



TEACHER'S MOTIVATION FOR TEACHING, WORKFORCE DIVERSITY, AND ORGANIZATIONAL ENVIRONMENT: A CAUSAL MODEL ON ORGANIZATIONAL EFFECTIVENESS OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN DAVAO REGION

Jeric L. Telen¹ⁱ,

Elleine Rose A. Oliva²

¹College of Teacher Education,
University of Mindanao,
Davao City, Philippines

²UM Professional Schools,
University of Mindanao,
Davao City, Philippines

Abstract:

This study determined the best-fit model of organizational effectiveness among private higher education institutions in the Davao Region, considering teachers' motivation for teaching, workforce diversity, and organizational environment. A quantitative, non-experimental causal research design was employed using structural equation modeling. Data were collected from 400 faculty members selected through stratified random sampling using validated survey questionnaires. Mean, standard deviation, Pearson product-moment correlation, linear regression, and structural equation modeling were used to analyze the data. Results showed very high levels of teachers' motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness. All three exogenous variables were significantly related to organizational effectiveness. However, regression analysis revealed that only workforce diversity and organizational environment significantly predicted organizational effectiveness, with organizational environment emerging as the strongest predictor. Among the three generated models, Model 3 demonstrated the best fit based on the established goodness-of-fit indices. The findings indicate that organizational effectiveness is primarily strengthened by a supportive organizational environment and inclusive workforce practices. These results provide a basis for private higher education institutions to improve organizational conditions and diversity-related practices that contribute to institutional effectiveness.

Keywords: educational management, organizational effectiveness, teachers' motivation for teaching, workforce diversity, organizational environment, structural equation model, private higher education institutions, University of Mindanao, Philippines

ⁱ Correspondence: email jtelen@umindanao.edu.ph

1. Introduction

Organizational effectiveness remains a persistent challenge across sectors because of its multidimensional nature and the difficulty of establishing consistent measures of effectiveness (Dhoopar *et al.*, 2023). It extends beyond financial outcomes and encompasses structural, operational, and attitudinal dimensions that are not always easily or uniformly measured. Although some organizations may possess supportive cultures, they may still encounter difficulties in translating organizational initiatives into desired outcomes, particularly when employee engagement is insufficient (Naqshbandi *et al.*, 2024). These challenges are even more pronounced in educational institutions, where organizational change initiatives may fail to achieve their intended objectives because of resistance to change, ineffective leadership, and fragmented organizational characteristics. Such conditions can weaken collaboration among stakeholders and ultimately affect student outcomes (Jarl *et al.*, 2021).

The study of organizational effectiveness is important because it provides insights into how organizations can sustain performance, adapt to environmental changes, and remain viable in increasingly dynamic conditions. Recent perspectives emphasize that organizational effectiveness is determined not only by organizational structure and operational efficiency but also by culture, innovation, and resilience, which enable organizations to respond effectively to emerging challenges (Garrido-Moreno *et al.*, 2024; Awais *et al.*, 2023). Its significance is particularly evident in higher education, where institutions face increasing pressures arising from globalization and quality assurance requirements (Riza *et al.*, 2025; Mokadem *et al.*, 2024). Higher education institutions are therefore expected to demonstrate accountability, efficient use of resources, and responsiveness to the needs and expectations of their stakeholders. Moreover, studies suggest that supportive organizational cultures and participative leadership contribute to organizational effectiveness when accompanied by strong employee engagement and innovation, highlighting the importance of human and behavioral factors in achieving institutional effectiveness (Naqshbandi *et al.*, 2024; Riza *et al.*, 2025).

There is some mixed empirical evidence regarding teacher motivation and organizational effectiveness. In some studies, it was found that motivation contributes to increased performance, satisfaction, commitment and enhances the effectiveness of the organization (Asamani *et al.*, 2025; Ibrahim *et al.*, 2022). Other studies suggest that its contribution is indirect or depends on the level of engagement, availability of resources, clarity of roles, and the work environment (Asamani *et al.*, 2025; Nusraningrum *et al.*, 2024). This indicates that motivation's direct effect is not consistent when combined with other organization factors and should be tested in parallel with other institutional factors. Workforce diversity evidence is also limited. The benefits of diversity and inclusion for enhancing innovation and performance are dependent on ethical practices in the workplace, inclusive leadership, diversity beliefs, and institutional ownership (Chaudhry *et al.*, 2021; Mehari *et al.*, 2024; Saha *et al.*, 2024; Turi *et al.*, 2022). Differences, in themselves, might not lead to cohesion or effectiveness if there are no structures in

place to support them. This mixed pattern begs the question whether diversity implies effectiveness or whether it is mediated by the organizational environment.

Employee well-being, commitment, performance, and retention have more consistently been linked to the organizational environment (Chen & Lin, 2024; Dumitriu *et al.*, 2025; Zhenjing *et al.*, 2022). However, some research has theorized the impact of these variables on motivation, organizational learning, innovation and engagement as mediating factors, instead of a direct link (Tripathi & Kalia, 2022; Zhenjing *et al.*, 2022). The three predictors may overlap in variance and interact in their causal influences on organizational effectiveness; thus, an integrated causal model was necessary to understand the unique and combined variances of the three predictors.

Studies on teacher motivation commonly distinguish between intrinsic and extrinsic forms of motivation, each of which may have different implications for organizational outcomes. Intrinsic motivation is consistently associated with enjoyment, a sense of meaning, and professional commitment (Lazarides *et al.*, 2025; Reeve & Cheon, 2024). Hurtada and Oliva (2023) likewise found that motivation significantly influences positive educational outcomes, underscoring its role as an important psychological factor that strengthens teacher engagement and performance. These individual-level outcomes may, in turn, contribute to improved institutional performance by encouraging teachers to exert effort beyond their formal job requirements. However, existing evidence often positions motivation as an antecedent to engagement, commitment, or other work-related behaviors rather than as an independent organizational resource that directly determines organizational effectiveness. This suggests that the influence of teacher motivation on organizational effectiveness may operate through intermediate organizational and behavioral mechanisms.

Extrinsic rewards such as pay, recognition, job security and promotion can be used to boost performance if employees believe the rewards and work conditions are fair (Cha *et al.*, 2025). However, its impact seems more conditional and becomes more diluted when institutional conditions and the labor context are taken into account (Menéndez-Espina *et al.*, 2025; Criado-Del Rey *et al.*, 2024). What has been common in the literature is that the two types of motivators, intrinsic and extrinsic, are complementary; the question is whether or not the motivators themselves, or enabling organizational conditions, explain organizational effectiveness.

The common denominator among the various notions of diversity, inclusion, ideation and understanding in the diversity literature is the opportunity to participate, share ideas and understand each other through cultural and professional differences. Diverse knowledge improves creativity and problem-solving when supported by inclusive policies and intercultural competence, which provide psychological safety (Altes *et al.*, 2024; Iniesto & Bossu, 2023; Tseng *et al.*, 2024). In other words, diversity is not about diversity per se but about the ability of the institution to transform difference into substantiation, into meaningful participation and into the exchange of knowledge.

Treatment, power and cohesiveness also demonstrate that the advantages of diversity require equitable relationships and decision-making. Equitable treatment

fosters trust and institutional connection, and imbalances in power or hierarchy can hinder voice and collaboration (Corsino & Fuller, 2021; Hashemi Toroghi *et al.*, 2024). Thus, cohesiveness is not a function of similarity but rather of inclusive leadership and common values, which enable members to meld together different inputs.

Detail and values are the behavioral cultural underpinnings of these processes. Communication, feedback, and cultural cues help facilitate proper coordination, while shared institutional values create a shared platform for responsible collaboration (Hernández-López *et al.*, 2024; Mayer *et al.*, 2024). The eight dimensions together indicate that workforce diversity is a relational/organizational capability, but research to date has been inconclusive about whether the impact on effectiveness is direct or indirect through the organizational environment.

Research on the organizational environment consistently highlights two interrelated dimensions: structural support and developmental support. Elements such as professional development opportunities, clearly defined roles, adequate resources, and transparent organizational systems contribute to higher levels of job satisfaction and engagement by helping teachers understand institutional expectations and equipping them to respond to evolving academic demands (Assefa *et al.*, 2023; Owusu-Agyeman, 2024; Sanlao *et al.*, 2024). Jordan and Oliva (2022) similarly found that the work environment is an important organizational factor influencing teachers' decisions to remain in their institutions. Their findings emphasize the importance of establishing a supportive organizational environment that promotes employee satisfaction, retention, and institutional stability. Taken together, the evidence suggests that professional development is most effective when it is embedded within a broader system of organizational support rather than implemented as an isolated activity.

Relational conditions, which are teamwork, guidance and support, and facilitation, translate formal systems into day-to-day faculty experiences. Collective efficacy is enhanced, and participation in institutional initiatives is encouraged by open communication, mentoring, shared leadership and accessible administrators (Bynner *et al.*, 2023; Meneses-La-Riva *et al.*, 2025; Shiri *et al.*, 2023). The results indicate that the organizational environment is a phenomenon that creates a mechanism of coordinated routines and social relationships, which allows employees to be productive and make use of their knowledge and motivation.

The perception of fairness and responsiveness of institutional processes, along with participation and coordination, and rewards and benefits, are key to whether faculty feel processes are fair and responsive. Participatory mechanisms enhance ownership, and equitable compensation and recognition foster satisfaction and retention (Lu *et al.*, 2025; Smit *et al.*, 2023). One problem that keeps coming up, however, is that rewards can incentivize without providing for poor governance or low participation. This means that the conditions of the organizational context that continue to have the greatest impact should be examined when motion and diversity are viewed together.

Organizational effectiveness in private higher education cannot be adequately assessed using a single criterion because institutions pursue multiple and often

competing objectives. The goal-attainment approach evaluates the extent to which institutions achieve academic, strategic, quality assurance, and innovation-related goals. However, this approach may overlook the resources, organizational processes, and internal conditions necessary to accomplish these objectives, particularly when institutional goals are diverse or conflicting (Nel *et al.*, 2023; Van der Merwe & Olivier, 2024). Sardido and Oliva (2025), on the other hand, found that a positive organizational climate strengthens professional competence and contributes to improved institutional performance. Their findings indicate that organizational effectiveness is shaped not only by the achievement of institutional goals but also by the interaction between individual competencies and supportive organizational conditions.

The system resource approach overcomes this limitation by evaluating the ability of an institution to access and maintain human capital, infrastructure, accreditation support and external partnerships. The competing values approach is a complement to both perspectives, as it focuses on how stability and flexibility, internal cohesion and external responsiveness, as well as human development and productivity, are all valued, but no one can have it all.

These three strategies were chosen because private higher education institutions must ensure that they attain the outcomes of the mission, must acquire limited resources, and must meet the changing requirements of their stakeholders and the regulators. Together, they operationalize outputs (goal attainment), inputs and sustainability (system resources), and internal processes and adaptability (competing values) in a more comprehensive way than can be achieved by any single framework. Flexibility, resource management, strategic planning, stability, and building a cohesive and competent workforce are all factors that contribute to organizational effectiveness, as identified by Millado *et al.* (2024) of higher education institutions in Mindanao.

The Resource-Based View (RBV) is the anchor theory of this study, and in this study, the three exogenous variables are treated as strategic internal resources. Teachers' motivation to teach is valuable human capital because it is commitment and tacit pedagogical knowledge that can be difficult to imitate if it is deep and can support the teacher's performance continuously. A diverse workforce is the source of diverse knowledge and social capital, which can lead to new ideas or greater problem-solving ability if inclusion makes the knowledge and social capital available (Barney, 1991).

The organizational environment can be thought of as routinized practices, leadership, supports, and norms that coordinate and mobilize human resources. If they are valuable, hard to copy and non-substitutable, then they give the institution a source of sustainable effectiveness (Barney, 1991; Vasudevan, 2021). Hence, RBV can also help to account for the fact that the organizational environment may be a determinant as to whether or not motivation and diversity are translated into organizational results.

