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ORGANIZATIONAL TRUST, TEACHERS' SELF-EFFICACY AND SCHOOL CULTURE: A STRUCTURAL EQUATION MODEL ON PROFESSIONAL LEARNING COMMUNITIES AMONG PUBLIC ELEMENTARY SCHOOLS IN REGION XI

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Abstract:
This research journey attempted to investigate the impact of organizational trust, teachers' self-efficacy, and school culture on professional learning communities in public elementary schools using Structural Equation Modeling (SEM) to 400 elementary school teachers in Davao Region, Philippines. Findings revealed very high levels of Organizational Trust, Teacher Self-Efficacy, School Culture, and Professional Learning Communities. There were significant correlations between Organizational Trust, Teacher Self-Efficacy, School Culture, and Professional Learning Organization. Further, results showed that the best fit model was model 3 showing the direct causal relationships of Organizational Trust, Teacher Self-efficacy, and School Culture on Professional Learning Communities. Furthermore, structure modifications revealed that Professional Learning Communities were defined by their retained indicators, namely: Collective Learning and Application, and Supportive Conditions – Relationships. On the other hand, Organizational Trust was described by its domains: Affect-Based Trust, and Cognition-Based Trust while Teacher Self-Efficacy was determined by its retained indicators, namely: Classroom Management and Student Engagement. Finally, School Culture was measured by its domains: Affiliative Collegiality and Professional Collaboration. The findings of the study could be a significant baseline for faculty development programs of educational institutions.

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1. Introduction

Where the educational environment fosters achievement in school, professional learning community (PLC) practice encounters several obstacles (Ang, 2017). The problems include a great deal of teacher workload, inactive views among pupils, hostile educational settings, poor enactment of professional learning communities in a learning institution, and an unclear comprehension of such communities (Chua, Thien, Lim, Tan, & Guan, 2020). According to teachers, the hurdles to implementing PLC included inadequate time, unsupportive administrative leadership, an unsatisfactory assessment framework, and a dearth of teacher engagement within the culture (Zhang, Yuan, & Yu, 2017).

Apparently, the school community values the professional learning community. It enables educators to gain a greater understanding of the method of instruction and learning and discover how to engage with students more successfully. The success of educational reform has depended on teachers' capacity to understand the significance of modifications in their methods of instruction around the globe (Luyten & Bazo, 2019). Since it supports teacher professional development and shifts in instructional strategies, the idea of a professional learning community (PLC) was established to address the achievement gap among children. Participants in PLCs get the chance to converse professionally with other teachers who possess comparable abilities. Additionally, participating in PLCs gives teachers the chance to improve their pedagogical abilities in the classroom (Kruse & Johnson, 2017).

While previous studies have examined the relationship between organizational trust, teachers' self-efficacy, and school culture in the context of professional learning communities (PLCs), little is known about how these factors interact specifically in the public elementary schools of Region XI. Additionally, prior research has primarily focused on examining these variables individually rather than in a comprehensive model that considers their interrelationships. Therefore, this study's contribution lies in examining the complex relationships between organizational trust, teachers' self-efficacy, school culture, and PLCs in the milieu of public elementary schools in Region XI.

Despite the fact that studies linking professional learning communities to organizational trust, teachers' self-efficacy, and school culture exist, the majority of them have been conducted in foreign settings. Similar studies have not been conducted in the Philippines. Furthermore, most of those existing studies limit their exploration on the bivariate association of the involved dimensions. This compelled the researcher to explore the four variables by means of Structural Equation Model (SEM) considering the Philippine setting. It is a multivariate study since it involved four variables investigating

the level of organizational trust, teachers' self-efficacy, and school culture on professional learning communities in public elementary schools in Region XI.

There is a pressing need to understand the factors that contribute to the effectiveness of professional learning communities in public elementary schools. With the education sector undergoing significant changes and reforms, it is important to identify the key variables that are critical to promoting professional development and improving teacher performance. This study's examination of the role of organizational trust, teachers' self-efficacy, and school culture in PLCs can provide insights into how schools can create a supportive environment for their teachers, foster a culture of collaboration and continuous learning, and ultimately enhance the quality of education for students. Therefore, the urgency of this study lies in its potential to inform education policies and practices that can benefit schools, teachers, and students in Region XI and beyond.

This study determined the level of organizational trust, teachers' self-efficacy, school culture and professional learning communities in the public elementary schools in Region XI as perceived by the public elementary teachers. More so, it intended to find out the significant link between organizational trust to the professional learning community; teachers' self-efficacy to the professional learning community; and school culture to the professional learning community. It also investigated the strongest predictors and the best fitting model for professional learning communities. Lastly, this explored whether the hypotheses specifically claiming that there was no significant relationship between involved variables and there was no best fit model for the professional learning community were accepted or rejected.

2. Literature Review

In fact, organizational trust is one of the factors that may affect professional learning communities. A professional learning community occurs in an institution with an established trusting climate (Kalkan, 2016). Teachers' self-efficacy is seen as an indicator in professional learning communities in addition to organizational trust. The ongoing enhancement approach, which is also a component of PLCs, can be used to boost their feeling of self-efficacy (Zonoubi, Eslami, & Tavaloki, 2017). Additionally, there is a connection between professional learning communities and school culture. Yaakob and Yunus (2016) found a moderately positive association between professional learning communities and culture at schools.

The relevance of organizational trust is undeniable. In any school, there are practices that are anticipated to boost teachers' organizational trust, particularly cognition-based trust. Deciding whether to trust a leader requires evaluating the leader's competence, goodness, and integrity (Kohler, 2021). Furthermore, a school leader's guidance and leadership lay the groundwork for building and sustaining trust among all participants. Educators who have faith in their principal perceive him or her as a

compassionate person who is encouraging, democratic, reliable, trustworthy, and willing to share control and make choices with other people (Balyer, 2017; Gleason, 2020).

In addition, a cognitive trust may give followers faith in the decisions and actions of the leaders. A great deal of faith is thought to promote followers' motivation to carry out their tasks, which can improve follower productivity (Farid, Iqbal, Khan, Ma, Khattak, & Ud Din, 2020). If teammates successfully carry out their obligations, cognitive-based trust rises; conversely, if teammates fall short of their obligations, it falls. Over time, cognitive trust can increase to the point where additional evidence is either unnecessary or undesirable (Robert, 2020). People can enhance their working relationships and foster professional collaboration via cognition-based trust (Du & Jin, 2021).

Meanwhile, teachers' self-efficacy is also perceived to be essential in teaching. As a matter of fact, academic achievement among children has been connected to teachers' high levels of self-efficacy. Among these include work happiness, student success, motivation, management behavior, learning responsibility, trust, and openness (Shahzad & Naureen, 2017). High-efficacy teachers employ humanistic approaches to leadership, such as teaching methods, questioning techniques, capacities for determination at the goal, taking calculated risks, and creativity, instructor assessment of pupils, as well as tracking of learners and their on-task time. (Mireles-Rios, Becchio, & Roshandel, 2019).

