

The Mediating Effect of Ethical Climate on the Relationship Between Socialization and Teachers' Teaching Performance among Local Colleges

Jizhelle Aubrey J. Ithalas¹, Jeannie S. Niepes², John Mark B. Lazaro³

^{1,2}Student, Santo Tomas College of Agriculture Sciences and Technology

³Instructor, Santo Tomas College of Agriculture Sciences and Technology

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.909000225>

Received: 28 August 2025; Accepted: 04 September 2025; Published: 06 October 2025

ABSTRACT

Teaching performance is a dynamic and multifaceted concept that reflects a teacher's ability to create a successful learning experience for students. This study determined the mediating effect of ethical climate on the relationship between socialization and teacher's teaching performance among local colleges. This study utilized a mediation analysis with 144 samples from local college instructors. This study used a total sampling technique. The statistical tools used in this study were mean, Pearson r, and path analysis. The information was gathered from the respondents using modified adapted survey questionnaires which were subjected to content validity and reliability testing. The study's findings demonstrated that local college instructors' ethical climate, socialization, and teachers teaching performance have a descriptive level of very high. Furthermore, there was a significant interrelationship among the three variables. Additionally, it was revealed that there was a significant partial mediation of ethical climate on the relationship between socialization and teacher's teaching performance among local colleges. The result indicates that fostering both strong socialization and a positive ethical climate within educational institutions can create a more supportive and effective learning environment for both educators and students.

Keywords - ethical climate, socialization, teachers' teaching performance, local college instructors, mediation analysis, Philippines

INTRODUCTION

Teaching performance is a dynamic and multifaceted concept that reflects a teacher's ability to create a successful learning experience for students. (Merlo, 2022), a teacher's teaching performance involves a blend of behaviors, attitudes, and actions within the teaching-learning environment that enables students to achieve their academic goals. However, according to Hester, Bridges & Rollins (2020), there are some problems relating to teachers' teaching performance, such as the teachers often have to deal with large class sizes, heavy administrative workloads, lack of adequate professional development, inadequate resources, pressure from administration, limited technology access, not staying updated with current teaching methods and increasing pressure to meet performance targets. As result, they can negatively impact their efficiency and their ability to provide quality education to their students and they may be overburdened with work, leading to high levels of stress and exhaustion (Rose & Sika, 2019).

In India, education system is struggling with teacher performance issues that negatively impact the quality of education and student achievement. A study by Mathew and Suryanarayana (2018) found that high workload was associated with decreased job satisfaction and increased burnout among university teachers in India. Many Indian teachers, especially those in rural and government schools, lack adequate ongoing professional development, making it difficult for them to keep up with modern teaching methods and technology (Patra & Mukherjee, 2020). A significant problem is the lack of proper teacher training, resulting in teachers who are often unprepared for contemporary teaching approaches, technology integration, and engaging students (Raina & Kaur, 2021). Additionally, teacher absenteeism is a widespread issue in India's public schools, leading to

inconsistent teaching, interruptions in student learning, and lower academic performance (Singh & Garg, 2022). To address these challenges, India needs to implement systemic reforms that improve teacher support systems, training, and accountability. These reforms are crucial for enhancing teachers' teaching performance and ultimately improving student outcomes.

Worldwide educational systems continue to be impacted by the pandemic, and as a result, the Philippines is going through a major paradigm shift. Teachers in the Philippines face a number of challenges that can impact their performance, typically, an excessive workload can induce stress, weariness, and burnout in teachers, resulting in the decline of their mental and physical well-being (Pan et al., 2023); this leaves students ill-prepared for the demands of the modern world. When teachers are stressed and overworked, they may struggle to maintain their focus and motivation. This can negatively impact their efficiency and their ability to provide quality education to their students (Hester, Bridges & Rollins, 2020). As a result, students may also suffer from the lack of personalized attention, feedback, leading to reduced motivation and academic performance (Kanwal et al., 2023)

However, the researcher had not found a study that links ethical climate as a mediating variable between socialization and teachers' teaching performance. Hence, the researcher finds the urgency of conducting this study to fill the gap in the literature covering these subjects, especially in the local context. The results of this study are expected to contribute to the understanding of how the ethical climate mediates the relationship between socialization and teachers' teaching performance. The findings may lead to strategies that foster improved student-teacher interactions, better social integration, and more effective teaching practices, ultimately creating a more ethical and supportive educational atmosphere.

Statement of the Problem

The primary purpose of this study was to determine the mediating effect of the ethical climate on the relationship between socialization and teachers' teaching performance among local college. Specifically, this answered to the following objectives:

What is the level of socialization in terms of:

- 1.1 organization socialization;
- 1.2 group socialization; and
- 1.3 task socialization?

What is the level of teachers' teaching performance in terms of:

- 2.1 planning;
- 2.2 development; and
- 2.3 result?

What is the level of ethical climate among local colleges?

- 3.1 law and rules;
- 3.2 caring;
- 3.3 independence;
- 3.4 instrumental; and
- 3.5 efficiency?

Is there a significant relationship between:

- 4.1 socialization and teachers' teaching performance among local colleges;
- 4.2 socialization and ethical climate among local colleges; and
- 4.3 ethical climate and teachers' teaching performance among local colleges?

Is there a mediating effect of the ethical climate on the relationship between socialization and teachers' teaching performance among local colleges?