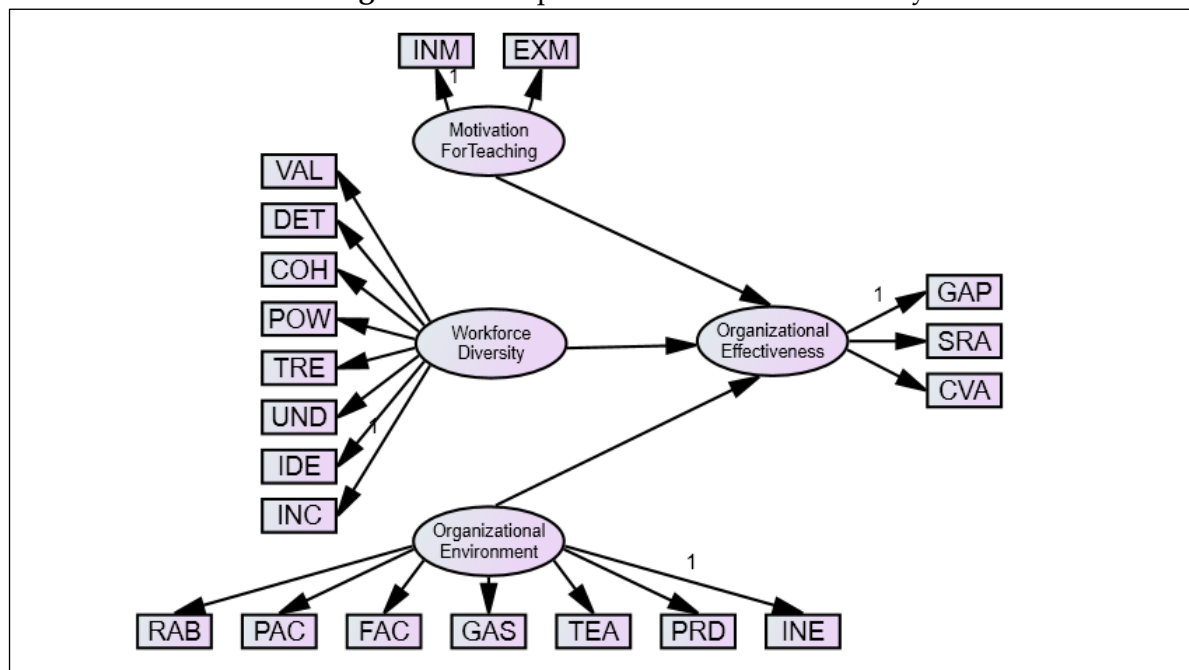
To support this framework, Herzberg's Two-Factor Theory (Herzberg, 1959; Jaffar *et al.*, 2024) emphasizes that motivators (including recognition and growth) and hygiene factors (such as supervision and the work environment) both contribute to teachers' motivation for teaching. Thus, this theory highlights the importance of internal and

external factors in guaranteeing that motivated employees are able to positively impact the organization's results. When it comes to higher education, getting motivators and hygiene factors right can contribute to engaged staff, job satisfaction, and productivity, ultimately bolstering the effectiveness of the institution.

Moreover, Social Identity Theory can be used as support in explaining the role of workforce diversity and the organizational environment in organizational performance. Tajfel *et al.* (1979) state that people gain their identity from their group, and this impacts group cohesiveness and working together in diverse institutions. Employees who feel positive and included in an organization are more likely to feel identified with their organization and therefore to see diversity as a source of strength and not a source of conflict. Inclusive higher education institutions can maximize the benefits of workforce diversity, foster collaboration, and ultimately lead to more effective organizations.

The conceptual framework of the study is shown in Figure 1, which is based on the assumption that organizational effectiveness (the endogenous variable) is a product of various interrelated organizational dimensions. Effectiveness is examined using three approaches: goal attainment, system resources and competing values, which together reflect institutional outcomes, system resources, internal stability, adaptability and workforce quality.

Figure 1: Conceptual Framework of the Study



Legend:

Teacher's Motivation for Teaching
INM – Intrinsic Motivation
EXM – Extrinsic Motivation

Workforce Diversity
INC – Inclusion
IDE – Ideation

Organizational Environment
RAB – Reward and Benefit
PAC – Participation and Coordination
FAC - Facilitations
GAS – Guidance and Support
TEA - Teamwork
PRD – Professional Development

Jeric L. Telen, Elleine Rose A. Oliva
TEACHER'S MOTIVATION FOR TEACHING, WORKFORCE DIVERSITY,
AND ORGANIZATIONAL ENVIRONMENT: A CAUSAL MODEL ON ORGANIZATIONAL
EFFECTIVENESS OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN DAVAO REGION

UND – Understanding
TRE – Treatment
POW – Power
COH – Cohesiveness
DET – Detail
VAL – Values

INE – Internal Environment
Organizational Effectiveness
GAP – Goal-Attainment Approach
SRA – System Resource Approach
CVA – Competing Values Approach

Teachers' motivation to teach, workforce diversity and organizational environment are considered as exogenous variables in the framework that impact organizational effectiveness. The variables that measure teachers' motivation for teaching consist of intrinsic motivation and extrinsic motivation; variables that measure workforce diversity consist of inclusion, ideation, understanding, treatment, power, cohesiveness, detail, values; and the variables that measure organizational environment consist of internal environment, professional development, teamwork, guidance and support, facilitation, participation and coordination, and rewards and benefits. SEM was chosen because it allows for the analysis of multiple latent variables at once, it estimates direct and indirect causal pathways, and it assesses the fit of the entire proposal causal structure with the observed data.

While each of the constructs, teacher motivation, workforce diversity and organizational environment have been linked to organizational outcomes, no published SEM study found in the reviewed literature looked at each of these constructs as predictors of organizational effectiveness in Region XI private higher education institutions. Prior research typically examined individual relationships or focused on leadership, engagement, and job satisfaction; yet it is unclear how these three internal resources work together and whether any one of them has a unique impact, independent of the other two. This particular empirical gap required the need to create and validate an integrated causal model.

This study is timely given current national and regional concerns in higher education. The EDCOM II Year Two Report highlighted continued attrition in higher education and ongoing governance, institutional capacity, and access issues, which reflect the need for more robust institutional systems and accountability (Second Congressional Commission on Education [EDCOM II], 2025).

Such concerns are especially pertinent to private higher education institutions in Davao Region, which need to maintain enrolment, faculty qualified for their courses, comply with quality assurance standards, and deal with scarce resources in an environment of competition. The research on teacher leadership competence and teacher engagement has been conducted at the regional level (Abendaño, 2024), but there is no integrated model explaining organizational effectiveness in this sense that incorporates teachers' motivation for teaching, workforce diversity and organizational environment.

This study aimed to determine the levels of organizational effectiveness in terms of the goal-attainment, system resource, and competing values approaches; teacher's motivation for teaching in terms of intrinsic and extrinsic motivation; workforce diversity in terms of inclusion, ideation, understanding, treatment, power, cohesiveness, detail,

and values; and organizational environment in terms of internal environment, professional development, teamwork, guidance and support, facilitation, participation and coordination, and rewards and benefits.

It further aimed to test the significant relationships of teacher's motivation for teaching, workforce diversity, and organizational environment with organizational effectiveness; determine which exogenous variables significantly predict organizational effectiveness; and identify the structural model that best fits organizational effectiveness among private higher education institutions.

The following null hypotheses were tested at a 0.05 level of significance. First, there is no significant relationship between teacher's motivation for teaching and organizational effectiveness, workforce diversity and organizational effectiveness, and organizational environment and organizational effectiveness. Second, there is no exogenous variable that best influences organizational effectiveness. Lastly, there is no model that best fits the organizational effectiveness of private higher education institutions.

The study is important because it is able to integrate the three factors contributing to the organizational effectiveness of private higher education institutions (HEIs), which are teacher's motivated for teaching, workforce diversity and organizational environment. It goes beyond the piecemeal nature of current research to create a causal model that can inform evidence-based decision-making through the use of Structural Equation Modeling (SEM). The study is also aligned with the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) through improving the effectiveness of institutions to provide inclusive and equitable learning opportunities; SDG 8 (Decent Work and Economic Growth) in relation to the impact of the motivational climate and the working environment on the productivity and professional wellbeing of staff; and SDG 10 (Reduced Inequalities) in highlighting the importance of workforce diversity and inclusive practices in improving the creation of cohesive and fair institutions.

The results will be useful to various stakeholders. The study offers administrators practical information to enhance institutional policies and programs for workforce development, inclusivity, and resource management. For faculty and staff, it underscores the need to be motivated, have supportive organizational conditions, and have effective diversity management for job satisfaction, collaboration, and growth. Better organization can lead to better learning experiences, better academic supports and better access to quality education for students. The results could also be utilized by policymakers and educational leaders at regional and national levels as empirical evidence to formulate strategies to strengthen private higher education institutions.

Theoretically, the study adds to the body of literature by developing and testing a structural equation model to explain the combined effects of teachers' motivation to teach, workforce diversity, and organizational environment on organizational effectiveness. This model has now been validated and could be used as a reference model for future research to test, replicate, refine, or extend models of organizational

effectiveness in higher education in other institutional and geographic settings. The study highlights private HEIs in the Davao Region, filling a gap in Philippine higher education studies in the context of sustainable institutional and societal development.

2. Method

This section describes various study methods, including research design, research locale, population and sample, research instruments that were used to measure constructs of interest, data collection, statistical tools and ethical considerations.

2.1 Research Respondents

The respondents of the study were selected from a total population of 9,462 faculty members employed in private higher education institutions in the Davao Region, Philippines. Stratified random sampling was employed to ensure adequate representation of faculty members across the identified geographical areas. This probability sampling technique involves dividing the population into relatively homogeneous subgroups, or strata, and randomly selecting participants from each subgroup (Makwana *et al.*, 2023; Simply Psychology, 2023). Respondents were drawn from 21 private higher education institutions in the Davao Region, comprising 10 institutions in Davao City, one in Davao de Oro, six in Davao del Norte, and four in Davao del Sur. Davao Occidental and Davao Oriental were excluded because no private higher education institutions meeting the study requirements were identified in these provinces.

According to the guidelines for methodologically sound SEM analysis, the sample size of 400 respondents can be regarded as sufficient. For example, Buchberger *et al.* (2024) highlight that sample size heuristics employed with SEM should correspond with model complexity and power considerations. In a similar vein, Ezugwa *et al.* (2022) offer heuristic approaches for determining minimum sample sizes in PLS-SEM applications, frequently shared with SEM applications. A response sample of 400 is considered to be conservative but prudent in terms of power, parameter stability and robustness for latent variable estimation.

The inclusion criteria included that the respondents needed to have at least three years of experience in their institution, thus making them familiar and knowledgeable of the working environment and practices of the institution. The focus was kept on those who have served at least three years to prevent the answers of persons not yet acquainted with the institutional context, as well as interns, temporary assistants or persons in non-institutional roles. All participation was voluntary, and all respondents were fully informed of their rights to withdraw at any time without consequence. To safeguard the participants and to ensure the validity of the data, institutional review and adherence to ethical protocols such as confidentiality, informed consent and data security were strictly observed.

2.2 Materials and Instrument

This study utilized four (4) adapted survey questionnaires, which were subjected to validation. The first instrument, designed to measure organizational effectiveness, was developed by Kareem (2019). It contains twelve (12) items covering the dimensions of goal-attainment approach, system resource approach, and competing values approach. The second questionnaire, which evaluates teachers' motivation for teaching, was developed by Oliveira *et al.* (2023). Comprising seventeen (17) items, it assesses two indicators: intrinsic motivation and extrinsic motivation. The third instrument, created by Larkey (1996), measured workforce diversity through twenty-seven (27) items that address inclusion, ideation, understanding, treatment, power, cohesiveness, detail, and values. Finally, the fourth questionnaire, developed by Farooqi *et al.* (2014), was used to assess organizational environment. This tool consists of thirty-six (36) items that measure internal environment, professional development, teamwork, guidance and support, facilitations, participation and coordination, and reward and benefit. All instruments underwent pilot testing, expert validation, and reliability testing through Cronbach's alpha to establish their robustness.

To determine the levels of teacher's motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness, a five-point scale will be employed with corresponding descriptive interpretations: a mean range of 4.20–5.00 indicates a very high level, meaning the variables are always manifested and/or observed; 3.40–4.19 is high, meaning they are often manifested and/or observed; 2.60–3.39 is moderate, meaning they are sometimes manifested and/or observed; 1.80–2.59 is low, meaning they are seldom manifested and/or observed; and 1.00–1.79 is very low, meaning they are almost never manifested and/or observed.

For the interpretation of the strength of relationships among teacher's motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness, the absolute values of the Pearson correlation coefficients were classified using the following ranges: 0.00–0.19 as very weak, 0.20–0.39 as weak, 0.40–0.59 as moderate, 0.60–0.79 as strong, and 0.80–1.00 as very strong (Creswell & Creswell, 2023). Positive coefficients indicated that the variables moved in the same direction, whereas negative coefficients indicated an inverse relationship. These ranges were used to determine the practical strength of the associations, while a probability value lower than the 0.05 level of significance was used to determine whether the relationships were statistically significant. Thus, a statistically significant relationship in this study was interpreted not only according to its p-value but also according to the magnitude and direction of its correlation coefficient.

Although the four survey questionnaires had been used in several previous studies, they were revised to fit the local higher education context. Specific terms were refined to ensure appropriateness, clarity, and relevance to the target respondents. The modified instruments underwent expert validation and obtained an overall mean rating of 4.72, which signifies an excellent evaluation.