Self-efficacy is evident among teachers. As revealed, the self-efficacy of public school teachers in the Davao Region is very high (Guhao, 2016). In affirmation, teachers in Region XI generally exhibit high levels of self-efficacy (Bayawa & Guhao, 2022). Employees are said to have self-efficacy when they believe they can do any task that has been given to them utilizing their potentials and abilities. Teachers' sense of self-efficacy is crucial to how they feel, think, and act in the classroom. High self-efficacy people have faith in their skills in the face of difficulty (Guhao, 2019).

Furthermore, having positive school culture leads to improved teaching-learning processes. As teachers, administrators, parents, and students collaborate, resolve difficulties, overcome obstacles, and deal with mistakes over time, cultural expectations are formed (Redding & Corbett, 2018). Student achievement improves when a positive school culture is established within the institution, and vice versa. School culture and structure directly influence learning outcomes (Ismail, Khatibi, & Azam, 2022). One aspect of school culture that is vital for teacher development is professional collaboration (Liu & Xiu, 2019).

On the other hand, affiliative collegiality is valued as a key element of educator professional growth and a way to increase teacher expertise. It happens when each member of the school community interacts with one another in a way that demonstrates harmony, respect, cooperation, and appreciation of being around others (Davis, 2018). Self-efficacy among teachers in the classroom is a well-known sign of school climate. The development of students' cognitive capacities and perceptions of their own talents is undermined by teachers with low senses of effectiveness, as opposed to teachers with high senses of efficacy (Withy, 2021).

Teachers are introduced to professional learning communities in order to increase their teaching capacity. Educators from a school or district work together to enhance education for both children and adults. It is made up of multidisciplinary groups of accomplished students who work together to pursue the shared objective of universal learning (Kramer, 2019). Professional learning communities (PLCs) have also been more well-liked as a desirable approach for the most significant changes to the curriculum in Taiwan and have been seen as a crucial facilitator in promoting teacher development. Teachers' views and attitudes have changed in PLCs due to supportive leadership, collegial trust, shared practice, and teacher autonomy, among other things. Through the use of PLCs, teachers' abilities to design curriculum or their methods of instruction may alter (Chuang & Ting, 2021).

Collective learning and application are considered to be one of the indicators of professional learning communities and a means of assisting teachers in enhancing this strategy. When teachers work together and consciously work toward a common goal, conversation, collective action, and evaluation, collaborative learning processes are born. All instructors participate equally in professional learning communities while attempting to comprehend and address what is happening for their students (Assen et al., 2018).

In a study conducted by Chhourn and Sorajjakool (2017), the findings showed that positive interactions between teachers and each group are crucial, particularly for school progress. Teachers show concern, support, and receptivity to fresh ideas, recommendations, and commitments from their students. Furthermore, teachers frequently engage with one another with a spirit of trust and teamwork, sharing teaching experiences, resources, and ideas.

Undeniably, organizational trust, teachers' self-efficacy, and school culture are associated to the professional learning community. Relationships are a quantifiable feature that predicts the presence of a professional learning community. In order to reduce the influence of silos, excellent connections between teachers must be built in order to dissolve the impediments to personal independence with increased teacher collaboration (Gilliam, 2020). Teachers from a school or district work together in a professional learning community to enhance instruction for both children and adults. It consists of interdisciplinary teams of expert learners that collaborate to advance a common goal of learning for everyone (Kramer, 2019).

It is believed that organizational trust is a strong link to PLC. The trust amongst PLC members served as the cornerstone for the strong bonds required to satisfy the requirements of today's educational standards. PLCs facilitated the development of dependable connections (Pederson, 2019). PLCs facilitated the development of dependable connections. Teachers who inspire trust exhibited altruistic behavior and looked out for one another's interests in PLCs (Jones, 2020).

Affect-based trust is one of the dimensions of organizational trust. The emotional connection between people that serves as the foundation for trust is affect-based (Du & Jin, 2021). People establish strong emotional bonds and personal ideals when there is

affect-based trust. The emotional bond between the leader and the follower is also strengthened (Saleem, Zhang Zhang, Gopinath, & Adeel, 2020).

On the other hand, cognitive-based trust is the other measure of organizational trust. It alludes to the desire to believe that the other party is trustworthy after learning the facts supporting that belief. Cognitive trust could instill confidence in followers regarding the leaders' choices and deeds. Because followers are anticipated to be more driven to perform their duties, when this confidence is high, it can result in greater follower effectiveness. Task performance may rise if followers believe their leader possesses the necessary knowledge and professionalism (Farid, Iqbal, Khan, Ma, Khattak, & Ud Din, 2020).

Professional learning communities are necessary for integrating leadership and practice, engaging in for interactive instruction and implementation, and coming together around a common goal for pupil development; such a scenario is challenging to achieve with no trust (Antinluoma, Toom, & Ilomaki, 2021). Teachers cannot be expected to share power and authority with a principal who does not trust them. They cannot be expected to participate if they do not trust their colleagues to strengthen teaching and learning. Collaboration among coworkers, reflective dialogue, peer coaching, and resource sharing all necessitate trusting relationships (Balyer, 2017).

Meanwhile, the professional learning community and teachers' sense of self-efficacy are strongly associated. It was once thought that the outcomes of teachers' self-efficacy were tied to the professional learning community. High levels of teacher efficacy have a significant and positive impact on students' learning since they are necessary for teachers to believe they can complete tasks successfully (Gilliam, 2020). The results of the Teacher Efficacy Beliefs Scale Collective Form (TEBS-C) and the Professional Learning Community Assessment-Revised (PLCA-R) were analyzed in a study by Gilliam (2019). The research investigation then links the associated findings with the Learning Forward Standards for Professional Learning in order to guide and educate discussions on prospective ideal approach/most effective techniques in professional learning communities.

In addition, one of the most successful indicators of teamwork, which is the core of PLCs, is teachers' efficacy. Research has shown increased levels of teacher efficacy when PLCs were characterized by collaboration, willingness to support one another and encourage innovation, and growth of a sense of community (Taylor, 2021).

To successfully implement PLC, it is essential to cultivate a positive school culture. This is because effective schools foster professional collaboration cultures that have a favorable impact on student learning. The psychological environment that is created by school culture has a noteworthy impact on instructors, administrators, students, and the way it is organized. Schools should implement professional learning communities (Antiluoma et al., 2018, Teasley, 2017). It was found that a moderately good association between PLC and school culture (Chua et al., 2020; Yaakob & Yanus, 2016).

Establishing a positive school culture is essential for adopting PLC because it improves students' preparedness for change and because effective schools foster professional collaboration cultures that are beneficial to student learning. Learning communities that foster greater teacher collaboration and empowerment, tear down isolationist barriers, foster group accountability, and guarantee ongoing professional development enhance teaching culture (Antinluoma et al., 2018).

Furthermore, teachers, administrators, students, and the organization of the school are all significantly impacted by the psychological environment that the school culture provides. Additionally, the school should implement the Professional Learning Community (PLC) because it is regarded as a learning community. In fact, professional learning communities are not sustained over time due to a lack of a positive or successful school culture (Antinluoma et al., 2018; Leane, 2014).

