, training and support (.216) and Teacher Leadership (.297) are consistent in having direct effects on teachers' Performance (TPERFORM).

Regression weights were estimated to determine the effects between measured and latent variables, as shown in table 26. The model suggests that teacher work attitude variables are considerable enough to fit the data well. In this instance, communication and alignment (CA_TWA) and training and support (TS_TWA) exhibited significant beta weights, respectively; (.1499) and (.214). Likewise, quality leadership and management (QLM) measures of teacher leadership (TA_QLM) exhibited significant beta weights of .294.

Table 26. Standardized regression weights of causal model 3

		B	S.E.	C.R.	BETA	P
TA_QLM	←--- TS_TWA	.125	.064	1.970	.181	.049
TA_QLM	←--- DDC_QLM	-.028	.057	-.492	-.040	.622
TA_QLM	←--- UT_TBI	.290	.065	4.463	.288	***
TA_QLM	←--- NO_TWA	.050	.067	.744	.064	.457
PERFORM	←---TS_TW1010A	.207	.074	2.810	.214	.005
PERFORM	←--- CA_TWA	.168	.081	2.060	.149	.039
PERFORM	←--- TA_QLM	.410	.079	5.186	.294	***
PERFORM	←--- DDC_QLM	.115	.071	1.626	.117	.104

Causal model 3 maintains training and support and teacher leadership as the variablesto predict teachers' Performance with highly acceptable measures, as presented in Table 27. The CMIN/DF of .085 with the probability level of .968 indicates a perfect fit of the model of the data. It is also strongly indicated by the RMSEA index, which is .000.

Table 27. Goodness-of-fit measures of teachers' performance causal model 3

FIT INDICES	CRITERION	MODEL 3 FIT VALUE
CMIN/DF	0< CMIN/DF >2	.085
P-VALUE	>0.05	.968
NFI	>0.95	1.00
TLI	>0.95	1.032
CFI	>0.95	1.00
GFI	>0.95	1.000
RMSEA	<0.05	.000

Legend:

CMIN/DF	- Chi-Square/Degrees of Freedom	NFI	- Normed Fit Index
CFI	- Comparative Fit Index	GFI	- Goodness Fit Index
TLI	- Tucker Lewis Index		

RMSEA- Root Mean Square of Error Approximation

Similarly, other indices such as NFI (1.00), TLI (1.032), CFI (1.00), and GFI (1.000) were discovered to be significant in exhibiting a very excellent fit model because their values completely match the established criteria.

The findings demonstrated that teacher leadership and training support impact teacher performance. Teacher leadership among Adventist instructors has an impact on teaching performance. Teachers' Performance will improve when schools are supportive of theirprofessional development through training and support to enable learning and development.

The findings are reinforced by Riley (2022), who found that leaders reported the highest number of codes connected to the following concepts: reflection, professional growth, coaching, putting learning and rigor first, and building solid teams. Additionally, teacher performance can be optimized with leadership that can inspire teachers to give schoolmanagement. This study confirms the direct impact of the interaction between school leadership and management on teacher performance.

Furthermore, LI (2015) examined how school capacity factors of trust, communication,and collaboration mediate the effects of principal leadership on teacher professional learning in primary schools. Collaboration is the most mediating power, followed by communication and trust. Therefore, principals should create conditions that foster these factors to ensure teachers' professional learning thrives.

Finally, it was discovered that there is a link between work attitude and individual work performance.

Conclusion

The following conclusions were drawn from the findings of the study.

Adventist Filipino teachers have a high level of quality leadership and management, encouraging top management, department heads, and coordinators to be approachable, motivate, and support teachers.

They have a good attitude towards technology and use it to help students learn, accessICT, and integrate it into classroom management.

Furthermore, have a good work attitude, good communication skills and are aligned with the institution's vision, mission, and objectives.

Adventist Filipino teachers' professional Performance according to data shows their Performance as follows: measurement and evaluation outcomes to decide which areas to improve in teaching, followed by being suitable as professional teachers, which meansAdventist Filipino teachers reflect the teacher codes of ethics as mandated by the Teachers' Council of Thailand and organize effective teaching of subjects with their responsibilities.

Teachers perform better with high levels of effective leadership and management, usetechnology in their lessons, and have a pleasing demeanor at work. The null hypothesis isthus rejected.

Training and support, teacher leadership and communication, and alignment predict teachers' Performance. Likewise, training and technical support in using technology, good teacher leadership and communication, and alignment with quality management predict teacher Performance.

The best fitting model is causal model 3, anchored on teachers' quality leadership and management and teachers' work attitude. Effective teachers' leadership and positive work attitude are good models to promote teachers' Performance.

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