After the validation process, the instruments were pilot-tested among 30 higher education faculty members to determine their reliability and validity. The findings showed very high reliability across all sections, as reflected in the Cronbach's Alpha coefficients. Part I, Teacher's Motivation for Teaching, obtained a coefficient of .853 for 17 items, indicating good internal consistency. Part II, Workforce Diversity, yielded a coefficient of .954 for 27 items, demonstrating excellent reliability. Part III, Organizational Environment, recorded a coefficient of .967 for 36 items, showing excellent consistency in measurement. Part IV, Organizational Effectiveness, achieved a coefficient of .943 for 12 items, confirming its strong reliability. Overall, the results established the instruments as reliable and suitable for the main data-gathering phase, ensuring accurate and consistent measurement of the intended constructs.

2.3 Design and Procedure

This study employed a quantitative, non-experimental research design to examine the relationships among teachers' motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness. A non-experimental design was appropriate because the variables were examined as they naturally occurred, without manipulation or intervention by the researcher (Creswell & Creswell, 2023). This approach enabled the researcher to determine the relationships among the variables and assess their predictive contributions to organizational effectiveness. Structural equation modeling (SEM) was subsequently employed to examine the simultaneous relationships among the study constructs and identify the model that best represented the observed data.

Structural Equation Modeling (SEM) is a suitable technique for the modelling of complex relationships among multiple latent variables (Nazir & Qureshi, 2023), which makes it appropriate for educational research contexts. SEM not only allows for accounting for measurement error, but it also allows for the estimation of direct, indirect and mediated effects, and the overall goodness of fit of the proposed model (Ximénez *et al.*, 2022). SEM has advantages over traditional regression analyses in that it is more precise and nuanced than traditional regression approaches by combining confirmatory factor analysis and path analysis.

Standard fit indices, such as Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA), were used to assess the model's fit, where $CFI \geq 0.95$, $TLI \geq 0.95$, and $RMSEA \leq 0.06$ are considered good fit values (Ximénez *et al.*, 2022; Goretzko *et al.*, 2023). The criteria are based on simulation-based studies and contain the state of the art in SEM (Ximénez *et al.*, 2022).

The study employed a descriptive survey research design when data were gathered through validated survey instruments from February to April 2026 in selected private higher education institutions in Region XI with the specific areas of Davao City, Davao del Sur, Davao del Norte, and Davao de Oro. Davao Occidental and Davao Oriental were not included since no private higher education institutions were identified in these provinces. Before beginning data collection, a formal request was obtained from

the Dean of the UM Professional Schools and passed on to each of the participating institutions. With institutional consent, the questionnaires with the informed consent form were personally distributed by the researcher. Only when all administrative and ethical needs had been met was collection begun.

Data retrieved were organized, tabulated and analyzed. The variables were profiled using descriptive statistics (Mean and SD). Pearson correlation was used to examine the significance and strength of linear associations between variables, and linear regression was used to determine the important predictors of organizational effectiveness. Finally, SEM was used to examine multivariate causal relationships and to reach the best-fitting model.

All data obtained in this study were handled within institutional research ethics guidelines and data privacy. Each participant was given a coded identification number, and no personally identifiable information was added to the data set or to the research products. The surveys were completed in either printed format or by secure electronic methods and then transferred to password-protected electronic files. If a hard copy is utilized, it is kept in a locked cabinet, and the electronic copy, if available, is on a computer with a password and secure storage, with only the researcher and research adviser allowed access to it.

This study was conducted under ethical oversight and compliance with the Data Privacy Act of 2012 and Protocol UMER-2026-026 of the University of Mindanao Ethics Review Committee (UMERC). All procedures with human participants were performed in a manner respectful of dignity, confidentiality and voluntary participation. The study presents little to no risk to participants, in that they will only be completing a structured survey questionnaire and no physical intervention will be used. Some items that are part of the workplace experiences might be somewhat psychologically or emotionally uncomfortable for some; however, a participant may skip any item that they feel uncomfortable with and may withdraw from the study at any time without penalty. Participants did not receive compensation, but may benefit indirectly from the study's contributions to EBP to improve the effectiveness of private HEIs. Plagiarism Detection Tools have been used to check the originality of the research output and to maintain scholarly integrity (e.g., Turnitin and Grammarly).

3. Results and Discussion

This section presents a detailed analysis and discussion of the data and findings related to teachers' motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness. It examines how these variables are described, interpreted, and connected within the context of the study, particularly in determining their possible influence on organizational effectiveness. Moreover, this section provides a comprehensive interpretation of the statistical results by identifying significant patterns, trends, relationships, and meaningful insights that emerged from the analysis.

3.1 Teacher's Motivation for Teaching

Table 1 shows that teachers' motivation for teaching was very high overall ($M = 4.28$, $SD = 0.46$). Among the two indicators, intrinsic motivation obtained the highest rating and was described as very high ($M = 4.40$, $SD = 0.53$), whereas extrinsic motivation obtained the lowest rating and was described as high ($M = 4.16$, $SD = 0.69$). This overall pattern suggests that faculty members are motivated more strongly by the inherent meaning and fulfillment they derive from teaching than by external rewards or employment-related considerations.

The very high level of teachers' motivation to teach suggests that the teachers are personally and professionally invested in their tasks as teachers. This can be understood as the nature of the teaching process in the private higher education institutions – faculty members have the opportunities to interact with students closely and see the development of their students academically and personally. These experiences can enhance teacher purpose, identity and satisfaction. Teaching may thus be seen not only as a job but as meaningful work whereby faculty can make contributions to the development of the institution and the growth of students.

Table 1: Level of Teacher's Motivation for Teaching

Indicators	SD	Mean	Descriptive Equivalent
Intrinsic Motivation	0.53	4.40	Very High
Extrinsic Motivation	0.69	4.16	High
Overall	0.46	4.28	Very High

The somewhat lower rating for extrinsic motivation, while still considered high, may indicate ongoing challenges with compensation competitiveness, employment security, promotion opportunities, workload, and institutional expectations at private HEIs. While these conditions can be adequate to motivate teachers to do their jobs, they may not be as significant as the meaning teachers find in teaching itself or the satisfaction they get from it.

The findings are consistent with Reeve and Cheon (2024) and Lazarides *et al.* (2025) who stated that intrinsically motivated teachers are driven by personal fulfilment, professional values, engagement in the teaching and learning process, and a strong sense of purpose. In the case of private HEIs in the Davao Region, it could mean that despite institutional pressures from enrollment competition, scarcity of resources, and several academic tasks, teachers are still very much committed to their profession.

Likewise, the significant role of extrinsic motivation is consistent with the findings of Cha *et al.* (2025), who emphasized the importance of compensation, institutional recognition, employment security, and opportunities for professional advancement. However, the comparatively lower rating of extrinsic motivation suggests that these external factors may be experienced differently across institutions. This pattern further indicates that private higher education institutions may sustain faculty engagement more effectively when institutional support and external rewards complement, rather than replace, teachers' intrinsic commitment to teaching. Overall, the findings demonstrate

that both intrinsic and extrinsic factors contribute to teachers' motivation to teach, although intrinsic motivation appears to exert a stronger influence among the respondents.

3.2 Workforce Diversity

Table 2 shows that workforce diversity among teachers in private higher education institutions in the Davao Region was very high overall ($M = 4.31$, $SD = 0.50$). Among the indicators, values obtained the highest rating and was described as very high ($M = 4.49$, $SD = 0.60$), whereas power obtained the lowest rating and was described as high ($M = 4.14$, $SD = 0.68$). The remaining indicators were likewise rated very high, indicating that respectful treatment, understanding, inclusion, cohesiveness, attention to detail, and openness to diverse ideas were generally evident in the participating institutions. This pattern suggests that workforce diversity is strongly manifested, particularly through shared professional values, although the distribution of influence and participation in institutional processes may still require improvement.

The very high level of workforce diversity suggests that private higher education institutions in the Davao Region generally foster workplace cultures in which differences among employees are respected, valued, and integrated into everyday interactions and decision-making processes. The prominence of shared values may be understood in the context of the collaborative nature of academic work, where faculty members are expected to coordinate instruction, participate in committees, comply with accreditation requirements, and contribute to various institutional activities. These shared responsibilities may strengthen collaboration, professionalism, mutual respect, and a sense of collective responsibility among faculty members despite differences in their personal, professional, and cultural backgrounds.

Table 2: Level of Workforce Diversity

Indicators	SD	Mean	Descriptive Equivalent
Inclusion	0.62	4.27	Very High
Ideation	0.62	4.30	Very High
Understanding	0.60	4.34	Very High
Treatment	0.61	4.36	Very High
Power	0.68	4.14	High
Cohesiveness	0.65	4.25	Very High
Detail	0.56	4.37	Very High
Values	0.60	4.49	Very High
Overall	0.50	4.31	Very High

Given the very high level of the other indicators, it is also very likely that teachers generally have opportunities for professional interaction, fair treatment, respectful communication and openness to diverse points of view. While considered high, the somewhat lower rating for power might be due to the hierarchical administrative organizational models found in many private HEIs, where important policies and institutional decisions are mainly made by senior administrators and governing bodies.

As such, teachers may find themselves feeling included and cooperative when it comes to daily work and has relatively little impact on policy development, dispute resolution, and decision making at a high level.

The results are similar to those of Iniesto and Bossu (2023), who pointed out that inclusive practices help shape an equitable institutional climate, and to those of Tseng *et al.* (2024), who described how diversity fosters creativity, dialogue, and collaborative problem solving. The high value on values is also consistent with the findings of Hashemi Toroghi *et al.* (2024), who found that 'fair and caring diversity practices contribute to the building of trust, well-being and institutional loyalty'. In the case of private HEIs in the Davao Region, these may be further complicated by the demand for faculty members to collaborate more effectively between departments and to address compulsions brought about by enrollment rivalry, limited resources, accreditation issues, and shifting student demands.

But, the relatively weaker score on power aligns with the proposition of Corsino and Fuller (2021) who suggested that educational institutions need to continually review and question systemic hierarchies and expand the representation of underrepresented groups in decision making processes. The overall results suggest that although private HEIs have strong interpersonal and value-based aspects of workforce diversity, more participatory governance structures may be required to ensure that inclusion is also present in the distribution of institutional influence and authority.

3.3 Organizational Environment

Table 3 shows that the organizational environment among teachers in private higher education institutions in the Davao Region was very high overall ($M = 4.32$, $SD = 0.49$). Among the indicators, teamwork obtained the highest rating and was described as very high ($M = 4.43$, $SD = 0.52$), whereas rewards and benefits obtained the lowest rating and was described as high ($M = 4.13$, $SD = 0.70$).

Table 3: Level of Organizational Environment among Teachers

Items	SD	Mean	Descriptive Equivalent
Internal Environment	0.59	4.34	Very High
Professional Development	0.57	4.36	Very High
Teamwork	0.52	4.43	Very High
Guidance and Support	0.52	4.41	Very High
Facilitations	0.60	4.30	Very High
Participation and Coordination	0.59	4.28	Very High
Rewards and Benefits	0.70	4.13	High
Overall	0.49	4.32	Very High

The remaining indicators were likewise rated very high, suggesting that guidance and support, professional development, internal workplace conditions, facilitation, and participation and coordination were generally evident across the participating institutions. This pattern indicates that the organizational environment is particularly

strong in its relational and collaborative dimensions, although compensation and benefit-related conditions may still require greater attention.

The very high level of organizational environment means that in general, the working conditions at private higher education institutions in the Davao Region are conducive on teachers' professional functioning, collaboration and institutional participation. The emphasis on teamwork can be attributed to interdependence which is inherent to academic activities, such as coordinating teaching, working on committees, drawing up accreditation documents, and organizing institutional activities and processing student/administration issues together. These responsibilities can help to create frequent opportunities for communication, collegial interaction, shared problem-solving and professional support.

The very high ratings for guidance and support, professional development, internal environment, facilitation, and participation and coordination indicate that teachers are generally provided with opportunities to exercise professional judgment, participate in training and seminars, assume academic and administrative responsibilities, and contribute ideas to institutional processes. In contrast, rewards and benefits received a relatively lower rating, although the overall level remained high. This may reflect continuing concerns related to the competitiveness of compensation, salary progression, retirement and pension provisions, workload-related incentives, and performance-based rewards, particularly among less-resourced private higher education institutions. Overall, the findings suggest that the participating institutions provide supportive and collaborative work environments; however, financial and material forms of support may be perceived as less substantial than interpersonal, professional, and organizational support.