This study is rooted in Senge and Sterman's (1992) Organizational Learning Theory, which emphasizes the importance of collaboration in facilitating learning within an organization. According to this theory, individuals can learn and improve their skills by interacting with others while identifying and addressing issues. In the academic setting, professional learning communities provide opportunities for teachers to collaborate and exchange ideas, which can enhance their self-efficacy and trust in the organization. Additionally, a positive school culture that promotes open communication, respect, and support can foster a sense of belonging and commitment among teachers, leading to higher levels of organizational trust.

Overall, this study's findings may have repercussions for enhancing teacher efficacy and job happiness. When this idea was implemented in schools, Hoy and Tschannen-Moran (2003) discovered that working together with trustworthy relationships benefits student learning. Professional learning communities (PLCs) also promote organizational learning by fostering the growth of individual skills and shared aspirations (Gray, Kruse, & Tarter, 2016). Teachers' individual encounters and the school culture they become acquainted with to have an impact on their trust and self-efficacy in the setting of teaching. Their involvement and commitment in professional learning communities are therefore influenced by their trust and efficacy. Since the four factors are interrelated, it is best to take them all into account while trying to encourage collaborative learning in school contexts.

Furthermore, the idea of "community of practice" as a prerequisite for learning entails knowledge creation and transition. In order for individuals to understand, they must be participants in the social processes of daily life in a community (Yakhlef, 2010). Social learning and learning in groups with others are known to have a major effect on awareness, the development of knowledge, and knowledge of self (Prytula & Weiman, 2012).

When people participate in a process of collaborative learning, cultures of practice arise within organizations. Engagement in communities of excellence should include learning on an ongoing basis (Cuddapah & Clayton, 2011). More importantly, being in a

supportive environment enables teachers to gain insight from one another on a daily basis. It gives educators a simple approach to exchange best practices and come up with new ideas for enhancing instruction and raising student accomplishment. The ability of educators to exchange ideas and explore options that enhance the school community depends on effective communication.

The aforementioned studies' findings are influenced by the literature because they examine the importance of organizational trust, teacher self-efficacy, and school culture on professional learning communities in schools. Building professional learning communities requires a lot of organizational trust, teacher self-efficacy, and school culture. The presentations and discussions of pertinent research offer priceless knowledge about these connections that will be useful in the expert argument of the study's discoveries and in the thoughtful formulation of the commendations.

3. Material and Methods

The study's subjects were 400 educators from various publicly funded primary schools in Southern Mindanao. The respondents were taken out from the 25, 469 population based on the Government Elementary School Profile. Ranatuga and Priyanath (2020) used the rule of thumb of 400 respondents when deciding the appropriate number for Structural Equation Modeling.

Following the selection of the study's sample size, stratified random sampling was utilized to select the study's main source of information. In stratified sampling, a sample is chosen by a specific method within each group after the general population has been divided into divisions or strata. The design can be referred to as stratified random sampling if the methodology used inside each level is simple random sampling (Hayes, James & Beer, 2019). Southern Mindanao was divided into eleven divisions for this study. Each division was regarded as a stratum for the purposes of simple random sampling.

All elementary school educators in Region XI's public schools had the chance to be chosen for this study. Teachers who do not work at the public elementary school were not a part of the group. Private elementary school and secondary school teachers were therefore not eligible to be chosen as study participants. No respondent was coerced into participating in the study, which is one of the withdrawal requirements. They were permitted to leave the research at any time if they felt uneasy.

The undertaking was carried out in Southern Mindanao. It is also referred to as Davao Region and is positioned in the southeast of Mindanao. Several ethnicities have termed it home. The dominant ethnic groups are Cebuanos, Boholanos, and Ilonggos. The Maguindanaos, Maranaos, Manobos, T'bolis, Bagobos, B'laans, Samals, and Agtas are among the others. There are also smaller populations of Ilocanos, Tagalogs, Warays, and Bicolanos. Farming is the region's principal means of earnings, and it is now evolving into a center for agro-industrial industry, commerce, and ecotourism.

There are 5 provinces in Region XI, including Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. These eleven divisions—Davao de Oro Division, Davao del Norte Division, Davao del Sur Division, Davao Oriental Division, Davao Occidental Division, Davao del Norte Division, Mati City Division, Davao City Division, Panabo City Division, Tagum City Division, and Island Garden City of Samal Division—have been established within these provinces. In Region XI's elementary schools, the study was conducted.

Based on the literature review of professional learning communities, the author of the study discovered that no investigations had been conducted in Region XI that addressed the professional learning community of public elementary teachers. Particularly, no research has been done in the area that illustrates how organizational trust, teachers' self-efficacy, and school culture affect the professional learning community of primary school teachers in public schools. Additionally, the researcher is now employed by one of the departments involved in the study. Because of this, he chose to pursue his studies in Region XI. Additionally, there is no precise information or statistic that illustrates the professional position in regional elementary teachers' learning community.

This study used four tools, all of which were created with the study's goals in consideration. These standardized tools were surveys that were obtained from the internet. They were changed and improved under the direction of the professionals.

The questionnaire on organizational trust was adapted from Warren (2012). This tool has eleven statements. Of which the items represented its dimensions which included affect-based trust and cognitive-based trust. This underwent pilot testing, and its rating of.903 indicates that the items' internal consistency is comparatively strong.

Meanwhile, the questionnaire on teachers' self-efficacy was adapted from Guenther (2014). It is a 24-item survey questionnaire. The said tool has three indicators namely: student engagement, classroom management, and instructional strategies. It was subjected to pilot testing and has a result of .959, suggesting that the items have relatively high internal consistency. The research instrument for school culture was adapted from Pniewski (2017). It is a 17-item survey questionnaire covering the following indicators: professional collaboration, affiliative collegiality and self-determination efficacy. It underwent pilot testing, and the results showed a result of.959, indicating that the items had a reasonably good level of internal consistency.

The questionnaire on professional learning communities is a standardized instrument downloaded from the internet and adapted from Stamper (2015). It comprises the following indicators: shared and supportive leadership, shared values and vision, collective learning and the application of learning, shared personal practice and supportive conditions. The questionnaire's alpha coefficient is .987, which signifies that the items' internal consistency is relatively high.

For all the involved variables, its mean interval ranges from 1.00 – 5.00 having a descriptive level which varies from very low to very high. Very low which ranges from

1.00-1:79 means that the variable is never manifested, low level which ranges from 1.80-2:59 indicates that the variable is seldom manifested, moderate level which ranges from 2.60-3.39 signifies that the variable is occasionally manifested, high-level ranging from 3.40-4:19 denotes that the variable is oftentimes manifested, and very high level having a range of 4.20-5.00 implies that the variable is always manifested.

The surveys were tailored to the specific context. With the help of the consultant and qualified validators who assessed the questionnaire's content for construct validity, the surveys were improved. The survey questionnaire was considered as Very Good for obtaining an average result of 4.3 as rated by the six expert validators. As mentioned, the survey instrument was subjected to pilot testing. Of which, items for organizational trust have a Cronbach Alpha of .903; items for teachers' self-efficacy and school culture have a Cronbach Alpha of .959; and items for professional learning communities have a Cronbach Alpha of .987. This suggested that instrument has relatively high internal consistency.