Hypothesis

The following hypotheses were created to determine using the 0.05 level of significance.

There is no significant relationship between:

- 1 Socialization and teachers' teaching performance among local colleges.
- 2 Socialization and ethical climate among local colleges.
- 3 Ethical climate and teachers' teaching performance among local colleges.

There is no significant mediating effect of the ethical climate on the relationship between socialization and teachers' teaching performance among local colleges.

THEORETICAL FRAMEWORK

This study was anchored on the Social Learning Theory of Albert Bandura (1977), which states that individuals learn from others by observing and imitating their behavior. New teachers in educational environments can be influenced by the moral behavior of more experienced educators and school administrators. This socialization process impacts their moral behavior and overall performance. Social Learning Theory emphasizes that teachers' ethical actions can be examples for students, positively impacting their learning and personal growth (Manik et al., 2022).

Moreover, the study of Lazaro and Tagadiad (2023), states that the social learning theory posits that ethical climate and socialization affect teachers' teaching performance through observational learning, where ethical standards and judgment are shaped by the actions of role models in learning environments. Additionally, the study of Weber and Opoku-Dakwa (2021) emphasizes the significance of an ethical environment normative approach, which can substantially impact socialization processes and teachers' effectiveness in the classroom. Schools can establish cultures that uphold moral behavior and improve academic performance by cultivating ethical climates.

CONCEPTUAL FRAMEWORK

Figure 1 illustrates the conceptual framework of the variables of the study. Mediating Variable, the ethical climate that measures law and rules, caring, independence, instrumental, and efficiency which was highlighted by Lazaro and Tagadiad (2023). Independent variable, socialization that measures organizational socialization, group socialization, and task socialization as indicated by Lazaro and Tagadiad (2023). Dependent variable, teachers' teaching performance that measures planning, development, and results as indicated by Llorente and Almagro (2024).

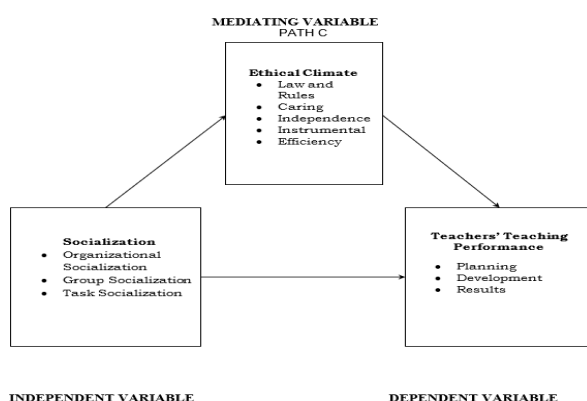


Figure 1. Conceptual Framework Showing the Variables of the Study

METHODOLOGY

In this chapter, the research methods and procedures employed by the researcher in this study were discussed. This covered the research design, the population studied, the research instrument used, the data gathering process, the statistical treatment of data, and ethical considerations.

Research Design

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Socialization is always observed.
3.40 - 4.19	High	Socialization is oftentimes observed.
2.60 - 3.39	Moderate	Socialization is sometimes observed.
1.80 - 2.59	Low	Socialization is rarely observed
1.0 - 1.79	Very Low	Socialization is least observed.

This study had utilized quantitative, descriptive, correlational design, and mediation analysis. Quantitative research is the process of collecting and analyzing numerical data, to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2022). Descriptive research is a methodological approach that seeks to depict the characteristics of a phenomenon or subject under investigation (Singh, 2023). Correlational research is a non-experimental approach in which a researcher examines two variables, analyzes and evaluates their statistical relationship, and does so without the help of any additional variables, and then draws conclusions (Fleetwood, 2023). Mediation analysis is a statistical method used to quantify the causal sequence by which an antecedent variable causes a mediating variable that causes a dependent variable (MacKinnon & Valente, 2019).

In order to achieve the overall goal of this study, the design mentioned above were used. It can help to established the strength and direction of the relationships between variables and test whether the ethical climate serves as a conduit through which the teacher's teaching performance influences socialization. To find meaningful correlations between socialization and teachers' teaching performance, this study places a strong emphasis on processing data in quantitative, correlational and descriptive design. Furthermore, mediation analysis was used to assess the role of ethical climate as a mediator between socialization and teachers' teaching performance.

Research Subject

The respondents of this study were the 144 college instructor at a local college in Santo Tomas ,Davao del Norte. This study utilized the total sampling technique. According to Canonizado (2024), total population sampling, a research method specifically designed for a particular purpose, all individuals within a group sharing specific characteristics are included in the study. Total sampling technique is a method in which the researcher collects the data from the total population of sample to determine the nature of the group (Das, et. al., 2022),.

To ensure all responders were included and potentially achieve a more accurate representation of the entire group, the researchers utilized the total sampling technique.

Research Instrument

The researchers used three (3) adapted survey questionnaires for independent variable, dependent variable, and mediating variable.

Socialization Questionnaire. This survey questionnaire was used to get the level of work environment, it was from the research study titled “The Mediating Effect Of Ethical Climate On The Relationship Between Interpersonal Support And Socialization Among Public Secondary School Teachers” by Lazaro and Tagadiad, (2023). The questionnaire consists of 35 items covering the following aspects: organization socialization (12 items), group socialization (12 items), and task socialization (11 items).