The results are aligned with those of Sanlao *et al.* (2024) which highlighted that teachers' motivation and engagement are facilitated by clear role expectations, adequate resources, collegial collaboration, and institutional support. They also agree with the views of Assefa *et al.* (2023) and Owusu-Agyeman (2024) who pointed out the need for professional development and life-long learning for sustaining faculty engagement, and Meneses-La-Riva *et al.* (2025) who said that effective communication and teamwork enhances collective performance.

These supportive conditions can be further strengthened by the necessity to uphold the quality of private HEIs in the Davao Region despite the competition for enrolment, resource constraints, accreditation requirements, and changing academic requirements. The lower ratings for rewards and benefits, however, validate the findings of Lu *et al.* (2025) that compensation, benefits, recognition, and career-growth opportunities are important elements to maintain engagement. Overall, the results indicate that the private HEIs created effective collaborative and developmental contexts, and compensation structures and benefit systems could be further optimized to meet the high standard of professional commitment one would expect to have from faculty.

3.4 Organizational Effectiveness

Table 4 shows that organizational effectiveness among private higher education institutions in the Davao Region was very high overall ($M = 4.42$, $SD = 0.46$). Among the three indicators, the competing values approach obtained the highest rating and was described as very high ($M = 4.46$, $SD = 0.54$), whereas the goal attainment approach obtained the lowest rating, although it remained within the very high category ($M = 4.39$, $SD = 0.54$). The system resource approach was likewise rated very high, indicating that the participating institutions were generally perceived as capable of acquiring and managing resources. This pattern suggests that organizational effectiveness was most evident in the institutions' ability to balance stability, flexibility, productivity, and adaptation, while the direct achievement of institutional goals, although strongly manifested, was comparatively less prominent.

The very high level of organizational effectiveness suggests that private higher education institutions in the Davao Region are generally competent in setting and carrying out institutional goals, the use of available resources, and the ability to adapt to the various demands of the institutions. The emphasis on the competing values approach may reflect the necessity for private HEIs to be responsive and flexible in the face of competition in enrollment, new technologies, accreditation standards, changing student expectations and economic pressures. In order to be sustainable, these institutions need to be capable of balancing operational stability with innovation, faculty and student well-being with productivity, and collaboration within with competitiveness outside.

Table 4: Level of Organizational Effectiveness among Teachers

Items	SD	Mean	Descriptive Equivalent
Goal Attainment Approach	0.54	4.39	Very High
System Resource Approach	0.52	4.42	Very High
Competing Values Approach	0.54	4.46	Very High
Overall	0.46	4.42	Very High

The very high score of the system resource approach also indicates that institutions generally have access to financial, human, physical and technological resources which can be mobilized for teaching, quality assurance and institutional activities. The relatively lower rating on goal attainment, although very high, may be due in part to the difficulty of consistently meeting bold strategic goals in resource-constrained settings. Declines in the number of students enrolled, restricted resources, faculty workload and differences in implementation capacities among private HEIs can impact institutional objectives, including enrollment growth and research productivity, accreditation status and graduate outcomes and service quality.

The results align with the description by Van der Merwe and Olivier (2024) that organizational effectiveness is characterised by having clear objectives, strategic alignment, innovation, quality improvement, and measurable outcomes. The system resource approach received a very high rating, which also aligns with the work of Min and Ji (2026), who underscored the importance of an organization's ability to secure,

leverage, and maintain essential resources, including human capital, infrastructure, institutional partnerships, and accreditation support. Similarly, the competing values approach is aligned with Bortolotti *et al.* (2024) and Nel *et al.* (2023), who argued that the right balance is required between stability and flexibility, cohesion and productivity, and continuity and innovation in order for an organization to be effective.

In the context of private HEIs in the Davao Region, this balance may be particularly significant given that institutions are expected to be responsive to regulatory requirements and evolving stakeholder needs while ensuring the quality of education and their financial viability. Overall, the results suggest that the adaptive capacity and the management of resources are key factors that support the overall effectiveness of the private HEIs, while the systematic efforts to achieve strategic goals are still required.

3.5 Relationship between Teacher's Motivation for Teaching and Organizational Effectiveness

The results in Table 5 show that teacher's motivation for teaching had a significant positive relationship with organizational effectiveness ($r = .220, p < .001$). Based on the adopted interpretation of correlation coefficients, this relationship was weak. Thus, the null hypothesis stating that there is no significant relationship between teacher's motivation for teaching and organizational effectiveness was rejected. Although the relationship was statistically significant, its weak magnitude indicates that increases in teacher motivation are associated with only modest increases in organizational effectiveness. In practical terms, motivation contributes to institutional effectiveness, but it is unlikely to produce substantial organizational improvements when considered independently of other factors such as leadership, organizational systems, resource availability, workforce diversity, and the work environment.

Table 5: Significance of the Relationship between Motivation for Teaching and Organizational Effectiveness of Private Higher Education Institutions in Davao Region

Motivation for Teaching	Organizational Effectiveness			
	Goal Attainment Approach	System Resource Approach	Competing Values Approach	Overall
Intrinsic Motivation	.320** .000	.204** .000	.325** .000	.327** .000
Extrinsic Motivation	.145** .004	-.026 .603	-.016 .747	.039 .433
Overall	.295** .000	.099* .048	.177** .000	.220** .000

Among the indicators, intrinsic motivation had significant positive relationships with the goal attainment approach ($r = .320, p < .001$), system resource approach ($r = .204, p < .001$), competing values approach ($r = .325, p < .001$), and overall organizational effectiveness ($r = .327, p < .001$). All these relationships were weak, although the associations with overall organizational effectiveness and the competing values approach were comparatively stronger. These findings indicate that teachers' enjoyment, fulfillment,

sense of purpose, and personal commitment to teaching are meaningfully connected with institutional goal achievement, adaptability, productivity, and resource utilization.

However, the weak magnitudes suggest that intrinsic motivation supports rather than independently determines organizational effectiveness. Extrinsic motivation, on the other hand, had a significant but very weak positive relationship only with the goal attainment approach ($r = .145, p = .004$). Its relationships with the system resource approach ($r = -.026, p = .603$), competing values approach ($r = -.016, p = .747$), and overall organizational effectiveness ($r = .039, p = .433$) were negligible and statistically non-significant.

The results suggest that organizational effectiveness is more related with intrinsic than with extrinsic motivation. Teachers who enjoy teaching, feel a sense of fulfillment and see meaning and purpose in teaching are more likely to be willing to put in sustained effort, participate in institutional programs and activities, adjust to evolving demands of the curriculum, and contribute to improving the quality. If teachers see their job as personally significant and of importance to the students' development, their commitment to the job might go beyond merely accomplishing the tasks handed to them, and better aligned with the institution's mission. However, the low level of correlation suggests that, even among those teachers who are highly motivated, supportive structures, sufficient resources, effective leadership, and opportunities for meaningfully and actively participating in organizational decisions are necessary for the motivation to be linked to better organizational outcomes.

The relationships of non-significant aspects of extrinsic motivation need to be reviewed. Although external influences like salary expectations, job security, institutional pressures, promotion prospects, and fear of bad consequences can help to motivate teachers to meet minimum job requirements, these factors do not necessarily raise institutional adaptability, resource access, or the stability/innovation dynamic.

Comparable to the situation in private HEIs in the Davao Region, the exterior may also differ significantly from one institution to another such as their salary structure, benefits, employment status, workload and career progression. These factors may be viewed as necessary conditions of employment, or low-level institutional commitments, and not as direct sources of institutional commitment. Furthermore, external rewards might not affect teachers' perception of organizational effectiveness when they are considered to be inadequate, unevenly distributed, and/or poorly tied to performance. This might partly account for the finding that this was only associated with goal attainment, as compliance with their assigned task and institutional goals may be more directly involved.

The findings support Asamani *et al.* (2025) and Nusraningrum *et al.* (2024) that employee motivation is a part of employee performance, job satisfaction, and engagement, which are the elements of effective organizations. Specifically, the notable positive associations with intrinsic motivation are in line with Reeve and Cheon (2024) and Lazarides *et al.* (2025) who suggested that professionals who are intrinsically motivated tend to exhibit greater professional engagement, autonomy-supportive

practices, and values. In the context of the private HEIs in the Davao Region, intrinsic motivation could contribute in sustaining the commitment of the faculty members even in the presence of enrollment rivalry, limited resources, workload and shifts in institutional expectations.

But the results challenge partially the arguments of Cha *et al.* (2025) and Criado-Del Rey *et al.* (2024) who stressed the importance of extraneous factors in maintaining teacher performance. The findings of the present study indicate that even though extrinsic motivation can help to achieve specific institutional objectives, it may not be enough in itself to improve the general effectiveness of the private higher education institutions.

3.6 Relationship between Workforce Diversity and Organizational Effectiveness

The results in Table 6 show that workforce diversity had a significant positive relationship with organizational effectiveness ($r = .653, p < .001$). Based on the adopted interpretation of correlation coefficients, this relationship was strong. Thus, the null hypothesis stating that there is no significant relationship between workforce diversity and organizational effectiveness was rejected. The strong correlation indicates that institutions in which workforce diversity is more evident also tend to demonstrate considerably higher organizational effectiveness. In practical terms, diversity-related practices may have substantial relevance to institutional adaptability, collaboration, innovation, resource utilization, and goal achievement, although the relationship should not be interpreted as direct causation.

Among the indicators, ideation had the strongest relationship with overall organizational effectiveness ($r = .608, p < .001$), which was classified as strong. Detail ($r = .592, p < .001$), understanding ($r = .566, p < .001$), inclusion ($r = .528, p < .001$), treatment ($r = .527, p < .001$), values ($r = .524, p < .001$), cohesiveness ($r = .482, p < .001$), and power ($r = .431, p < .001$) all showed moderate positive relationships with organizational effectiveness. These results indicate that every dimension of workforce diversity was meaningfully associated with institutional effectiveness, although ideation demonstrated the greatest practical relevance. The strong relationship involving ideation suggests that institutions may function more effectively when teachers from varied backgrounds are encouraged to express ideas, integrate gender, cultural, and disciplinary perspectives into institutional projects, and engage respectfully in professional discussions.

The moderate correlations with detail and understanding also indicate that organizational effectiveness is fostered through careful communication, fair interpretation of ideas of others, consideration of work style, and proper responses to concerns related to gender or cultural bias. Similarly, the weak, but positive, associations with inclusion, treatment, values, cohesiveness and power suggest that equitable access to opportunities, fair treatment, good working relationships, trust, and involvement in institutional processes have practical implications for the functioning of institutions.

Such dimensions can enhance coordination, minimize interpersonal conflicts and allow faculty members to be more productive in academic and administrative activities.

The lowest correlation, however, was achieved by power, but this correlation was moderate and statistically significant. This indicates that ideas and perspectives, rather than shared decision-making, equal participation in discussion, and handling of power relations, are more consistently used and more directly related to institutional outcomes, and that they may not be as crucial to the effectiveness of the organizations as are the latter.

Table 6: Significance of the Relationship between Workforce Diversity and Organizational Effectiveness of Private Higher Education Institutions in Davao Region

Workforce Diversity	Organizational Effectiveness			
	Goal Attainment Approach	System Resource Approach	Competing Values Approach	Overall
Inclusion	.466** .000	.398** .000	.509** .000	.528** .000
Ideation	.513** .000	.491** .000	.575** .000	.608** .000
Understanding	.466** .000	.431** .000	.572** .000	.566** .000
Treatment	.510** .000	.355** .000	.505** .000	.527** .000
Power	.433** .000	.317** .000	.371** .000	.431** .000
Cohesiveness	.432** .000	.370** .000	.449** .000	.482** .000
Detail	.513** .000	.458** .000	.569** .000	.592** .000
Values	.409** .000	.440** .000	.513** .000	.524** .000
Overall	.575** .000	.500** .000	.622** .000	.653** .000

The findings are consistent with Chaudhry *et al.* (2021), who had stated that workforce diversity and inclusion are important for innovation and that the organizational effectiveness scores were highly correlated with ideation scores. This is also in line with Mehari *et al.* (2024) and Turi *et al.* (2022), who found that diversity benefits organizational performance when coupled with workplace conditions, diversity leadership, and ethical practices. For private HEIs in Davao Region, a variety of faculty perspectives may prove to be especially important when considering evolving needs of students, the requirements for accreditation, technological advancements, and institutional competition.

The moderate correlations between values and treatment are also consistent with the study by Hashemi Toroghi *et al.* (2024), which emphasized the importance of fair and compassionate diversity practices for fostering trust, well-being, and institutional loyalty. In the meantime, the relative lack of fit between power and the relationship further supports Corsino and Fuller's (2021) argument that educational institutions need to keep

looking at the system of hierarchies and continue to enhance opportunities for faculty to have substantive involvement in the process.