In assessing the degree of accuracy of fit of the models, a number of indicators were calculated and should satisfy the criteria: CMIN/DF should be 0<<2 with a p-value >0.05, Tucker-Lewis Index (TLI) should be >0.9, Comparative Fit Index (CFI) should be >0.9, Goodness of Fit Index (GFI) should be >0.9, Normed Fit Index (NFI) should be >0.9 and Root Mean Square Error of Approximation (RMSEA) should be <0.05 and P of close Fit (PCLOSE) of >0.05 (Hooper et al., 2008).

This study used the quantitative research approach. In particular, descriptive-correlational research design had been utilized in this study. It also utilized Structural Equation Model (SEM). Bhandari (2021) mentioned that quantitative research focuses on gathering, analyzing, and interpreting data with the help of numerical data. Moreover, descriptive-correlational is specifically employed to determine the levels of the variables and the relationships that occur naturally between the involved variables in the study (Stangor & Walinga, 2019).

Apparently, this study was descriptive because it described the status of organizational trust, teachers' self-efficacy, and school culture as well as the level of the professional learning community. Meanwhile, it was correlational since it measured the degree of relationship between the involved exogenous variables, namely, organizational trust, teachers' self-efficacy, and school culture and the professional learning community as the endogenous variable. For the Structural Equation Model (SEM), the purpose of this research was to find the most appropriate model for the professional learning community.

The researcher adhered strictly to a procedure and protocol for collecting the data. First, the researcher requested approval and consent from the University of Mindanao's Professional Schools. To obtain clearance, this recommendation was sent to Department of Education Region XI. A letter asking for permission was then delivered to the Superintendents of Schools Division office. Following acceptance, a letter of support was delivered to the school principal.

A timetable was created for the handing out of the assessment surveys once the School Heads' request was approved. The study's description and test-taking instructions were included in the questionnaires for access and understanding. The researcher took a conscious decision to clear up the purpose of the study and the respondents' rights to them in addition to the written instructions. The survey participants had enough time to complete the questionnaire. Following the retrieval of all the surveys, the data were totaled, tabularized, analyzed, and then construed in accordance with the study's objectives.

Additionally, the data were examined and appropriately evaluated in a discreet manner. In order to assess and understand the typical index of the degrees of organizational trust, teachers' self-efficacy, school culture, and professional learning communities, the data were first scrutinized in terms of determining the mean. After that, Pearson r was used to establish whether there was a meaningful connection between the variables. Last but not least, structural equation modeling (SEM), a multivariate numerical analytic instrument, was utilized to examine the correlations between the relevant variables.

Significant ethical issues have clear ramifications for this quantitative study. These problems and worries can mostly result from the approach used in this study. The difficulties of adequate study operation, secrecy, and anonymity were the relevant ethical dilemmas in this research area. The University of Mindanao Ethics Review Committee's requirements for proper deliberation were adhered to in this work.

The Data Privacy Act of 2012, which protects the most basic human right to privacy, did not forcibly compel the respondents to participate in this study. Therefore, for reasons of safety, the truth about them remained a secret. Additionally, the objectives, methods, and advantages of the research were thoroughly disclosed to the potential research participants in the most thorough manner possible given the constraints of the study. In actuality, it was a part of the survey form. By accepting the Informed Consent Form, the respondents' consent was also obtained, demonstrating that their involvement was requested voluntarily.

Moreover, the study was subjected to plagiarism detectors like Grammarly or Turnitin software. For the completion of this study, the researcher had complete amenities in the accomplishment of this undertaking. The researcher made sure he had all the necessary tools, and regular utilization of hardware (laptops or tablets), software (reading and writing programs, internet browsers), and a link to the internet was a necessary condition. Additionally, he is presently registered in the University of Mindanao's Doctor of Education program with a major in Educational Management. Based on the advice and recommendations of his mentor and the specialists, he made a number of adjustments to his study.

4. Results and Discussion

In this section, the data collected from those surveyed on professional learning communities is given, evaluated, and assessed in light of the investigation's purposes described previously. Level of organizational trust; level of teachers' self-efficacy; level of school culture; level of professional learning communities; correlations between organizational trust and professional learning communities; teachers' self-efficacy and professional learning communities; school culture and professional learning communities; and the best fit model for professional learning communities are discussed in the following order.

4.1 Level of Organizational Trust

Shown in Table 1 is the mean for all levels of organizational trust which is 4.23, with an acceptable variation of 0.60 and an interpretive rating of *Very High*. The findings demonstrate that cognition-based trust has a mean value of 4.35, which corresponds to a descriptive counterpart of *Very High*, and affect-based trust has a mean value of 4.10, which equates to a narrative equivalent of *High*.

This implies that the organizational trust among public elementary teachers is always evident since with the presence of their school leader they can deal the job with professionalism and dedication. In their school, respect is evident. Also, they believe on their school head's competence and preparation for the job given their track record. They consider leaders to be trustworthy as also perceived by their other work associates whom they interact with. The findings supported the contention of Kohler (2021) mentioning that when one decides to trust a leader, it involves assessing the leader's competency, benevolence, and integrity.

Table 1: Level of Organizational Trust

Indicator	**SD**	**Mean**	**D.E.**
Affected-based trust	0.70	4.10	High
Cognition-based trust	0.60	4.35	Very High
Overall	**0.60**	**4.23**	**Very High**

Furthermore, the results corroborated Gleason's (2020) and Balyer's (2017) assertion that the cornerstone for building and sustaining trust among every member of a school community is the guidance and authority of the leader. Teachers who have confidence in their principle see their principal as a caring individual who is welcoming, equitable, reliable, persistent, and eager to hand over authority and decision-making to others.

The findings also supported the claim made by Farid et al. (2020) that followers may feel more confident in the leaders' judgments and deeds if they have cognitive trust in them. Because followers are anticipated to be more driven to perform their duties, when this trust is high, it can result in greater follower performance. Additionally, Robert (2020) found that as colleagues effectively carry out their obligations, cognitive-based

trust rises, and as teammates unsuccessfully carry out their responsibilities, cognitive-based trust falls. Cognitive trust can grow throughout time to the point where additional proof is either unnecessary or undesirable. As Du and Jin (2021) highlighted, individuals can enhance professional connections and boost professional collaboration through cognition-based trust.

4.2 Level of Teachers' Self-Efficacy

In Table 2, the overall means of each dimension were computed. The level the average value of teachers' self-efficacy is 4.46, with a standard deviation of 0.42 and an interpretive value of *Very High*. The findings indicated that student involvement has a mean rating of 4.47, which is classified as *Very High*. Following that are classroom management and instructional practices. Both have a score of 4.46, which is considered *Very High*.