Respondents rated each item using a 5-point Likert scale was used: 5 (Strongly Agree), 4 (Agree), 3 (Neither Agree nor Disagree), 2 (Disagree), and 1 (Strongly Disagree).

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Ethical climate is always observed.
3.40 - 4.19	High	Ethical climate is oftentimes observed.
2.60 - 3.39	Moderate	Ethical climate is sometimes observed.
1.80 - 2.59	Low	Ethical climate is rarely observed
1.0 -1.79	Very Low	Ethical climate is least observed.

Teachers’ Teaching Performance Questionnaire. This survey questionnaire was used to get the level of work environment, it was from the research study titled “Organizational Commitment as Mediating Factor of Work Engagement and Performance of Instructors in A Local College” by Llorente and Almagro (2024). The questionnaire consists of 27 items covering the following aspects: Planning (4 items), development (17 items), and result (6 items).

Respondents rated each item using a 5-point Likert scale was used: 5 (Strongly Agree), 4 (Agree), 3 (Neither Agree nor Disagree), 2 (Disagree), and 1 (Strongly Disagree).

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Performance of the instructor is always manifested.
3.40 - 4.19	High	Performance of the instructors is oftentimes manifested.
2.60 - 3.39	Moderate	Performance of the instructors is sometimes manifested.
1.80 - 2.59	Low	Performance of the instructors is rarely manifested.
1.0 -1.79	Very Low	Performance of the instructors is least manifested.

Ethical Climate Questionnaire. This survey questionnaire was used to get the level of work environment, it was from the research study titled “The Mediating Effect Of Ethical Climate On The Relationship Between Interpersonal Support And Socialization Among Public Secondary School Teachers” by Lazaro and Tagadiad, (2023). The questionnaire consists of 25 items covering the following aspects: law and rules (8 items), caring (6 items), independence (4 items), instrumental (3 items), and efficiency (4 items).

Respondents rated each item using a 5-point Likert scale was used: 5 (Strongly Agree), 4 (Agree), 3 (Neither Agree nor Disagree), 2 (Disagree), and 1 (Strongly Disagree).

Statistical Treatment of Data

Using a variety of statistical techniques, the data was examined and the hypotheses was evaluated at a significance level of 0.05.

Mean. The mean, which was also known as the average, was the most commonly used measure of central tendency. It is calculated by adding up all the values and then dividing by the total number of values (Bhandari, 2023). This was used to determine the level of socialization, teachers' teaching performance among local colleges and ethical climate.

Pearson r. The Pearson correlation coefficient (r) was the most commonly used method to assess linear relationships. It measures the strength and direction of the relationship between variables (Turney, 2022). This was used to determine the interrelationship between socialization, ethical climate, and teachers' teaching performance among local colleges.

Path Analysis. Path analysis is a form of multiple regression statistical analysis that is used to evaluate causal models by examining the relationships between a dependent variable and two or more independent variables. (Crossman, 2019). This was utilized to ascertain the mediating effect of the ethical climate on the relationship between socialization and teachers' teaching performance among local colleges.

RESULTS AND DISCUSSIONS

The data presented, evaluated, and interpreted in this section were based on the research objectives. The following topics were discussed in sequence: level of socialization; level of teacher's teaching performance among local colleges; and level of ethical climate; correlation between socialization and teacher's teaching performance among local colleges; socialization and ethical climate; ethical climate and teacher's teaching performance among local colleges; and mediation analysis results.

Level of Socialization among Local Colleges

The descriptive statistics findings on determining the level of socialization were shown in Table 1, which had an overall Mean of 4.64 and SD of 0.43, described as very high. This means that socialization in local colleges was always observed. The Table 1 also shows in the result that Task Socialization had the highest mean of 4.73 and SD of 0.40 with a descriptive level of very high, which means task socialization among colleges instructors was always observed. Moreover, Organization Socialization had the lowest mean of 4.58 and SD of 0.46, with a descriptive level of very high which means that organization socialization was always observed

The findings suggest that socialization of college was both significant and long-lasting. This likely means that faculty members were building connections with students through social and professional avenues, not just academic instruction, which can improve the overall learning experience. Instructors in local colleges were always aware about their responsibilities, task, and projects for which they were hired. Additionally, instructors in local colleges knows how various department contribute to the organization's goals.

Table 1
Level of socialization

Indicator	Mean	SD	Descriptive Level
Organization Socialization	4.58	0.46	Very High
Group Socialization	4.60	0.43	Very High
Task Socialization	4.73	0.40	Very High
Overall	4.64	0.43	Very High

Table 2
Level of teachers' teaching performance

Indicator	Mean	SD	Descriptive Level
Planning	4.62	0.46	Very High
Development	4.71	0.39	Very High
Result	4.65	0.41	Very High
Overall	4.66	0.42	Very High

The findings align with the study of Lazaro and Tagadiad (2023), that socializing employees boosts their motivation and provides significant opportunities for them to enhance their work habits, cultivate a spirit of cooperation, and exchange information more effectively. Through routine activities like faculty orientations, development sessions, and both formal and informal mentoring, teachers are socialized, revealing the dynamic relationship between the institution and its members (Ammons, 2019; Tierney, 1988).