The results as a whole suggest workforce diversity is also highly relevant in practice in regard to organizational effectiveness, when workforce diversity is operationalized as open ideation, respectful interaction, inclusive participation and collaborative institutional practices.

3.7 Relationship between Organizational Environment and Organizational Effectiveness

The results in Table 7 show that organizational environment had a significant positive relationship with organizational effectiveness ($r = .685, p < .001$). Based on the adopted interpretation of correlation coefficients, this relationship was strong. Thus, the null hypothesis stating that there is no significant relationship between organizational environment and organizational effectiveness was rejected. The strong correlation indicates that private higher education institutions with more favorable organizational conditions also tend to demonstrate considerably higher organizational effectiveness. In practical terms, improvements in institutional support, communication, participation, coordination, professional development, teamwork, and employee welfare may contribute meaningfully to stronger institutional performance, although the relationship should not be interpreted as direct causation.

Table 7: Significance of the Relationship between Organizational Environment and Organizational Effectiveness of Private Higher Education Institutions in Davao Region

Organizational Environment	Organizational Effectiveness			
	Goal Attainment Approach	System Resource Approach	Competing Values Approach	Overall
Internal Environment	.542** .000	.462** .000	.477** .000	.569** .000
Professional Development	.533** .000	.451** .000	.451** .000	.552** .000
Teamwork	.515** .000	.464** .000	.465** .000	.556** .000
Guidance and Support	.551** .000	.442** .000	.477** .000	.566** .000
Facilitations	.545** .000	.487** .000	.582** .000	.621** .000
Participation and Coordination	.623** .000	.531** .000	.545** .000	.654** .000
Rewards and Benefits	.480** .000	.389** .000	.495** .000	.526** .000
Overall	.642** .000	.545** .000	.594** .000	.685** .000

Among the indicators, participation and coordination had the strongest relationship with overall organizational effectiveness ($r = .654, p < .001$), followed by facilitations ($r =$

.621, $p < .001$); both relationships were classified as strong. Internal environment ($r = .569, p < .001$), guidance and support ($r = .566, p < .001$), teamwork ($r = .556, p < .001$), professional development ($r = .552, p < .001$), and rewards and benefits ($r = .526, p < .001$) showed moderate positive relationships with organizational effectiveness. These findings indicate that every dimension of the organizational environment was meaningfully associated with institutional effectiveness, with participation and coordination demonstrating the greatest practical relevance.

The strong relationship involving participation and coordination, indicate that institutions can improve its functioning by providing constructive feedback from department heads, making decisions together where appropriate, taking account of faculty competencies and concerns in workload and implementation, and giving them opportunities to express their ideas. These practices can facilitate communication, enhance faculty control over institutional decisions, decrease obstacles to operations, and encourage faculty to act together in achieving academic and institutional objectives.

The strong relationship involving facilitations also suggests that accessible leadership, well-communicated policies, work assignments, support of employee well-being and meaningful contribution are tightly coupled with effective institutional functioning. Such circumstances can allow faculty to be more productive in their response to academic demands, institutional requirements, and workplace challenges.

The moderate relationships involving internal environment, guidance and support, teamwork, professional development, and rewards and benefits suggest that these factors also have some practical implications. Gaining trust from immediate supervisors, expressing appreciation for good work, good interactions with colleagues, mentoring, and access to training could enhance faculty engagement and the quality of academic and administrative work.

Rewards and benefits acquired had the lowest correlation, but were still statistically significant and moderate. This indicates that strategies of compensation, pension-based benefits, pay equity, and performance-based recognition are still important for organizational effectiveness but may not be as directly related to institution outcomes as participation, coordination, and effective facilitation. While participatory practices and accessible leadership might have a more immediate impact on a faculty member's daily engagement and functioning in an institution, financial arrangements may be seen as necessary employment conditions.

The results are aligned with Zhenjing *et al.* (2022) and Chen (2024), who stressed that supportive work environments lead to commitment, behaviors, and performance among employees. The robust link between participation and coordination also aligns with Smit *et al.* (2023), who stated that participation and collaborative decision-making mechanisms allow employees' needs and views to shape institutional efforts. Among private HEIs in the Davao Region, these practices might be crucial as the HEIs provide coordination of faculty roles and adjust to accreditation, enrollment rivalry, resource constraints, and evolving student demands.

Likewise, the moderate correlation of professional development, teamwork, guidance and support with faculty engagement aligns with Assefa *et al.* (2023), Owusu-Agyeman (2024), and Shiri *et al.* (2023), who highlighted the significance of professional development, collaboration, and continuous learning in maintaining faculty engagement. The results also agree with those of Lu *et al.* (2025), who indicated that rewards, benefits, salary, and career-growth opportunities have a positive impact on job satisfaction and retention.

Overall, the results suggest that the organizational context is very practically significant for the effectiveness of the organization, especially if the institutions support participants in decision-making, work coordinating, approachable leadership and organizational support.

3.8 Influence of Teacher's Motivation for Teaching, Workforce Diversity, and Organizational Environment on Organizational Effectiveness

The results in Table 8 reveal that motivation for teaching, workforce diversity, and organizational environment collectively and significantly predicted organizational effectiveness, as indicated by the regression model, $F = 122.759, p < .001$. Since the probability value was lower than the 0.05 level of significance, the null hypothesis stating that no exogenous variable significantly influences organizational effectiveness was rejected. The model obtained an R value of .694, indicating a strong combined relationship between the predictor variables and organizational effectiveness.

The coefficient of determination ($R^2 = .482$) indicates that motivation for teaching, workforce diversity, and organizational environment collectively explained 48.2% of the variance in organizational effectiveness. Among the three predictors, organizational environment emerged as the strongest significant predictor ($B = .474, \beta = .506, t = 6.345, p < .001$), followed by workforce diversity ($B = .210, \beta = .229, t = 2.812, p = .005$). In contrast, motivation for teaching did not significantly predict organizational effectiveness when the other variables were included in the model ($B = -.066, \beta = -.065, t = -1.644, p = .101$).

Table 8: Significance of the Influence of Motivation for Teaching, Workplace Diversity and Organizational Environment on Organizational Effectiveness of Private Higher Education Institutions in Davao Region

Organizational Effectiveness					
(Variables)		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant		1.753		9.531	.000
Motivation for Teaching		-.066	-.065	-1.644	.101
Workplace Diversity		.210	.229	2.812	.005
Organizational Environment		.474	.506	6.345	.000
<i>R</i>		.694			
R^2		.482			
ΔR^2		.478			
<i>F</i>		122.759			
<i>Q</i>		.000			

The other 51.8% of the variance was unknown, meaning that the three predictors mentioned above may not be the only determinants of the effectiveness of the private higher education institutions.

These results suggest that while the three exogenous variables may account for a large part of organizational effectiveness, the organizational environment is the most powerful predictor when considering the unique contribution of each variable. Private HEIs can then be more effective in creating supportive internal conditions, adequate professional development, strong teamwork and working together, available guidance, effective facilitation, participatory coordination, and rewards and benefits.

According to the Resource-Based View, these conditions can be considered strategic institutional assets, as they are organizing and mobilizing human capabilities, they support the coordinated performance of the institution, and they facilitate the response of institutions to new academic and environmental demands. When integrated into institutional routines and relationships, supportive systems, participative practices, professional-development mechanisms and collegial networks can be valuable and hard-to-imitate resources that offer ongoing benefits in institutional performance.

Practical implementation can contribute to the effectiveness of the whole organization when principals and heads empower teachers to take on meaningful academic and administrative roles, give them feedback on their work, involve them in decision-making, share institutional information effectively, facilitate their professional development, and ensure equitable workloads. The significant influence of workforce diversity also suggests that effectiveness is improved when people feel they are included, treated fairly, and respected for their differences in thinking, values, and working, as well as when they feel they are treated as a team and have equal opportunities to contribute.

The regression coefficient for motivation for teaching was not significant and does not mean that motivation is not relevant. The results indicated that the level of motivation was not significant in the regression model, but was significantly correlated in the bivariate analysis, which may have been due to overlapping or shared variance in the model with the other variables (workforce diversity and organizational environment). That is, supportive workplace conditions and inclusive institutional practices might capture some of the contribution of motivational factors, and when the three are all entered together, the contribution of motivation might be diminished.

Also, the considerable predictive value of the environment of organizations supports the findings of Zhenjing *et al.* (2022), Chen (2024), Dumitriu *et al.* (2025), and Tripathi *et al.* (2024), who emphasized the role of organizational support, employee well-being, and conducive workplace conditions in influencing performance and institutional functioning. The significant contribution of workforce diversity is likewise consistent with Chaudhry *et al.* (2021), Mehari *et al.* (2024), Turi *et al.* (2022), and Saha *et al.* (2024), who associated diversity and inclusion with innovation, adaptability, and organizational outcomes.

Despite the non-significant coefficient of the motivation factor, this study's result differs from that of Asamani *et al.* (2025), Nusraningrum *et al.* (2024), Ibrahim *et al.* (2022),

and Akerele (2023) but does not negate the importance of motivation. Instead, it is the current results that indicate that the impact of motivation on organizational effectiveness could be indirect or via its relationship with other organizational conditions. The regression results suggest that inclusive workforce practices and a positive organizational context are what make individual motivation more likely to lead to institutional effectiveness.

3.9 Best Fit Model of Organizational Effectiveness

This section presents the relationships among the variables included in the study and the sequential development of the structural model of organizational effectiveness. Three structural models were generated through progressive refinement. Model modifications were guided by goodness-of-fit indices, standardized factor loadings, residual patterns, modification indices, statistical significance, parsimony, and theoretical coherence rather than by statistical improvement alone. Each modification was limited to relationships that could be justified based on the conceptual definitions of teachers' motivation for teaching, workforce diversity, organizational environment, and organizational effectiveness.

Table 9 presents the goodness-of-fit measures of the three generated models. Models 1 and 2 did not satisfy the established criteria. Model 1 demonstrated poor fit, while Model 2 showed improvement but remained outside the acceptable thresholds. In contrast, Model 3 satisfied all the required goodness-of-fit criteria, with $p = .056$, $CMIN/DF = 1.419$, $GFI = .983$, $CFI = .996$, $NFI = .987$, $TLI = .991$, $RMSEA = .032$, and $P\text{-close} = .924$. These results indicate that Model 3 provided a close, acceptable, and parsimonious representation of the relationships observed in the data.

The first widespread measurement and structural model was Model 1. It maintained all the indicators for the four latent constructs and added direct links between workforce diversity and organizational environment and between these and organizational effectiveness. Direct paths between teachers' motivation to teach and organizational effectiveness were not retained, as motivation did not make a significant unique contribution when considered with the other organizational variables. This does not mean that, theoretically, motivation is turned away. Instead, the relationship between motivation and effectiveness could be indirect, related to the engagement, commitment and participation of teachers in the organization processes.

While workforce diversity and organizational environment affected the models significantly in Model 1, the poor global fit suggested that the full model had some overlap or poorly distinguished indicators such that the model failed to replicate the observed covariance matrix adequately. Thus, there was an initial explanation of the effectiveness of the organization through Model 1, which then needed to be adapted to achieve statistical and theoretical acceptability.

Model 2 included the direct paths from workforce diversity and organizational environment to organizational effectiveness and allowed workforce diversity and organizational environment to vary. This change was made in light of the conceptual

similarity that the two constructs shared. But diverse faculty members are not immune to their institutional context, and the benefits of diversity in the workforce may be contingent upon inclusive policies, equitable treatment, organizational support, professional development, and opportunities for participation.

Table 9: Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.039	.761	.772	.754	.741	.151	.000
2	.000	6.326	.796	.867	.846	.847	.116	.000
3	.056	1.419	.983	.996	.987	.991	.032	.924

Legend:

CMIN/DF - Chi Square/Degrees of Freedom

GFI - Goodness of Fit Index

RMSEA - Root Mean Square of Error Approximation

NFI - Normed Fit Index

TLI -Tucker-Lewis Index

CFI - Comparative Fit Index

Social Identity Theory was used to support the covariance between workforce diversity and organizational environment, which suggests that the experiences of group membership and diversity vary depending on social and organizational circumstances of interaction. It was also consistent with the Resource-Based View, in that diversity of the workforce can be viewed as a human resource whose realized value can be affected through the systems that are created to manage, integrate and mobilize the resources. Model 2 did not include any correlated measurement errors. This change did not make the fit indices better but it was still an inadequate model. Also, workforce diversity was found to be not significant when directly used as a predictor, which indicated that a portion of its variance was captured by the variance of organizational environment.

Acceptance of Model 3 strengthens the theoretical framework of the study, which is based on Resource-Based View, Herzberg's Two Factor theory and Social Identity theory. The model is consistent with the Resource-Based View as it shows that intangible institutional resources, such as inclusive practice, professional development, teamwork, guidance, participation, shared values and supportive working environment are important in creating an effective institution, if they are well organised and incorporated into institutional routines.