Table 2: Level of Teachers' Self-Efficacy

Indicators	**SD**	**Mean**	**D.E.**
Student Engagement	0.45	4.47	Very High
Classroom Management	0.47	4.46	Very High
Instructional Strategies	0.47	4.46	Very High
Overall	**0.42**	**4.46**	**Very High**

The study's findings imply that teachers assist pupils in appreciating learning. They encourage kids to have confidence in their academic abilities. They inspire pupils who don't seem to care about their schoolwork. They successfully set up a system for managing the classroom with every class of pupils and build routines to keep things moving forward. They also get kids to respect the rules in the classroom. More specifically, teachers modify their teachings to the right level for each student, employ a range of evaluation procedures, and offer a different perspective or illustration to pupils who are confused by the material being covered.

The encouraging results of this study confirmed Shahzad and Naureen's (2017) claim that instructors' high levels of self-efficacy are connected with an extensive variety of helpful upshots. Student success, inspiration, managerial behavior, teaching accountability, confidence, candor, and job satisfaction are a few of them. Also, the results affirmed the study Mireles-Rios et al. (2019) revealing that high-efficacy teachers use humanistic management strategies that include instructional strategies, inquisitive practices, levels of grit at a goal, risk-taking, and inventiveness, teacher appraisal of students, and monitoring of students' on-task time. More so, the results affirm the study of Guhao (2016) revealing that public school teachers in Davao Region have a very high level of teachers' self-efficacy.

Furthermore, the outcomes corroborate Bayawa and Guhao's (2022) study, which found that instructors' self-efficacy is often present in Region XI. Additionally, according to Guhao (2019), employees exhibit self-efficacy when they believe they can do any task

that has been given to them utilizing their skills and abilities. Teachers' sense of self-efficacy is crucial to how they feel, think, and act in the classroom. High self-efficacy people have faith in their skills in the face of difficulty.

4.3 Level of School Culture

Shown in Table 3 is the culture of public elementary schools, which has an average rating of 4.36 and an average variance of 0.46, with an interpretive rating of *Very High*. The assessments proved that professional collaboration had the greatest average rating of 4.40, which is classified as *Very High*. This is succeeded by affiliative collegiality, which has a value of 4.39 and is classified as *Very High*, and self-determination/efficacy, which has a value of 4.29 and is categorized as *Very High*.

The findings of the study suggest that teachers are working together to develop the school schedule. They discuss instructional strategies and curriculum issues, and recognize appropriate pupil conduct codes as a consequence of teamwork and agreement. Teachers support and appreciate the sharing of new ideas by members of the school, recount narratives about festivities that reinforce the school's principles, and portray a true "meaning" of belonging as seen in many school-sponsored events.

Table 3: Level of School Culture

Indicators	**SD**	**Mean**	**D.E.**
Professional Collaboration	0.49	4.40	Very High
Affiliate Collegiality	0.50	4.39	Very High
Self-determination/Efficacy	0.52	4.29	Very High
Overall	**0.46**	**4.36**	**Very High**

The results are consistent with Redding and Corbett's (2018) argument that cultural expectations evolve over time as educators, leaders, parents, and students collaborate to solve issues, overcome obstacles, and bounce back from failures. Student achievement improves when an encouraging educational environment is established within the institution, and vice versa. It has been proposed that organizational structure and culture in schools directly affect student learning.

More so, the study's findings supported Liu and Xiu's (2019) assertion that one aspect of school culture—professional collaboration—is a key pathway to teacher growth. Regarding the outcome, it supported Davis's (2018) assertion that affiliative collegiality is viewed as a crucial component of teacher professional development and a means of enhancing teacher knowledge. When there is harmony, respect, support, and enjoyment of one another's company among each member of the school community, it occurs. Additionally, Withy (2021) highlighted that teachers' instructional self-efficacy is a recognized indicator of school culture. Teachers who have excellent senses of efficacy foster learning opportunities for their students, whereas teachers with low senses of efficacy impede students' intellectual growth and perceptions of their own skills.

4.4 Level of Professional Learning Community

Shown in Table 4 are the professional learning communities of the elementary teachers with a total weighted mean score of 4.34 and an accepted variance of 0.45, indicating an interpretive grade of *Very High*. All indications have a qualitative equivalent of *Very High*. Collective learning and application have the greatest mean value of 4.39, followed by shared values and vision at 4.38, shared personal practice at 4.36, supportive conditions - structures at 4.35, supportive conditions - relationships at 4.33, and shared and supportive leadership at 4.23.

The very high rating that respondents gave in the professional learning community in terms of shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions - relationships, and supportive conditions - structures led to the very high result attained by the community. This demonstrates how instructors in public schools collaborate to seek out new information, acquire new abilities, and use novel concepts in their daily job. They also engage in collegial interactions that show dedication to attempts to enhance the institution. Additionally, they strive for professional growth that emphasizes teaching and learning, study alongside one another, apply newly acquired information to issues, and are dedicated to learning-improving initiatives.

Additionally, the beneficial outcome of the professional learning community is in conformity with the beliefs of Kramer (2019) and DuFour et al. (2016) claiming that the professional learning community is composed of school or district faculty members who work together to enhance student and adult learning. It is made up of integrated skilled learning teams who work together to promote a shared objective of learning for everyone.

Table 4: Level of Professional Learning Communities

Indicators	**SD**	**Mean**	**D.E.**
Shared and Supportive Leadership	0.54	4.23	Very High
Shared Values and Vision	0.49	4.38	Very High
Collective Learning and Application	0.47	4.39	Very High
Shared Personal Practice	0.48	4.36	Very High
Supportive Conditions – Relationships	0.52	4.33	Very High
Supportive Conditions – Structures	0.49	4.35	Very High
Overall	**0.45**	**4.34**	**Very High**

Furthermore, the findings supported Chuang and Ting's assertion that professional learning communities (PLCs) have been seen as a key facilitators in bringing about teacher change and have evolved into a desirable strategy for Taiwan's most recent curriculum reform. Teachers' views and attitudes have changed in PLCs due to supportive leadership, collegial trust, shared practice, and teacher autonomy, among other things. PLC usage may result in changes to teachers' ability to design curriculum or their methods of instruction.

4.5 Relationship between Organizational Trust and Professional Learning Communities

Shown in Table 5 are the results of the test of the relationship between organizational trust and the professional learning community. As mirrored in the hypothesis, the relationship was tested at a 0.05 level of significance. The total r-value of.645 with a p-value less than.05 indicated that the null hypothesis was rejected. It implies that there is a strong link between organizational trust and the professional learning community. This demonstrates a link between organizational trust and the professional learning community.

Table 5: Significance on the Relationship between Organizational Trust and Professional Learning Communities

Organizational Trust	Professional Learning Community						
	Shared and Supportive Leadership	Shared Values and Vision	Collective Learning and Application	Shared Personal Practice	Supportive Conditions – Relationships	Supportive Conditions-Structures	Overall
Affected-based trust	0.549* (0.000)	.474* (0.000)	.481* (0.000)	.428* (0.000)	.478* (0.000)	.544* (0.000)	.542* (0.000)
Cognition-based trust	.689* (0.000)	.599* (0.000)	.618* (0.000)	.560* (0.000)	.584* (0.000)	.624* (0.000)	.673* (0.000)
Overall	.657* (0.000)	.569* (0.000)	.583* (0.000)	.524* (0.000)	.564* (0.000)	.622* (0.000)	.645* (0.000)

*Significant at 0.05 significance level.