Level of Teacher's Teaching Performance among Local Colleges

The descriptive statistics findings on determining the level of teachers' teaching performance were shown in Table 2, which had an overall Mean of 4.66 and SD of 0.42, described as very high. This means that teacher's teaching performance in local colleges was always manifested. The Table 2 also shows in the result that Development had the highest mean of 4.73 and SD of 0.39 with a descriptive level of very high, which means development among colleges instructors was always manifested. Moreover, Planning had the lowest mean of 4.62 and SD of 0.46, with a descriptive level of very high which means that planning was always manifested.

The findings suggest teachers consistently deliver engaging and effective courses, earning high student ratings for their ability to foster learning and create dynamic classroom environments. Instructors in local colleges were presenting the contents following a clear and logical framework, highlighting the important aspects. Moreover, instructors in local colleges provides clear information about the objective, bibliography, tutorial, contents, and assessment methods in the subject's curriculum.

The findings align with the study of Sodik et al (2019), that to ensure their students' learning improves, teachers have a responsibility to be effective, which necessitates ongoing self-evaluation and improvement. Similarly, on the study of Pido et al (2023), a teacher's ability to plan, execute, and assess lessons effectively is their measure of performance. This performance was significantly impacted by their work ethic and adherence to professional standards during the learning process. In addition, effective teaching should result in students feeling engaged and enthusiastic about learning. "A person can be said to have succeeded in learning if he is able to show a change in thinking abilities, skills, and attitudes" (Andriani & Rasto, 2019).

Level of Ethical Climate among Local Colleges

The descriptive statistics findings on determining the level of ethical climate were shown in Table 3, which had an overall Mean of 4.57 and SD of 0.53, described as very high. This means that ethical climate in local colleges was always observed. The Table 3 also shows in the result that Caring had the highest mean of 4.61 and SD of 0.47 with a descriptive level of very high, which means caring among colleges instructors was always observed. Moreover, Instrumental had the lowest mean of 4.51 and SD of 0.59, with a descriptive level of very high which means that instrumental was always observed

The findings suggest that adhering to ethical standards enablers instructors to established a learning environment where students feel welcomed and encouraged. Instructors in local colleges considers the most important concern in the organization was the good of all people. Moreover, instructors in local colleges were expected to do anything further to the organization's interests.

Table 3
Level of ethical climate

Indicator	Mean	SD	Descriptive Level
Law And Rules	4.54	0.52	Very High
Caring	4.61	0.47	Very High
Independence	4.59	0.53	Very High
Instrumental	4.51	0.59	Very High
Efficiency	4.59	0.55	Very High
Overall	4.57	0.53	Very High

The findings align with the study of Aryati et al (2018); Haldorai et al (2020), that organizational culture influences employee behavior in ways that include, but are not limited to, counterproductive or abnormal actions, not just moral ones. In addition, the study of Aloustani et al (2020); Shapira-Lischininsky and Raftar-Ozery (2018), that teachers must follow the ethical guidelines of their profession and the rules set by their school. Similarly, on the study of Sokal et al (2020), teachers' attitudes towards change are key to predicting their actions, and their willingness to collaborate is a cornerstone of successful school development.

Correlation between Socialization and Teachers' Teaching Performance among Local Colleges

Table 4.1
Significance on the Relationship between socialization and teachers' teaching performance

Variables Correlated	r	p-value	Decision on H ₀	Decision on Relationship
socialization and teachers' teaching performance	0.802**	<0.001	Rejected	Significant

Displayed in Table 4.1 was the relationship between the independent variable (socialization) and the dependent variable (teachers' teaching performance). The overall coefficient of correlation was .802, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship exists between socialization and teachers' teaching performance, as the probability value was $p < 0.001$. Thus, the null hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .802 indicates a very strong correlation between the two variables.

The findings support the study of Cimeni and Oco (2023), that instructors' performance is positively impacted by their productivity and the quality of their social interactions. In addition, a statistically significant positive correlation exists between socialization and the performance of instructors (Pelao et al., 2022).

Correlation between Socialization and Ethical Climate among Local Colleges

Displayed in Table 4.2 was the relationship between the independent variable (socialization) and the mediating variable (ethical climate). The overall coefficient of correlation was .655, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship exists between socialization and ethical climate, as the probability value was $p < 0.001$. Thus, the null hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .655 indicates a strong correlation between the two variables.

Table 4.2
Significance on the Relationship between socialization and ethical climate

Variables Correlated	r	p-value	Decision on H ₀	Decision on Relationship
socialization and ethical climate	0.655**	<0.001	Rejected	Significant

These findings align with the study of Lazaro and Tagadiad (2023), which highlights that instructors' socialization is heavily influenced by the ethical climate in which they work. A more ethical and supportive environment provides instructors with increased opportunities for social integration. Establishing an ethical environment that prioritizes fairness and openness in tenure decisions is crucial for new faculty's socialization and successful integration into academic life (Olszewski & Hansman, 2020).

Correlation between Ethical Climate and Teachers' Teaching Performance among Local Colleges

Displayed in Table 4.3 was the relationship between the mediating variable (ethical climate) and the dependent variable (teachers' teaching performance). The overall coefficient of correlation was .704, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship exists between ethical climate and teachers' teaching performance, as the probability value was $p < 0.001$. Thus, the null

hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .704 indicates a strong correlation between the two variables.