The model also mirrors Herzberg's Two-Factor Theory since the organizational environment encompasses conditions that form professional experiences of the faculty members, for example, development opportunities, guidance and support, teamwork, participation and workplace arrangements. The model also reinforces the influence of Social Identity Theory, as the emphasis on workforce diversity is still represented in the final stage, showing that inclusion, understanding, ideation and influence distribution all have an impact on the collaboration of diverse faculty members within the private higher education context.

Table 10: Regression Weights of the 3 Generated Models

Model	Exogenous Variables to Endogenous Variables		
	Motivation	Workforce Diversity	Organizational Environment
1	-	.221***	.394***
2	-	.147 ^{NS}	.450**
3	-	.026 ^{NS}	.653***

* p<0.05, ** p<0.01, *** p=0.000

Teacher's motivation for teaching was not consistently connected to organizational effectiveness in the generated structural models as illustrated in Table 10. In Model 1, workforce diversity and organizational environment significantly affected organizational effectiveness, and organizational environment proved to have a more significant effect. Workforce diversity and organizational environment were significant contributors, and organizational environment had the higher contribution in organizational effectiveness in Model 1. When the direct effect of workforce diversity was accounted for, the effect of organizational environment remained significant and stronger, and the effect of workforce diversity became non-significant in Model 2. In Model 3, organizational environment was again the most important predictor, but the direct link between workforce diversity and organizational effectiveness was not significant.

Model 3 was further refined by keeping indicators that were most coherent and parsimonious in measuring the model. The words workforce diversity and the following: inclusion, ideation, understanding, and power were retained, and the words: treatment, cohesiveness, detail, and values were removed. The indicators that were retained were the main processes in which diversity can impact the functioning of the institution, such as Employee Participation, Expression of Ideas, Understanding of Difference, or Distribution of Influence.

The internal environment, professional development, teamwork, guidance and support, and participation and coordination were identified as part of the organizational environment. Facilitation and rewards and benefits were dropped due to information redundancy with the remaining organizational-environment dimensions or due to low levels of distinct information in the multivariate model. The goal attainment and system resource approaches were retained, and the competing values approach was eliminated because it's empirical contribution was redundant with the approaches retained. Intrinsic motivation and extrinsic motivation were also used to measure the motivation of the teacher in teaching. Removal of these indicators does not mean that they are not substantively important in their own right but that they were a better representation of the latent constructs in the sample used in this study.

The results of the generated structure for Model 1 indicated that workforce diversity and organizational environment had a direct significant impact on organizational effectiveness, with organizational environment having the higher impact. In this first phase, explanations for institutional effectiveness were provided in terms of inclusive and diverse workforce practices and supportive organizational conditions.

But Model 1 was not accepted as its goodness of fit indices were not satisfactory. The p-value for the model was significant at less than .001, the CMIN/DF was 10.039, which exceeded the required value; the fit indices were below the needed value; and the RMSEA was .151. These findings showed that the model built was not representative enough of the data observed. As a result, while Model 1 provided a preliminary understanding of organizational effectiveness, alterations were needed.

The structural model of Model 2 was found to be improved from Model 1. Organizational environment continued to be a prominent predictor of organizational effectiveness and was found to have a greater structural contribution. However, workforce diversity was no longer significant once mutual relations with organizational environment were identified. This indicates that organizational conditions through which diversity is experienced and addressed may have, in part, been a factor in what was previously attributed to workforce diversity.

Model 2 increased in numbers, but it still did not achieve the necessary goodness of fit criteria. The p-value was still significant at $< .001$, its value of CMIN/DF was above the acceptable range, its fit indices were less than .95, and its RMSEA was greater than the acceptable value of .05. Model 2 was an improved but still inadequate explanation of organizational effectiveness and needed to be further developed.

The Model 3 measurement and structural parts were then further refined. The link between workforce diversity and organizational environment was guided rather than simply as a covariance at the structural level. This modification was an expression of the theoretical argument that such experiences as inclusion, understanding, ideation, and power distribution could influence employees' perceptions of their organizational environment and that diversity might be a source of these experiences. These direct links from workforce diversity to organizational effectiveness and organizational environment to organizational effectiveness were kept to examine their unique contribution after controlling for the relations among the latent variables.

Correlated residuals were added to Model 3 but just for indicators that measure the same latent construct. For workforce diversity, the residuals of power and ideation and ideation and inclusion were permitted to be correlated, since both have content related to employee voice, participation, influence, and opportunities to contribute ideas. In the organizational environment, the residual of participation and coordination was correlated with the residuals of teamwork and professional development, as participation often occurs through teamwork and professional-learning activities.

These correlated errors were the common indicator content not captured by the general latent construct. They were not introduced between conceptually unrelated variables and were theoretically justified and not added to enhance statistical fit.

All the required goodness of fit criteria were met for Model 3, unlike the first two models. It had a non-significant chi-square probability, acceptable chi-square/df, high incremental and absolute fit indices, low RMSEA and high P-close, suggesting that it provided a good fit for the observed data. Thus, Model 3 became the most parsimonious

and accurate model in studying organizational effectiveness of the private higher education institutions in Davao Region.

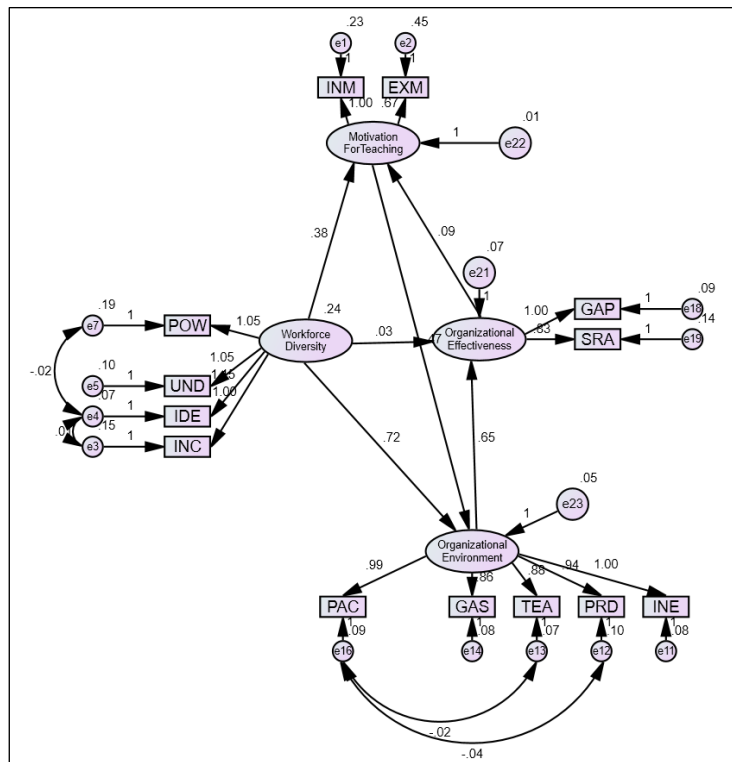


Figure 4: Model 3 Best Fit Model in Standard Solution

Considering structural relations, it was found that organizational environment was the most prominent and significant direct predictor of organizational effectiveness; however, workforce diversity did not have a significant unique direct effect. The non-significant path between workforce diversity should not be taken as evidence that diversity does not matter. The correlation and regression analyses indicated that workforce diversity was a significant predictor of organizational effectiveness; however, its direct effects attenuated when measurement error and shared variance with organizational environment were considered in the final SEM.

This trend indicates that the effectiveness of the organization can be indirectly related to workforce diversity because of the organizational environment. When institutions offer teamwork, professional development, organizational support and a voice to employees, diverse perspectives, inclusion, understanding and employee voice can help to be effective. Thus, the organizational environment could be seen as a way in which the positive effects of diversity can be translated into organizational results. This potential mediation effect should be formally evaluated in future studies, however, by means of indirect effect analysis and bootstrapped confidence intervals.

These organizational conditions represent strategic resources of the institution, as they are part of the institutional relationships and practices, and are difficult for other institutions to replicate. The model thus suggests that organizational environment is an

integrative institutional capability which would enable faculty motivation and workforce diversity to be transformed into coordinated performance, goal achievement and effective resource management.

Instead of being one with the highest coefficient, the final model shows that organizational effectiveness in private HEIs is mainly determined by the HEI's ability to establish conditions that coordinate people, resources, responsibilities and professional relationships. Motivated teachers and a diverse workforce are not the only factors that contribute to effectiveness. It is the result of supportive internal systems, professional-development opportunities, teamwork, guidance, and involvement of faculty in a coordinated and participatory process, all facilitated by institutional leaders.

This, however, implies that, for private HEIs in the Davao Region, organizational effectiveness is linked to the institutions' reactions to the accreditation requirements, enrollment competition, technological changes, constraints on resources, and changing student needs. The continued use of the goal-attainment and system-resource approaches also suggests that effectiveness is demonstrated by the institution's capacity to achieve strategic goals and to obtain, manage and preserve the resources it needs.

In general, Model 3 shows that organizational effectiveness is enhanced by the creation of organizational conditions which convert human resources to institutional capacity in a coordinated way in private higher education institutions. Organizational environment thus becomes not only another predictor but the main organizational mechanism by which faculty motivation and diverse workforce can make a contribution to sustainable institutional effectiveness.

4. Conclusion

The results showed generally high to very high levels across all major variables examined in the study. Teachers' motivation for teaching was rated very high, with intrinsic motivation obtaining the highest mean and extrinsic motivation the lowest. Workforce diversity was likewise rated very high, with values receiving the highest mean and power the lowest. The organizational environment was also assessed at a very high level, with teamwork obtaining the highest rating and rewards and benefits the lowest. Similarly, organizational effectiveness was rated very high, with the competing values approach receiving the highest mean and the goal-attainment approach the lowest.

The correlation analysis revealed that teachers' motivation for teaching, workforce diversity, and organizational environment were all significantly associated with organizational effectiveness. However, when the three variables were simultaneously entered into the regression model, only workforce diversity and organizational environment significantly predicted organizational effectiveness. Teachers' motivation for teaching did not demonstrate a significant unique contribution when the effects of the other predictors were taken into account. Among the significant predictors, organizational environment emerged as the strongest predictor of organizational effectiveness.

Overall, the findings provide support for the theoretical foundations of the study. The results are consistent with Barney's (1991) Resource-Based View, which proposes that valuable internal organizational resources can contribute to sustained organizational performance and effectiveness. In the context of the present study, workforce diversity and organizational environment emerged as important institutional resources associated with organizational effectiveness. These findings suggest that the capacity of private higher education institutions to achieve organizational effectiveness may depend substantially on how effectively they develop, organize, and utilize their internal human and organizational resources.

The findings also provide support for the Social Identity Theory of Tajfel *et al.* (1979), as workforce diversity was significantly associated with organizational effectiveness. This suggests that inclusion, mutual understanding, equitable treatment, cohesiveness, and shared values may contribute to stronger collaboration within diverse institutional settings. Similarly, the findings partially support Herzberg's Two-Factor Theory, particularly with respect to organizational conditions such as professional development, teamwork, guidance and support, participation, and rewards and benefits, which were strongly associated with organizational effectiveness. However, although teachers' motivation for teaching was significantly correlated with organizational effectiveness, it did not remain a significant predictor when workforce diversity and organizational environment were considered simultaneously. This finding suggests that the contribution of teacher motivation to organizational effectiveness may be comparatively weaker or may operate in conjunction with broader institutional conditions rather than independently.

The goodness-of-fit results further indicate that the most appropriate causal model for private higher education institutions in the Davao Region is a refined structure in which organizational environment exerts the strongest direct effect on organizational effectiveness. Although workforce diversity demonstrated a significant relationship with organizational effectiveness and contributed to the earlier models generated, its direct contribution was less pronounced in the final best-fitting model. These findings emphasize the central role of the organizational environment in institutional effectiveness, particularly through conditions related to leadership and organizational support, teamwork, professional development, participation and coordination, facilitation, and equitable rewards and benefits. Consequently, strengthening institutional systems and workplace conditions that enable teachers to collaborate effectively, participate meaningfully in organizational processes, and perform their responsibilities within a supportive environment may contribute to improved organizational effectiveness among private higher education institutions.

5. Recommendation

Projected results suggest that private higher education administrators need to reinforce the organizational environment, as it proved to be the most powerful predictor of

organizational effectiveness. The area that is rated the lowest—rewards and benefits—should be given special attention. Institutions can examine retirement and pension-related benefits, salary packages, pay equity and performance-based rewards for a fair and transparent compensation/reward system that reflects teachers' qualifications, responsibilities and performance. Administrators can also make explicit the requirements for rewards and recognition to make the relationship of high performance and institutional appreciation apparent to teachers.