More specifically, the results show that all indices of organizational trust have a beneficial relationship with professional learning community, as the p-value is less than.05 and the total r-value is.542 on affect-based trust and.673 on cognition-based trust. As shown in the table, all indicators of each variable are connected. As a result, data demonstrate a favorable relationship between the two factors.

The correlation coefficient r =.645 indicates a substantial association between organizational trust and the professional learning community of public school teachers. According to the findings, there is a considerable positive strong association between organizational trust and professional learning community.

These results corroborated Pederson's (2019) assertion that there is a significant association between professional learning communities and organizational trust. The trust amongst PLC participants served as the foundation for the solid associations required to achieve the requirements of today's educational standards. This supported Jones's (2020) theory that PLCs supported the development of trustworthy relationships. The trust amongst PLC participants was the cornerstone upon which the strong connections that are required to satisfy the expectations of current educational norms were built. PLCs facilitated the development of dependable connections.

4.6 Relationship between Teachers' Self-Efficacy and Professional Learning Community

Shown in Table 6 are the findings of the assessment of the affiliation between teachers' self-efficacy and professional learning community. The findings suggest that there is a favorable and substantial association between teachers' self-efficacy and professional learning community (r =.711, p.05).

In particular, all of the indicators of teachers' self-efficacy correlate positively with professional learning community, namely student engagement (r is equal to .546, p is less than .05), classroom management (r is equal to .691, p is less than .05), and instructional strategies (r is equals to .733, p is less than .05). Apparently, there is a significant relationship between teachers' self-efficacy and professional learning community since the r-value is 0.711.

This suggests that the professional learning community and teachers' sense of self-efficacy are strongly connected. This outcome is consistent with the findings of the study by Gilliam (2020), who discovered a connection between the outcomes of teachers' self-efficacy and the professional learning community. High levels of teacher efficacy have a large and beneficial impact on students' learning because they are necessary for teachers to believe they can complete tasks successfully.

Table 6: Significance on the Relationship between Teachers' Self-Efficacy and Professional Learning Community

Teachers' Self-Efficacy	Professional Learning Community						
	Shared and Supportive Leadership	Shared Values and Vision	Collective Learning and Application	Shared Personal Practice	Supportive Conditions – Relationships	Supportive Conditions-Structures	Overall
Student Engagement	.467* (0.000)	.495* (0.000)	.540* (0.000)	.479* (0.000)	.462* (0.000)	.550* (0.000)	.546* (0.000)
Classroom Management	.570* (0.000)	.681* (0.000)	.670* (0.000)	.627* (0.000)	.599* (0.000)	.646* (0.000)	.691* (0.000)
Instructional Strategies	.594* (0.000)	.688* (0.000)	.695* (0.000)	.674* (0.000)	.661* (0.000)	.707* (0.000)	.733* (0.000)
Overall	.589* (0.000)	.673* (0.000)	.687* (0.000)	.642* (0.000)	.621* (0.000)	.686* (0.000)	.711* (0.000)

*Significant at 0.05 significance level.

Furthermore, the findings also confirmed Gilliam's (2019) study, which compared the outcomes of the Professional Learning Community Assessment-Revised (PLCA-R) to those of the Teacher Efficacy Beliefs Scale Collective Form (TEBS-C). The investigation then integrates the associated data with the Learning Forward Standards for Professional Learning with the goal to provide guidance and steer discourse on prospective optimal approach/most effective approaches within our professional learning communities.

The findings also supported Bandura's (1997) claim that strong teacher efficacy, which is crucial to teachers' shared confidence in their ability to complete tasks successfully, had a large, beneficial impact on students' learning. It is further pointed out

that efficacy can impact teachers' attitudes toward their own group projects as well as those of their peers and students, and that it is time for teacher preparation programs to focus more intently on developing fresh, cutting-edge strategies for boosting efficacy through group projects. It appears that teachers' professional learning communities and self-efficacy are related.

4. 7 Relationship between School Culture and Professional Learning Community

Shown in Table 7 are the results of the test of the relationship between school culture and professional learning community. The findings indicate that the overall values disclose a positive and significant connection between school culture and professional learning community (r is equal to .881, p is less than.05).

As a matter of fact, all of the dimensions of school culture associate certainly with professional learning community, namely professional collaboration (r is equals to .744, p is less than .05), affiliative collegiality (r is equal to .796, p is less than .05), and self-determination/efficacy (r is equals to .860, p is less than .05). Apparently, there is a substantial affiliation between school culture and professional learning community of the public school elementary teachers as represented by the p-value of .000 and the correlation coefficient r is equals to .881. This suggests that the school culture fosters and expands the professional learning community.

The results support Teasley's (2017) assertion that establishing a positive school culture is essential for implementing PLC because school culture affects an institution's readiness for change and because effective institutions foster professional collaboration, which benefits student learning. The psychological environment that is created by school culture has a significant impact on instructors, administrators, students, and the way it is organized. The results also supported Chua et al.'s (2020) argument that there is a moderately good association between PLC and school culture, which was made in the study of Yaakob and Yunus (2016).

Table 7: Significance on the Relationship between School Culture and Professional Learning Community

School Culture	Professional Learning Community						
	Shared and Supportive Leadership	**Shared Values and Vision**	**Collective Learning and Application**	**Shared Personal Practice**	**Supportive Conditions – Relationships**	**Supportive Conditions-Structures**	**Overall**
Professional Collaboration	.703* (0.000)	.740* (0.000)	.750* (0.000)	.665* (0.000)	.674* (0.000)	.708* (0.000)	.774* (0.000)
Affiliate Collegiality	.755* (0.000)	.744* (0.000)	.720* (0.000)	.705* (0.000)	.691* (0.000)	.741* (0.000)	.796* (0.000)
Self-determination/ Efficacy	.783* (0.000)	.803* (0.000)	.793* (0.000)	.755* (0.000)	.792* (0.000)	.780* (0.000)	.860* (0.000)
Overall	.812* (0.000)	.829* (0.000)	.820* (0.000)	.770* (0.000)	.782* (0.000)	.808* (0.000)	.881* (0.000)

*Significant at 0.05 significance level.

The findings are also consistent with a study by Antinluoma et al. (2018) that found that establishing a supportive school culture is essential for implementing PLC because school climate affects students' capacity for change and effective institutions foster professional collaboration, which benefits student learning. Learning communities that foster greater teacher collaboration and empowerment, tear down isolationist barriers, foster group accountability, and guarantee ongoing professional development enhance teaching culture.