Table 4.3

Significance on the Relationship between ethical climate and teachers' teaching performance

Variables Correlated	r	p-value	Decision on H_0	Decision on Relationship
ethical climate and teachers' teaching performance	0.704**	<0.001	Rejected	Significant

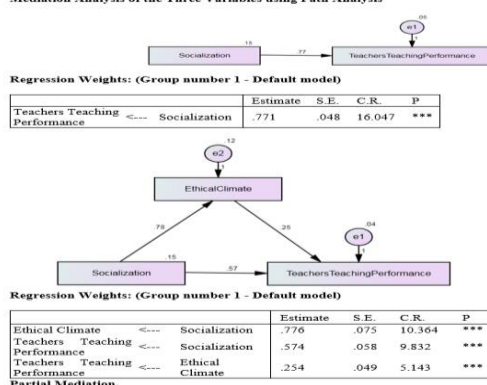
These findings align with Janubas (2022), that teachers generally have the ability to maintain strong performance in both their work values and teaching, reaching high or above-average levels simultaneously. In addition, the study of Peñaredondo-Untong (2020), instructors' productivity was influenced by the ethical environment and the organization's ethical and cultural values, including the instructor's own professional ethics. In a study conducted by Kılıç (2019), it was revealed that an ethical climate exerts a beneficial effect on teacher performance and organizational commitment.

Mediation Analysis of Socialization, Ethical Climate, and Teachers' Teaching Performance using Path Analysis

Displayed in the "Regression Weights: (Group number 1 - Default model)" section were the results of the path analysis, which illustrated the relationship between independent variable (IV) – Socialization, the dependent variable (DV) – teachers' teaching performance, and mediating variable (MV) – ethical climate. In addition, the result of the path analysis was usually presented in the "Path Diagram for the Regression Model" figure 2.

In Step 1, path C (IV and DV), it was revealed in the regression analysis between socialization and teachers' teaching performance that there is a significant influence. The result yielded an estimate of .771, with a standard error (SE) of .048 and a p-value of 0.000, which was lower than the 0.05 level of significance. This means that socialization had a significant influence on teachers' teaching performance since the probability value was $p < 0.000$. Therefore, the null hypothesis of no significant relationship was rejected.

Mediation Analysis of the Three Variables using Path Analysis



In Step 2, path A (IV and MV), with the presence of mediating variable, revealed in the regression analysis between socialization and ethical climate that there was significant influence. The result yielded an estimate of .776, with a standard error (SE) of .075 and a p-value of 0.000, which was lower than the 0.05 level of significance. This indicates that socialization affects ethical climate.

In Step 3, path B (MV and DV), with the presence of mediating variable, it was revealed in the regression analysis between ethical climate and teachers' teaching performance that there is significant influence. The result yielded an estimate of .254, with a standard error (SE) of .049 and a p-value of 0.000, which is lower than the 0.05 level of significance. This means that ethical climate had a significant influence on teachers' teaching performance since the probability value was $p < 0.000$. Therefore, the null hypothesis of no significant relationship was rejected.

Additionally, in step 4, Path C', the combined influence of IV and MV on DV was examined. It was revealed in the regression analysis between socialization and teachers' teaching performance that there is a significant influence. The result yielded an estimate of .574, with a standard error (SE) of .058 and a p-value of 0.000, which was lower than the 0.05 level of significance. This means a significant influence existed between the three variables, indicating that both ethical climate and socialization significantly contributed to teachers' teaching performance since the probability value was $p < 0.000$. Therefore, the null hypothesis of no significant relationship was rejected.

Since all three paths (A, B, C) were significant, mediation analysis through path analysis was warranted to assess the significance of the mediation effect. The findings of the mediation analysis showed the effect of socialization and teachers' teaching performance was partially mediated by ethical climate. This was evident in the regression coefficient, which was substantially reduced after being mediated by ethical climate but remains significant, with a p-value of 0.000. This suggested partial mediation, as the effect of socialization on teachers' teaching performance continues to be significant even after accounting for ethical climate.

The findings of the effect size computation in the mediation test between the three variables were shown in the figure 2, regression weights. The effect size indicates how much of the indirect path's effect on teachers' teaching performance can be attributed socialization through ethical climate. The beta value of attitude towards socialization in relation to teaching performance was .771, representing the total effect value. The beta value of socialization in relation to teachers' teaching performance with ethical climate included in the regression had a direct effect value of .574. The indirect effect value of .254 was the multiplied portion of the original correlation between socialization and ethical climate, which was .776, and ethical climate to teachers' teaching performance, which was .254.

The ratio index was computed by dividing the indirect effect by the total effect. In this case, .197 divided by .771 equals .256. This indicates that approximately 25.6% of the total effect of socialization on teachers' teaching performance was mediated by ethical climate, while the remaining 74.4% was either direct or mediated by other factors not included in the model.

The results on the mediation analysis aligns to Social Learning Theory of Albert Bandura (1977), Individuals learn by observing the behavior of others and replicating those actions. Moreover, it was supported by Manik et al (2022), Social Learning Theory highlights that instructors' ethical behavior can be a powerful example for students, contributing to their educational progress and overall personal development. Additionally, the study of Lazaro and Tagadiad (2023), Social Learning Theory highlights that teachers' performance in the classroom is influenced by both their socialization and the ethical atmosphere. This influence occurs through observational learning, where teachers learn moral standards and refine their judgment by watching the behavior of role models in educational contexts.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presented the summary of the findings. It also displayed the conclusions and recommendations.