To improve mechanisms of equal participation, shared decision-making, and timely conflict resolution, institutional leaders ought to focus on power, given the lowest mean under workforce diversity. Department heads and/or program chairs may create shared governance committees, including faculty from diverse backgrounds, ranks and disciplines and hold consultative meetings at least once per semester on issues related to workload sharing, curriculum development, academic policies and institutional projects. Institutions can also establish an annual leadership development and conflict management training for academic heads supplemented by written mediation procedures, open forums, grievance-response timelines and documented responses. Faculty consultation systems (anonymous feedback forms, post-consultation reports, etc.) can also be used to gauge the extent to which teachers' concerns are taken into account for institutional decision-making.

The results indicate that for faculty and staff, it is important to maintain positive professional relationships, teamwork and responsible collaboration among employees, which were among the strongest aspects of the workforce diversity and organizational environment. Department staff may be encouraged to be active in department planning, peer mentoring, committee work, and collaborative instructional projects; the frequency of participation and output of each department should be recorded on an annual basis. Continuous professional development was one of the most robust organizational factors, and private HEIs can offer regular training, mentoring, research support and competency-based development programs tailored to faculty needs and institutional objectives.

One or more PD activity is allowed per semester, and evaluation of the relevance and application, as well as effect on teaching and administrative performance, is allowed. The finding that intrinsic motivation was greater than extrinsic motivation suggests that teachers need to persist not only in developing their professional meaning, sense of fulfilment and commitment to positive student outcomes but also to be actively involved in institutional enhancement activities in a constructive manner.

The private higher education institutions should provide the students with improved academic services, learning environment, instructional support, and meaningful students' participation as a result of their organizational effectiveness. The system resource approach encompassed physical facilities, learning spaces, and instructional equipment, and the institutions could focus on classroom improvement, updated instructional technology, library resources, laboratory support and student-centered services, based on the annual needs assessment.

Academic advising, tutoring, mentoring, counseling and early-intervention systems for students with academic problems should also be strengthened in institutions. Representation on appropriate committees, regular consultation sessions, and co-curricular activities may be used to encourage student involvement, and student feedback systems may be implemented on a semi-annual basis to measure instruction, services, facilities, and support. These evaluations should be discussed with appropriate departments and written in terms of plans for improvement so that positive working environments for staff result in tangible enhancements to pupils' learning.

The results can be used as a starting point for the formulation of private higher education institutions' regional policies and quality assurance mechanisms, focusing on the organizational environment, diversity management, faculty welfare, and institutional governance. Commission on Higher Education and accrediting bodies may encourage institutions to include, as evidence of good practice in the assessment of the quality of governance and its outcomes, and in planning for improvement, the inclusion of: Participation in governance; Fair reward systems; Continuous faculty development; Diversity-sensitive practices; Well-being for employees; and Feedback from students.

Compliance indicators might include having shared governance committees, faculty development plans for the year, records of consultation, conflict-resolution mechanisms, faculty welfare plans, and plans in response to student feedback. Linking these to CHED quality assurance standards could bolster institutional accountability and help ensure that governance and faculty development efforts have a direct impact on the quality of education.

Future studies of this variable may investigate why teachers' motivation for teaching was significantly related to organizational effectiveness, but failed to reach significance in the regression model. Motivation and effectiveness may be formally tested as mediated by job satisfaction, organizational commitment, leadership style, psychological empowerment, work engagement, or organizational environment. Moderation analyses can also assess if there are differences in the strength of the relationships found based on institutional size, faculty rank, employment status, accreditation level or type of institution. A longitudinal structural equation model can be employed to test if there are changes in organizational effectiveness that are linked to changes in motivation, workforce diversity and organizational environment over time.

Future research can also involve the comparison of public and private universities, the use of multigroup SEM to ascertain the similarity of the model between university types, and further testing of the model in other parts of the Philippines to check for its generalizability and applicability in the context of the Philippines.

Acknowledgements

With profound gratitude, I acknowledge the guidance, support, and encouragement of all the people who became part of the completion of this dissertation.

First and foremost, I give thanks to Almighty God for granting me wisdom, strength, perseverance, and clarity throughout this academic journey. His grace

sustained me during moments of uncertainty and gave me the courage to continue despite the challenges I encountered along the way.

I extend my sincere appreciation to my dissertation adviser, panel members, and professors for their invaluable guidance, constructive comments, scholarly insights, and continuous support. Their expertise, patience, and dedication greatly helped improve the quality, direction, and completion of this study.

My heartfelt gratitude also goes to the administrators, faculty members, and respondents who generously shared their time, knowledge, and experiences. Their cooperation and willingness to participate made the completion of this research possible. I am deeply thankful to my family, especially to Mama Mely, Papa Egoy, Kuya Jayson, Janine, and Aunt Inday, for their unconditional love, prayers, patience, and encouragement. Their presence and support served as my source of strength throughout this journey. Their belief in me inspired me to keep going and to finish what I started.

To my classmates, Charmaine, Val, Yeza, Katherine, Almie, and Kelvin, thank you for the companionship, motivation, laughter, and shared struggles throughout this academic endeavor. Your support made this journey lighter, more meaningful, and truly memorable.

I also express my sincere appreciation to my GaGuBAPeTe squad and my co-faculty members in my workplace for their encouragement, understanding, and support. Your words of motivation and acts of kindness helped me manage the demands of work, study, and research.

To my choirmates in the University of Mindanao Chorale, thank you for being part of my journey beyond academics. Your friendship, music, and shared experiences gave me inspiration, joy, and balance during the demanding stages of this dissertation.

Most especially, I am grateful to my special someone, Sep, for the love, patience, assistance, and unwavering support. Thank you for helping me in the tallying of data and in many other tasks, and for being there during the difficult and exhausting moments of this research journey. Your help and encouragement meant so much to me.

Finally, I dedicate this accomplishment to everyone who believed in me and supported me in one way or another. This dissertation is not only a product of personal effort but also a reflection of the collective guidance, kindness, love, and inspiration I received from the people around me.

About the Authors

Jeric L. Telen, MAEd, LPT is an instructor at the College of Teacher Education, University of Mindanao, Davao City, Philippines. He is currently pursuing his Doctor of Education degree, major in Educational Management, at the University of Mindanao. He earned his Master of Arts in Education, major in Teaching Social Studies, from Holy Cross of Davao College and his Bachelor of Secondary Education, major in Social Studies, from the University of Mindanao. His research interests encompass educational management, organizational effectiveness, teacher motivation, workforce diversity, organizational

environment, media literacy, social intelligence, intercultural communication, environmental stewardship, and sustainable education.

Elleine Rose A. Oliva, EdD, MAEd, LPT is a full-time faculty member of the College of Teacher Education and an associate professor at the University of Mindanao, Davao City, Philippines. She also serves as Program Coordinator for the Master of Arts in Education programs in Educational Management, Technology and Livelihood Education, and Physical Education, as well as the Doctor of Education program of the University of Mindanao Professional Schools. Her research interests encompass educational management, educational leadership, curriculum and instruction, pedagogy, educational technology, Filipino language and language learning, teacher professional development, school effectiveness, communicative competence, and research skills development.

References

- Abendaño, M. D. O. (2024). Patterns of Relationships Between College Teachers' Leadership Competence and Work Engagement in Selected Private Higher Education Institutions in Davao Region: The Mediating Impact of School as Professional Learning Community. *European Journal of Theoretical and Applied Sciences*, 2(1), 660-672. [https://doi.org/10.59324/ejtas.2024.2\(1\).57](https://doi.org/10.59324/ejtas.2024.2(1).57)
- Akerele, O. O. (2023). The Link between Motivation and Organizational Performance: An Exploration of Factors Influencing Employee Motivation and its Impact on Organizational Success, *EuroMid Journal of Business and Tech-Innovation*, 2(1), pp. 26-36. <https://doi.org/10.51325/ejbti.v2i1.118>
- Altes, T. K., Willemse, M., Goei, S. L., & Ehren, M. (2024). Higher education teachers' understandings of and challenges for inclusion and inclusive learning environments: A systematic literature review. *Educational Research Review*, 43, 100605. <https://doi.org/10.1016/j.edurev.2024.100605>
- Anukwuocha, Stanley Peter and Okafor, Stanley, Workforce Environment and Organizational Effectiveness (April 23, 2022). Available at SSRN: <https://ssrn.com/abstract=4091690> or <http://dx.doi.org/10.2139/ssrn.4091690>
- Asamani, L., Acquah-Coleman, R., Senayah, W. K., & Oppong, S. (2025). Interactive roles of resource availability, role clarity and employee motivation in enhancing organisational effectiveness through employee performance and job satisfaction. *Discover Psychology*, 5(1), 33. <https://doi.org/10.1007/s44202-025-00333-8>
- Assefa, Y., Mengistu, M., Moges, B. T., & Tilwani, S. A. (2023). The mediating role of lifelong learning in the structural relationship between workplace environment and staff engagement in higher education. *Cogent Social Sciences*, 9(2). <https://doi.org/10.1080/23311886.2023.2272373>
- Awais, M., Ali, A., Khatkhat, M. S., Arfeen, M. I., Chaudhary, M. A. I., & Syed, A. (2023). Strategic Flexibility and Organizational Performance: Mediating Role of Innovation. *SAGE Open*, 13(2). <https://doi.org/10.1177/21582440231181432>

- Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1), 99-120. <https://doi.org/10.1177/014920639101700108>
- Bortolotti, T., Boscari, S., & Xiao, C.-Y. (2024). Leveraging organizational culture to create competitive value from environmental practices. *International Journal of Production Economics*, 272, 109252. <https://doi.org/10.1016/j.iipe.2024.109252>
- Buchberger, E.S., Ngo, C.T., Peikert, A. et al. Estimating statistical power for structural equation models in developmental cognitive science: A tutorial in R. *Behav Res* 56, 1–18 (2024). <https://doi.org/10.3758/s13428-024-02396-2>
- Bynner, C., Escobar, O., & Weakley, S. (2023). Facilitators as culture change workers: advancing public participation and deliberation in local governance. *Local Government Studies*, 49(4), 738–758. <https://doi.org/10.1080/03003930.2023.2190586>
- Cha, W., Anderman, E. M., & Kim, M. (2025). *How to promote intrinsically versus extrinsically motivated teachers' job satisfaction: Exploring individual and school factors*. Teaching and Teacher Education, 166. <https://doi.org/10.1016/j.tate.2025.105179>
- Chen, K. J., & Lin, C. P. (2024). Exploring the influence of workplace environment on job performance: a socio-cognitive perspective. *Total Quality Management & Business Excellence*, 35(15–16), 1816–1832. <https://doi.org/10.1080/14783363.2024.2404438>
- Chaudhry, I. S., Paquibut, R. Y., & Tunio, M. N. (2021). Do workforce diversity, inclusion practices, & organizational characteristics contribute to organizational innovation? *Evidence from the U.A.E. Cogent Business & Management*, 8(1). <https://doi.org/10.1080/23311975.2021.1947549>
- Corsino, L., & Fuller, A. T. (2021). Educating for diversity, equity, and inclusion: A review of commonly used educational approaches. *Journal of clinical and translational science*, 5(1). <https://doi.org/10.1017/cts.2021.834>
- Creswell, J. W., & Creswell, J. D. (2019). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications. Retrieved from https://books.google.ro/books/about/Research_Design.html?hl=es&id=335ZDwAAQBAJ&redir_esc=y
- Criado-Del Rey, J., Portela-Pino, I., Domínguez-Alonso, J., & Pino-Juste, M. (2024). Assessment of teacher motivation: Psychometric properties of the Work Tasks Motivation Scale for Teachers (WTMST). *Education Sciences*, 14(3), 212. <https://doi.org/10.3390/educsci14030212>
- Dhoopar, A., Sihag, P., & Gupta, B. (2023). Antecedents and measures of organizational effectiveness: A systematic review of literature. *Human Resource Management Review*, 33(1), 100915. <https://doi.org/10.1016/j.hrmr.2022.100915>
- Dumitriu, S., Bocean, C. G., Vărzaru, A. A., Al-Floarei, A. T., Sperdea, N. M., Popescu, F. L., & Băloi, I.-C. (2025). The Role of the Workplace Environment in Shaping Employees' Well-Being. *Sustainability*, 17(6), 2613. <https://doi.org/10.3390/su17062613>
- Ezeugwa, B., Talukder, M. F., Amin, M. R., Hossain, S. I., & Arslan, F. (2022). Minimum sample size estimation in SEM: Contrasting results for models using composites and factors. *Data Analysis Perspectives Journal*, 3(4), 1-