4.8 Best Fit Model of Professional Learning Community

To suit the data, the model as initially shown in Figure 1 must be altered. In the study, three created models were provided. Table 8 summarizes the reliability of fit measurements for these three produced models. To select the best fit model, all specified indexes must always fall within the allowed boundaries. The chi-square/degrees of freedom number should be less than two but larger than zero if the matching p-value is greater than 0.05. The root mean square error approximation value has to be smaller than 0.05, and the related P-close value should be more than 0.05. The other indices must be greater than 0.95, encompassing normed fit, Tucker-Lewis, comparative fit, and goodness of fit.

Table 8: Summary of Goodness of Fit Measures of the Three Structural Models

Model	CMIN/DF 0<value< 2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	4.059	.000	.938	.939	.953	.883	.101	.000
2	2.543	.000	.971	.974	.982	.946	.072	.022
3	1.461	.117	.989	.993	.996	.983	.039	.655

The first generated structural model displays the interrelationships of the exogenous variables: organizational trust, teachers' self-efficacy, school culture, and causal relationship on the endogenous variable, which is professional learning community. All indices did not reach the acceptable ranges, hence, a poor fit.

The second generated structural model showed the interrelationships of the exogenous variables: organizational trust, teachers' self-efficacy, school culture, and causal relationship on the endogenous variable, which is professional learning community. The model was also found to be a poor fit since all its indices did not reach the acceptable ranges.

The third generated structural model showed the interrelationships of the exogenous variables: organizational trust, teachers' self-efficacy, school culture, and causal relationship on the endogenous variable, which is professional learning community.

As can be gleaned in Table 9, Model 3 was found to have indices that consistently indicate a very good fit to the data because all the indices presented fall within each

criterion. As it turned out to be the greatest fit out of all the tested models, there was certainly no reason to search for another model to test. Therefore, the null hypothesis that there was no best fit model for professional learning community was rejected. It might be argued that the professional learning community among elementary teachers in Southern Mindanao's public schools is predicted by the model with the best match. The model demonstrates the significance of teacher self-efficacy, organizational trust, and school culture as indicators of professional learning communities.

Moreover, Model 3 as shown in Figure 2 presents that all two indicators of organizational trust remained a significant predictor of professional learning community, to wit: affect-based trust and cognition-based trust. On the other hand, two out of three indicators of teachers' self-efficacy were found to affect professional learning community, namely: classroom management and student engagement. Similarly, two out of three indicators of school culture were found to affect professional learning community, namely: affiliative collegiality and professional collaboration. Based on the result, the findings suggest that the professional learning community among public elementary school teachers in Region XI was best anchored on organizational trust which was measured in terms of affect-based trust and cognition-based trust; teachers' self-efficacy in terms of classroom management and student engagement; and school culture in terms of affiliative collegiality and professional collaboration.

Table 9: Goodness of Fit Measures of Best Fit Model

Index	Criterion	Model Fit Value
P-Close	> 0.05	.655
CMIN/DF	0 < value < 2	1.461
P-value	> 0.05	.117
GFI	> 0.95	.983
CFI	> 0.95	.996
NFI	> 0.95	.989
TLI	> 0.95	.993
RMSEA	< 0.05	.039

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 Means Square of Error Approximation; Pclose = P of Close Fitl P-value = Probability Level

The generated structural model 3 shows the direct causal link of the exogenous variable with the endogenous variable. The endogenous variable professional learning community is measured in terms of shared and supportive values (ssl), shared values and vision (svv), collective learning and application (cla), shared personal practice (spp), supportive conditions – relationships (scr), and supportive conditions (scs). The exogenous variables are organizational trust with affect-based trust (abt) and cognition-based trust (cbt) as measures; teachers' self-efficacy with student engagement (se), classroom management (cm), and instructional strategies (is) as measures; the school

culture which is measured in terms of professional collaboration (pc), affiliative collegiality (ac), and self- determination/efficacy (sde).

Out of the six variables, the model revealed that only supportive conditions – relationships and collective learning and application remained viable professional learning community measuring constructs. Supportive conditions – relationships is a measured variable that predicts professional learning community.

4.9 Best Fit Model

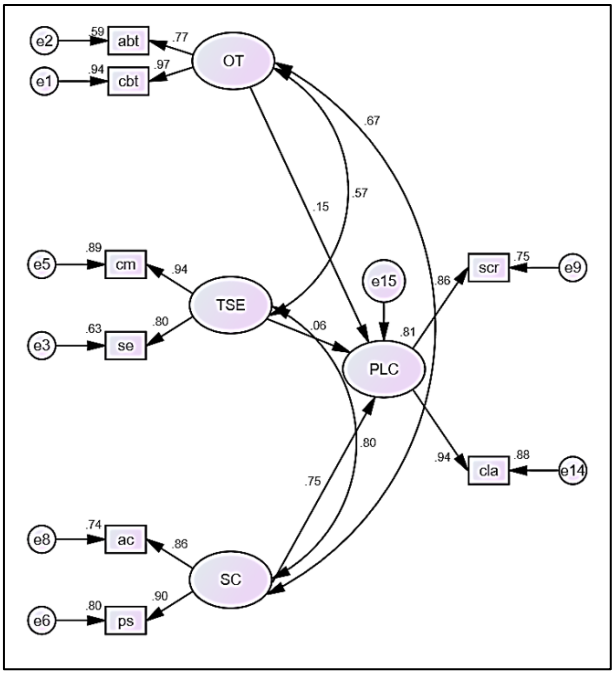

Figure 2. Structural Model 3 in Standardized Solution

Legend: abt = Affect-based trust; Cbt = Cognition-based trust; OT = Organizational Trust; Se = Student Engagement; Cm = Classroom Management; is = Instructional Strategies; TSE = Teachers' Self-Efficacy; Pc = Professional Collaboration; ac = Affiliative Collegiality; sde = Self-determination/Efficacy; SC = School Culture; ssl = Shared and Supportive Leadership; svv = Shared Values and Vision; cla = Collective Learning and Application; spp = Shared Personal Practice; scr = Supportive Conditions – Relationships; scs = Supportive Conditions – Structures; PLC = Professional Learning Communities

The results are consistent with the argument made by Harlacher, Kattleman, and Sakelaris (2014) that in order to limit the influence of silos, it is important to establish good teacher connections in order to remove constraints to individual liberty and boost teacher collaboration.

Moreover, the findings supported a study by Chhourn and Sorajjakool (2017) that found supportive interactions between teachers and each group are crucial, particularly for the improvement of schools. Teachers show concern, support, and receptivity to fresh ideas, recommendations, and commitments from their students. Furthermore, teachers

frequently engage with one another with a spirit of trust and teamwork, sharing teaching experiences, resources, and ideas.

Collective learning and application is considered to be one of the indicators of professional learning communities and a means of assisting teachers in enhancing this strategy. This is in line with the assertion made by Assen et al. (2018), who emphasize that when teachers interact and intentionally work toward a common vision, communication, collective action, and evaluation, collective learning processes emerge. Additionally, in professional learning communities, all teachers interact equally while attempting to comprehend and address what is taking place for their students.