Summary of Findings

The key outcomes of the study were the following:

- 1 The level of socialization had an overall descriptive equivalent of very high. Additionally, socialization obtain an overall mean of 4.64, indicating that it was always observed among local colleges. Among the

- three indicators, task socialization had the highest mean of 4.73, while organization socialization had the lowest mean of 4.58.
- 2 The level of teachers' teaching performance had an overall descriptive equivalent of very high. Furthermore, teachers' teaching performance obtained an overall mean of 4.66, signifying that performance of instructor were always manifested. Among the three indicators, development had the highest mean of 4.71, while planning had the lowest mean of 4.62.
 - 3 The level of ethical climate had an overall descriptive equivalent of very high. In addition, ethical climate obtained an overall mean of 4.57, indicating that ethical climate was always observed. Among the five indicators, caring had the highest mean of 4.61, while instrumental had the lowest mean of 4.51.
 - 4 The relationship between socialization and teachers' teaching performance proved to have a positive very strong correlation with an r value of .802 and a p -value of <0.000 , which was lower than a significance level of 0.05. this result indicated that the null hypothesis was rejected, conforming the significant relationship between socialization and teachers' teaching performance.
 - 5 The relationship between socialization and ethical climate showed a positive strong correlation with an r value of 0.655, and a p -value of <0.000 , which was lower than a significance level of 0.05. this result indicated that the null hypothesis was rejected, conforming the significant relationship between socialization and ethical climate.
 - 6 The relationship between ethical climate and teachers' teaching performance showed a positive strong correlation with an r value of 0.704, and a p -value of <0.000 , which was lower than a significance level of 0.05. this result indicated that the null hypothesis was rejected, conforming the significant relationship between ethical climate and teachers' teaching performance.
 - 7 The mediation analysis confirmed that ethical climate partially mediated the relationship between socialization and teachers' teaching performance. Path analysis revealed that 25.6% of the total effect of socialization on teachers' teaching performance was mediated by ethical climate, while the remaining 74.4% was either direct or mediated by other factors not included in the model.

Conclusions

In light of this study's findings, the following statement were constructed:

1. The data revealed a high level of socialization among local colleges which means that it was always observed. The study's findings that suggest that socialization of college was both significant and long-lasting. This likely means that faculty members were building connections with students through social and professional avenues, not just academic instruction, which can improve the overall learning experience.
2. The level of teachers' teaching performance was very high which means that it was always manifested. The findings demonstrate that teachers' teaching performance consistently deliver engaging and effective courses, earning high student ratings for their ability to foster learning and create dynamic classroom environments.
3. The level of ethical climate was very high which means that it was always observed. The study's findings suggest that adhering to ethical standards enables instructors to establish a learning environment where students feel welcomed and encouraged. While students greatly appreciate ethical conduct from their instructors in everyday interactions and teaching, formal ethics training and institutional policies had a less significant impact on how students viewed their instructors' ethical behavior.
4. A positive very strong correlation exists between socialization and teacher's teaching performance. Based on the findings, the results suggest that instructors' performance was positively impacted by their productivity and the quality of their social interactions.
5. A positive strong correlation exists between socialization and ethical climate among local colleges. The study's findings suggest that more ethical and supportive environment provides instructors with increased opportunities for social integration.
6. A positive strong correlation exists between ethical climate and teacher's teaching performance. The results indicate that instructor's productivity was influenced by the ethical environment and the organization's ethical and cultural values, including the instructor's own professional ethics.

7. The mediation analysis confirmed that ethical climate partially mediates the relationship between socialization and teachers' teaching performance. The study's findings suggest that socialization had a direct impact on teachers' teaching performance, but ethical climate amplify this effect. This highlights the importance of integrating positive ethical framework into professional development programs to enhance instructors' effectiveness and overall performance.
8. Path analysis revealed that 32.94% of the effect of socialization on the teachers' teaching performance was mediated by ethical climate, while the remaining 67.06% was influenced by other factors not included in the study. The study's findings suggest that while ethical climate plays a role in enhancing teaching performance, factors like teacher motivation, professional developments, and available school resources may also contribute to improved teaching outcomes.

Recommendations

The following recommendations were derived from the study's findings and conclusions:

1. Organization were encouraged to create a structured orientation program that goes beyond basic introductions. Include sessions that explicitly explain the roles and functions of various departments and how they contribute to the organization's overarching goals.
2. Institution may set an organizational goal, considering the potential impact on teacher well-being and ethical considerations to avoid creating excessive pressure that could lead to ethical compromises.
3. Commission on Higher Education (CHED) may enhance teacher interaction and effectiveness by establishing an ethical environment within higher education institutions via the creation of rules and regulations. This may involve the integration of professional development and ethical leadership training programs.
4. School administrators may prioritize the implementation of structured mentorship programs, regular ethical training, and open communication channels to enhance teacher socialization and teaching performance. Administrators may actively cultivate an ethical climate that champions integrity, teamwork, and shared values.
5. Instructor may actively involve themselves in institutional socialization, such as peer mentorship and learning communities. Additionally, focusing on embedding ethical considerations into curriculum, ICT use, assessment, collaboration, and socialization. Furthermore, maintaining ethical conduct in their teaching and classroom practices is vital for a beneficial learning environment
6. Parents and guardians may participate in the evaluation of moral standards and the quality of teacher-student connections at local colleges. By engaging with school leaders, attending introductory programs, and gathering perspectives from current students and faculty, parents can better judge if a college fosters a healthy ethical environment. Choosing and supporting universities that value strong moral foundations and positive teacher-student dynamics can significantly enhance your children's learning and overall development.
7. Students were encouraged to help cultivate a more supportive learning environment by participating in activities that promote ethical behavior, such as student clubs and discussions about moral challenges in teaching. This positive environment may enhance both educational outcomes and the teacher-student relationship
8. Future researchers may deepen their understanding of this subject by employing comparative studies across different higher education institutions. Furthermore, future researchers may investigate other mediating or moderating variables that affect the relationship between socialization and teaching performance through longitudinal studies.

REFERENCES

1. Aloustani, S., Atashzadeh-Shoorideh, F., Zagheri-Tafreshi, M., Nasiri, M., Barkhordari-Sharifabad, M., & Skerrett, V. (2020). Association between ethical leadership, ethical climate and organizational citizenship behavior from nurses' perspective: a descriptive correlational study. *BMC nursing*, 19(1), 1-8
2. Ammons, H. L. E. (2019). Core competencies and organizational socialization: the development of new academic advisors at a four-year institution (Doctoral dissertation, University of Alabama Libraries).

3. Andriani Rike & Rasto. 2019. Learning motivation as a determinant of student learning outcomes. *Journal of office management education* (4) : 1
4. Aryati, A. S., Sudiro, A., Hadiwidjaja, D., & Noermijati, N. (2018). The influence of ethical leadership to deviant workplace behavior mediated by ethical climate and organizational commitment. *International Journal of Law and Management*.
5. Banković, M., Filipović, V., Jelena Graovac, J., Hadži-Purić, J., Hurson A., Kartelj, A., Kovačević, J., Korolija, N., Kotlar, M., Krdžavac, N., Marić, F., Malkov, S., Milutinović, V., Mitić, N., Mišković, S., Nikolić, M., Pavlović-Lažetić, G., Simić, D., Djurdjević, S., Stanković, S., Janičić, M., Živković, M., (2020, January) Chapter One - Teaching graduate students how to review research articles and respond to reviewer comments <https://doi.org/10.1016/bs.adcom.2019.07.001>
6. Banton, C. (2024, June 26). Efficiency: what it means in economics and the formula to measure it. Investopedia. <https://www.investopedia.com/terms/e/efficiency.asp>
7. Berkelaar, B., & Harrison, M. (2019, May 23). Organizational Socialization. *Oxford Research Encyclopedia of Communication*. Retrieved 9 May. 2025, from <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-127>.
8. Bhandari, P. (2022, November 24). What Is Quantitative Research? | Definition, Uses & Methods. Scribbr. <https://www.scribbr.com/methodology/quantitative-research/> (Quantitative)
9. Bhandari, P. (2023). Parameter vs Statistic | Definitions, Differences
10. Crossman, A. (2019). Understanding Path Analysis.
11. Das, B.K., Jha, D.N., Sahu, S.K., Yadav, A.K., Raman, R.K., Kartikeyan, M. (2023). Concept of Sampling Methodologies and Their Applications. In: *Concept Building in Fisheries Data Analysis*. Springer, Singapore. https://doi.org/10.1007/978-981-19-4411-6_2
12. Examples <https://www.scribbr.com/author/pritha/page/5/>
13. Farnese, M. L., Spagnoli, P., & Livi, S. (2022). Undergraduates' academic socialization. A cross-time analysis. *British Journal of Educational Psychology*, 92(4), 1239–1255. <https://doi.org/10.1111/bjep.12497>
14. Fleetwood, D. (2023). Correlational Research: What it is with Examples. QuestionPro.
15. Haldorai, K., Kim, W. G., Chang, H. S., & Li, J. J. (2020). Workplace spiritua mediator between ethical climate and workplace deviant behavior. *International Journal of Hospitality Management*, 86, 102372.
16. Hester, O. R., Bridges, S. A., & Rollins, L. H. (2020). 'Overworked and underappreciated': special education teachers describe stress and attrition. *Teacher Development*, 24(3), 348-365.
17. <https://www.thoughtco.com/path-analysis-3026444>
18. Janubas, John C. (2022). Job Performance and Academic Outcomes of Learners during the Blended Learning Approach. Unpublished Research. Cagayan de Oro City, Philippines
19. Kanwal, A., Rafiq, S., & Afzal, A. (2023). Impoact of workload on Teachers' efficiency and their Students' academic achievement at the university level. *Gomal University Journal of Research*, 39(02), 131–146. <https://doi.org/10.51380/gujr-39-02-02>
20. Kılıç, M. Y. (2019). Okullarda Yöneticinin Sağladığı Etik İklimin, Örgütsel Bağlılık ve Öğretmen Performansına Etkisi. *Cumhuriyet Uluslararası Eğitim Dergisi*, 8 (3) , 807-836 . Retrieved from <http://cije.cumhuriyet.edu.tr/en/pub/issue/48894/561366>.
21. Lazaro, J.M., Tagadiad, C. (2023) The Mediating Effect of Ethical Climate on the Relationship Between Interpersonal Support and Socialization Among Public Secondary School Teachers <https://www.ioer-imrj.com/the-mediating-effect-of-ethical-climate-on-the-relationship-between-interpersonal-support-and-socialization-among-public-secondary-school-teachers/>
22. Leonardelli, G. (2023, October 18). Group Socialization. *Oxford Research Encyclopedia of Psychology*. Retrieved 9 May. 2025, from <https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-260>.
23. Llorente, H.M., Almagro, (2024) Organizational Commitment as Mediating Factor of Work Engagement and Performance of Instructors in A Local College <https://dx.doi.org/10.47772/IJRISS.2024.802155>
24. MacKinnon, D., Valente, M., (2019) Mediation Analysis <https://www.oxfordbibliographies.com/display/document/obo-9780199828340/obo-9780199828340-0245.xml>