7. https://scriptwarp.com/dapi/2022_DAPJ_3_4/Ezeugwa_etal_2022_DAPJ_3_4_M inSampleSizeCompsFactors.pdf
- Farooqi, M. T. K., & Akhtar, M. S. (2014). Development and Validation of Organizational Environment Scale (OES) for University Teachers. *Journal of Research & Reflections in Education (JRRE)*, 8(1). Retrieved from <https://openurl.ebsco.com/EPDB%3Aagcd%3A3%3A5444819/detailv2?sid=ebsco%3Aplink%3Acrawler&id=ebsco%3Aagcd%3A97285447&jrnl=19955243&crl=f&linkorigin=www.google.com>
- Garrido-Moreno, A., Martín-Rojas, R., & García-Morales, V. J. (2024). The key role of innovation and organizational resilience in improving business performance: A mixed-methods approach. *International Journal of Information Management*, 77. <https://doi.org/10.1016/j.ijinfomgt.2024.102777>
- Goretzko, D., Siemund, K., & Sterner, P. (2023). Evaluating Model Fit of Measurement Models in Confirmatory Factor Analysis. *Educational and Psychological Measurement*, 84(1), 123-144. <https://doi.org/10.1177/00131644231163813>
- Hashemi Toroghi, H., Denney, F., & Simpson, A. V. (2024). Cultivating staff equality, diversity, and inclusion in higher education in the post-pandemic era: an organizational compassion perspective. *Frontiers in Sociology*, 9. <https://doi.org/10.3389/fsoc.2024.1378665>
- Hernández-López, E. M., Núñez-Mercado, P., & Bórquez-Morales, L. S. (2024). Assessing Intercultural Competence: The Case of EFL Pre-Service Teachers in The Mexican Context. *Journal of Intercultural Communication*, 24(4), 84-96. <https://doi.org/10.36923/jicc.v24i4.974>
- Hurtada, J. F., & Oliva, E. R. A. (2023). Writing strategy, influence of social media, motivation for reading: A structural model in interpersonal communication skills. *Asian Journal of Education and Social Studies*, 47(2), 28-44. <https://doi.org/10.9734/AJESS/2023/v47i21025>
- Ibrahim, M., Karollah, B., Juned, V., & Yunus, M. (2022). The effect of transformational leadership, work motivation and culture on millennial generation employees performance of the manufacturing industry in the digital era. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.908966>
- Iniesto, F., & Bossu, C. (2023). Equity, diversity, and inclusion in open education: A systematic literature review. *Distance Education*, 44(4), 694-712. <https://doi.org/10.1080/01587919.2023.2267472>
- Iqbal, S., Razalli, M. R., & Taib, C. A. B. (2023). Influence of intrinsic and extrinsic motivation on higher education performance: Mediating effect of quality culture. *Frontiers in Education*, 8, 1099415. <https://doi.org/10.3389/feduc.2023.1099415>
- Jaffar, H., Munir, A. J., & Waqas, M. M. (2024). Assessing the impact of Herzberg's two-factor motivation theory on job satisfaction: A study of employees in the Punjab Healthcare Commission. *Sustainable Business and Society in Emerging Economies*, 6(3), 469-480. <https://doi.org/10.26710/sbsee.v6i3.3148>

- Jarl, M., Andersson, K., & Blossing, U. (2021). Organizational characteristics of successful and failing schools: a theoretical framework for explaining variation in student achievement. *School Effectiveness and School Improvement*, 32(3), 448–464. <https://doi.org/10.1080/09243453.2021.1903941>
- Jordan, G. Y., & Oliva, E. R. A. (2022). A structural equation model on teacher turnover intention in relation to organizational commitment, school culture and work environment. *Journal of Education and Practice*, 13(29), 56–71.
- Kareem, M.A. (2019). The impact of human resource development on organizational effectiveness: An empirical study. *Management Dynamics in the Knowledge Economy* 7(1): 29-50. <https://doi.org/10.25019/MDKE/7.1.02>
- Khassawneh, O., & Mohammad, T. (2025). The Influence of Workforce Diversity on Organizational Performance in the UAE Hospitality Sector: The Moderating Role of HR Practices. *SAGE Open*, 15(1). <https://doi.org/10.1177/21582440241277859>
- Larkey, L. K. (1996). The development and validation of the workforce diversity questionnaire: An instrument to assess interactions in diverse workgroups. *Management Communication Quarterly*, 9(3), 296-337. <https://doi.org/10.1177/0893318996009003002>
- Lazarides, R., Schiefele, U., Daumiller, M., & Dresel, M. (2025). From teacher motivation to teaching behaviour: A systematic review and theoretical framework of the mediating processes. *Educational Research Review*, 48. <https://doi.org/10.1016/j.edurev.2025.100703>
- Lu, Y., Ting, L., Jiang, Z., Liu, Y., & Lee, S. Y. (2025). Professional development, work environment, and job satisfaction in higher education: Implications for teacher education. *International Journal of Innovative Research and Scientific Studies*, 8(6), 2200–2213. <https://doi.org/10.53894/ijirss.v8i6.10093>
- Makwana, D., Engineer, P., Dabhi, A., & Chudasama, H. (2023). Sampling methods in research: A review. *International Journal of Trend in Scientific Research and Development*, 7(3), 762-768. www.ijtsrd.com/papers/ijtsrd57470.pdf
- Mayer, C.-H., Louw, L., & Larsen, J. (2024). Developing Intercultural Competences in the Study-Abroad Programme Semester at Sea (SAS). *Journal of Intercultural Communication*, 24(1), 120-131. <https://doi.org/10.36923/jicc.v24i1.644>
- Mehari, A. T., Birbirs, Z. A., & Dinber, G. N. (2024). The effect of workforce diversity on organizational performance with the mediation role of workplace ethics: Empirical evidence from the food and beverage industry. *PLOS ONE*, 19(7). <https://doi.org/10.1371/journal.pone.0297765>
- Menéndez-Espina, S., Prieto-Saborit, J. A., Mendez-Alonso, D., Jiménez-Arberas, E., Llosa, J. A., & Nistal-Hernández, P. (2025). The relationship between the motivational style of teachers and the implementation of cooperative learning: A self-determination theory approach. *Sustainability*, 17(8), 3673. <https://doi.org/10.3390/su17083673>
- Meneses-La-Riva, M. E., Fernández-Bedoya, V. H., Suyó-Vega, J. A., Ocupa-Cabrera, H. G., Grijalva-Salazar, R. V., & Ocupa-Meneses, G. D. D. (2025). Enhancing

- Healthcare Efficiency: The Relationship Between Effective Communication and Teamwork Among Nurses in Peru. *Nursing Reports (Pavia, Italy)*, 15(2), 59. <https://doi.org/10.3390/nursrep15020059>
- Min, J., & Ji, Y. (2026). Organizational learning, problem-solving competency, and effectiveness in online travel agencies: The moderating role of digital empowerment. *Sustainability*, 18(2), 563. <https://doi.org/10.3390/su18020563>
- Mokadem, M. E. A., Arshad, D., & Saoula, O. (2024). Organizational culture and its impact on effectiveness in Algerian higher education institutions. *Multidisciplinary Reviews*, 8(4). <https://doi.org/10.31893/multirev.2025129>
- Mohamed, M. A., Matan, A. H., & Farah, M. A. (2025). The Impact of Motivation on Employee Performance of Non-Governmental Organizations in Mogadishu. *International Journal of Organizational Leadership*. Retrieved from https://ijol.cikd.ca/article_60785_d6dfb833279cd7b2a5cad2866f7cb443.pdf
- Naqshbandi, M. M., Farhana Said, T., & Hisa, A. (2024). Organizational effectiveness: the role of culture and work engagement. *Management Decision*, 62(11), 3633-3658. <https://doi.org/10.1108/MD-11-2023-2180>
- Nazir, M. F., & Qureshi, S. F. (2023). Applying Structural Equation Modelling to Understand the Implementation of Social Distancing in the Professional Lives of Healthcare Workers. *International journal of environmental research and public health*, 20(5), 4630. <https://doi.org/10.3390/ijerph20054630>
- Nel, P., Kotze, M., & Badarai, E. (2023). Psychometric properties of an organisational effectiveness measure for state-owned enterprises. *Acta Commerci*, 23(1), a1049. <https://doi.org/10.4102/ac.v23i1.1049>
- Nusraningrum, D., Rahmawati, A., Wider, W., Jiang, L., & Udang, L. N. (2024). Enhancing employee performance through motivation: the mediating roles of green work environments and engagement in Jakarta's logistics sector. *Frontiers in sociology*, 9. <https://doi.org/10.3389/fsoc.2024.1392229>
- Oliveira, P. D., Rufini, S. É., & Bzuneck, J. A. (2023). Teacher's motivation for teaching: questionnaire validity evidence. *Estudos de Psicologia (Campinas)*, 40. <https://doi.org/10.1590/1982-0275202340e210084>
- Owusu-Agyeman Yaw; How lifelong learning shapes the professional development of staff in higher education institutions. *Quality Education for All* 16 December 2024; 1 (2): 134–150. <https://doi.org/10.1108/QEA-01-2024-0013>
- Reeve, J., & Cheon, S. H. (2024). *Learning how to become an autonomy-supportive teacher begins with perspective taking: A randomized control trial and model test. Teaching and Teacher Education*, 148, Article 104702. <https://doi.org/10.1016/j.tate.2024.104702>
- Riza, M. F., Hutahayan, B., & Chong, H. Y. (2025). Fostering high-performing organizations in higher education: the effect of participative leadership, organizational culture, and innovation on organizational performance and commitment. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2024.2448884>

- Saha, R., Kabir, M. N., Hossain, S. A., & Rabby, S. M. (2024). Impact of Diversity and Inclusion on Firm Performance: Moderating Role of Institutional Ownership. *Journal of Risk and Financial Management*, 17(8), 344. <https://doi.org/10.3390/jrfm17080344>
- Sanlao, C. D., Buenavidez, E. B. & Baluyos, G. R. (2024). School Work Environment in Relation to Teacher Motivation and Teaching Competencies. *Journal of Multidisciplinary Studies*, 13(1), 88-131. <https://doi.org/10.62249/jmds.2013.2440>
- Sardido, M. T., & Oliva, E. R. A. (2025). Organizational climate, managerial skills, and professional competence of school heads: A structural equation model on school effectiveness. *International Journal of Research and Innovation in Social Science*, 9(4), 6802–6823. <https://doi.org/10.47772/IJRISS.2025.90400496>
- Shiri, R., El-Metwally, A., Sallinen, M., Pöyry, M., Härmä, M., & Toppinen-Tanner, S. (2023). The Role of Continuing Professional Training or Development in Maintaining Current Employment: A Systematic Review. *Healthcare*, 11(21), 2900. <https://doi.org/10.3390/healthcare11212900>
- Smit, D. J. M., Proper, K. I., Engels, J. A., Campmans, J. M. D., & van Oostrom, S. H. (2023). Barriers and facilitators for participation in workplace health promotion programs: results from peer-to-peer interviews among employees. *International archives of occupational and environmental health*, 96(3), 389–400. <https://doi.org/10.1007/s00420-022-01930-z>
- Tripathi, A., & Kalia, P. (2022). Examining the effects of supportive work environment and organisational learning culture on organisational performance in information technology companies: The mediating role of learning agility and organisational innovation. *Innovation*, 26(2), 257–277. <https://doi.org/10.1080/14479338.2022.2116640>
- Tseng, F.-M., Nguyen, N. B. N. J., Weng, H.-H. R., & Lu, F.-Y. (2024). Effects of team diversity, emergent leadership, and shared leadership on team performance in a multi-stage innovation and creativity crowdsourcing competition. *The International Journal of Management Education*, 22(2), 100948. <https://doi.org/10.1016/j.ijme.2024.100948>
- Turi JA, Khastoori S, Sorooshian S, Campbell N. (2022). Diversity impact on organizational performance: Moderating and mediating role of diversity beliefs and leadership expertise. *PLOS ONE* 17(7). <https://doi.org/10.1371/journal.pone.0270813>
- Van der Merwe, C. P., & Olivier, B. H. (2024). The relationship between employee well-being and organisational effectiveness. *SA Journal of Industrial Psychology*, 50. <https://doi.org/10.4102/sajip.v50i0.2169>
- Vasudevan, H. (2021). Resource-based view theory application on the educational service quality. *International Journal of Engineering Applied Sciences and Technology*, 6(6), 174-186. <https://doi.org/10.33564/IJEAST.2021.v06i06.026>
- Ximénez, C., Revuelta, J., & Castañeda, R. (2022). What are the consequences of ignoring cross-loadings in bifactor models? A simulation study assessing parameter

recovery and sensitivity of goodness-of-fit indices. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.923877>

Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. *Frontiers in Public Health*, 10.
<https://doi.org/10.3389/fpubh.2022.890400>