As one of the last exogenous variables in the best fit model, organizational trust proved to be causally related to all observable factors. Affect-based trust is the first measurement. This result supported the theory put forth by Du and Jin (2021), who noted that the emotional connection between people that serves as the foundation for trust is affect-based. According to Zhu and Akhtar (2014), affect-based trust helps people form deep emotional bonds and strong personal beliefs. Additionally, it improves the follower's and leader's personal bond.

Cognition-based trust is one of the last remaining measures of organizational trust. It alludes to the desire to believe that the other party is trustworthy after learning the facts supporting that belief. The findings supported Andre's (2015) assertion that followers may feel more confident in the decisions and actions of their leaders when they have cognitive trust in them. Because followers are anticipated to be more driven to perform their duties, when that trust is high, it can result in greater follower effectiveness. Followers may perform better on tasks if they believe their leader has the necessary knowledge and professionalism.

Two out of the three observable indicators were revealed to have a substantial causal link to the professional learning community, according to one of the relevant exogenous variables that examined teachers' self-efficacy. The first is classroom management, which is the process of planning and overseeing class operations. Many believe that it involves teachers exerting control to keep the peace. The positive findings of this study supported Qassimi's (2021) assertion that effective classroom management goes beyond being tough, authoritarian, or merely ordered, and paves the road for teachers to motivate pupils to learn. It establishes a set of standards for usage in a structured school environment by containing routines, regulations, and penalties.

Another indicator of teachers' self-efficacy is student engagement as a significant predictor of professional learning community. This is aligned to the description of Dixson (2015) stating that student engagement refers to how actively students think about, talk about, and communicate with course material, other students, and the teacher. This also validated the notion of Toth (2021) claiming that the importance of student engagement cannot be underestimated. It affects student achievement, and students' futures. In this pandemic, it can potentially help close COVID-19 learning gaps.

For school culture as one of the remaining exogenous variables in the best fit model, only two out of three observed variables appeared to have a causal link to professional learning community. The findings supported Treputtharat and Tayiam's (2014) definition of affiliative collegiality as the degree to which instructors believed that they and other teachers shared both general and particular beliefs about how children learn. They found that school culture significantly influences predictions of teachers' levels of satisfaction. According to Davis (2018), the school community is said to be affiliated when relationships show unity, reverence, shared encouragement, and pleasure of one another.

Professional collaboration is another remaining indicator of school culture that links to professional learning community. It involves working together to create something new in support of a shared vision. This supported the theory put forth by Tancredi (2021), who claimed that true professional cooperation is a kind of teamwork that respects each participant's area of competence. It is supported by strong bonds based on reciprocity, respect, and good communication, and it is centered on an objective with the student and their education as the main priority.

5. Recommendations

Based on the results of the study, as revealed on the best fit model, for organizational trust, teachers may continue to manage their cognition-based trust by being consistently exposed to school leaders who deal the job with professionalism and dedication, who believe in their competence and preparation for the job given their track record, who trusted their teachers as a coworker like what most people do as indicated in appended table 1.1 and 1.2 respectively. However, to further improve their organizational trust specifically on the affect-based trust, teachers may be with school leaders whom they freely share their ideas, feelings, and hopes. They may also be with leaders whom they can freely express their concerns at work. Trusting their school leaders means teachers get affected if their school leader will be transferred.

As one of the exogenous variables that have a big impact on the professional learning community, teachers may continue to help students think they are capable of performing effectively in schoolwork, aid students appreciate education, and improve the understanding of a student who fails. However, as demonstrated in Table 2.2, teachers must maintain control over a few troublesome students to prevent a lesson from being ruined as well as maintain control over resistant pupils.

Teachers are urged to model collaborative professionalism and affiliated collegiality within the educational environment. As noted in appended tables 3.1 and 3.2, teachers play crucial roles in maintaining a positive school climate by discussing curriculum and instructional strategy issues, developing the daily schedule collaboratively with other staff members, and establishing appropriate student behavior codes. However, teachers need to do a better job of participating in the selection of

materials and resources as well as visiting, conversing, and gathering outside of the classroom to spend time together.

Furthermore, it is recommended that professional learning community among public elementary school teachers is suggested to be sustained and maintained as reflected in appended table 4. Aiming for professional development that focuses on delivering instruction and learning together and applying new knowledge to solve problems, and being devoted to initiatives that strengthen learning, teachers may continue to work collectively to search for expertise, abilities, and techniques and apply this new learning to their work. They may also practice collegial relationships that demonstrate dedication to school improvement efforts. These are all mentioned in table 4.3.

Lastly, it is recommended that the Department of Education particularly in Southern Mindanao, Region XI, through each division, may consider the best model for professional learning community among public elementary school teachers generated by this study, to enhance teachers' professional learning community because teachers, as one of the most important stakeholders in the education system, are expected to upgrade themselves professionally. They may create policies, programs, projects, trainings that would intensify the professional learning community for teachers as well as their organizational trust, teachers' self-efficacy, and school culture. The intention of this study would be further realized if corresponding initiatives about organizational trust, teachers' self-efficacy, and school culture will be crafted sustaining the professional learning community for teachers. Teaching is a never-ending learning. Hence, teachers may be exposed to varied trainings considering both the teachers' and students' circumstances.

6. Conclusion

The dependability and completeness of this research were increased by the use of the structural equation model (SEM). The findings showed that there is Very High organizational trust, Very High teacher self-efficacy, Very High school culture, and Very High professional learning community levels.

Organizational trust, teachers' self-efficacy, and the professional learning community all significantly influence one another as well as the interaction between the professional learning community and the school culture. Only model 3 was discovered to have indices that constantly point to a very excellent fit for the data among the investigated structural models. Each requirement is satisfied by every one of the supplied indices. As a result, it was determined to be the tested models' best fit. This model indicates that professional learning community with indicators of supportive conditions – relationships and collective learning and application is strongly influenced by organizational trust depicted by the indicators affect-based trust and cognition-based trust; teachers' self-efficacy with indicators of classroom management and student

engagement; and school culture defined by indicators professional collaboration and affiliative collegiality.

Generally, there is a significant correlation between organizational trust, teachers' self-efficacy, and professional learning communities, as well as between school culture and professional learning communities. The research's findings lend support to Bandura's (1977) social learning theory. This theory implied that people learn in social environments by watching and communicating with others. This theory provides a concrete explanation that shows the association of organizational trust, teachers' self - efficacy, and school culture towards professional learning communities. The premise of Bandura's thesis is that people learn most effectively by their lived events and connections.

The model fit for professional learning community among public school elementary teachers aligns with the social learning theory of Wenger (2000) who made an emphasis that learning is both an active and social practice. Wenger stressed the idea of "community of practice" as a prerequisite for learning that entails knowledge creation and transition. Yakhlef (2010) argued that in order for individuals to understand, they must be participants in the social processes of daily life in a community. Prytula and Weiman (2012) claimed that social learning and learning in group with others are known to have major effect on awareness, the development of knowledge, and knowledge of self. As emphasized by Cuddapah and Clayton (2011), learning should be an integral part of an individual's participation in communities of practice. When people participate in a process of collaborative learning, cultures of practice arise within organizations.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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