25. Manik, S., Sembiring, M., Padang, I., & Manurung, L. (2022). Theory of Bandura's Social Learning in the Process of Teaching at SMA Methodist Berastagi Kabupaten Karo. *Jurnal Visi Pengabdian Kepada Masyarakat*, 3(2), 85–96. <https://doi.org/10.51622/pengabdian.v3i2.729>
26. Maria, P. (2019). The importance of the socialization process for the integration of the child in the society.
27. Mathew, S. S., & Suryanarayana, D. (2018). Job stress and burnout among higher education teachers: A study in Bangalore. *Journal of Health Management*, 20(2), 250-261.
28. McLaren Turner, Claudine, "The Impact of Faculty Socialization on Teaching Practices of Postsecondary Physics Instructors" (2020). *Electronic Theses and Dissertations*, 2020-. 306. <https://stars.library.ucf.edu/etd2020/306>
29. Olszewski, C. A. & Hansman, C. A. (2020). Faculty Socialization and Gaining Tenure: Ethical Concerns and Considerations. In V. Wang (Ed.), *Handbook of Research on Ethical Challenges in Higher Education Leadership and Administration* (pp. 51-71). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-7998-4141-8.ch004>
30. Pama, P. B., Jr. (2023). Affecting teachers' performance and effectiveness in public secondary schools in Agusan del Sur, Division, Philippines: Determinant Factors inquiry. Zenodo (CERN European Organization for Nuclear Research). <https://doi.org/10.5281/zenodo.7607549> Philippine Education Today: Statistics, Challenges, Opportunities <https://www.tua.edu.ph/blogs/philippine-education-statistics-challenges-and-opportunities/#top>
31. Pido, Muhamad & Mahmud, Melizubaida & Sudirman, Sudirman. (2023). Teacher Performance on Student Learning Outcomes. *Journal of Economic and Business Education*. 1. 21-29. [10.37479/jebe.v1i1.16928](https://doi.org/10.37479/jebe.v1i1.16928).
32. Pulluri, J. (2024, December 9). What is development? meaning and definition. Time Champ - Time and Productivity Tracker. <https://www.timechamp.io/blogs/what-is-development-meaning-and-definition/>
33. Rose, A. B., & Sika, J. O. (2019). Determining Influence of Teacher's Workload on Academic Performance in Secondary Schools, Suba Sub-County Kenya. *Advances in Social Sciences Research Journal* 6(3) 287-295.
34. Sarker, Anupom. (2019). Planning Function Of Management. https://www.researchgate.net/publication/371834256_PLANNING_FUNCTION_OF_MANAGEMENT
35. Shapira-Lishchinsky, O., & Raftar-Ozery, T. (2018). Leadership, absenteeism acceptance, and ethical climate as predictors of teachers' absence and citizenship behaviors. *Educational Management Administration & Leadership*, 46(3), 491-510.
36. Simkus, J. (2022) Stratified Random Sampling: Definition, Method & Examples <https://www.simplypsychology.org/stratified-random-sampling.html>
37. Singh, S. (2023) What is Descriptive Research? Definition, Methods, Types and Examples <https://researcher.life/blog/article/what-is-descriptive-research-definition-methods-types-and-examples/>
38. Smith, E. (2023, October 14). Rules vs Laws: Difference and Comparison. Ask Any Difference. <https://askanydifference.com/difference-between-rules-and-laws/>
39. Sodik M, Sahal Yosef F D, Herlina N H. 2019. The influence of teacher performance in the implementation of learning on student achievement in the subjects of the Koran-hadith. *Islamic education research journal* (7)
40. Sokal, L., Trudel, L. E., & Babb, J. (2020b). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016..
41. Teresi, M., Pietroni, D. D., Barattucci, M., Giannella, V. A., & Pagliaro, S. (2019). Ethical Climate(s), Organizational Identification, and Employees' Behavior. *Frontiers in Psychology*, 10, 466115. <https://doi.org/10.3389/fpsyg.2019.01356>
42. Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, 59(1), 2-21.
43. Turney, S. (2022) Pearson Correlation Coefficient (r) | Guide & Examples <https://www.scribbr.com/statistics/pearson-correlation-coefficient/>
44. Weber, J., & Opoku-Dakwa, A. (2022). Ethical work climate 2.0: A normative reformulation of Victor and Cullen's 1988 framework. *Journal of Business Ethics*, 178(3), 629-646.