Impact of Collaborative Decision-making and Contextual Achievement Motivation on Organizational Upskilling and Reskilling among Public School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

A quality education system relies heavily on the competence and skills of its teachers. Acknowledging this, educational leaders and administrators invest in extensive training and professional development programs to equip teachers to excel in their roles. This study assessed the impact of collaborative decision-making and contextual achievement motivation on the organizational upskilling and reskilling of public high school teachers in Davao de Oro. Using

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multiple regression analysis,115 teachers from eight schools participated in surveys and polls. The research examined the relationship between two independent (predictor) variables and one dependent (criterion) variable. Results indicated that teachers' collaborative decision-making obtained a mean score of 4.18, categorically described as "High," interpreting the high teaching performance in decision-making. However, the predictive relationship between these variables was weak, explaining the multiple regression of 4.6% of the variance in the dependent variable which underscores the importance of promoting a culture of collaborative decision-making and supporting teachers' achievement motivation. These findings indicate that promoting a culture of collaborative decision-making and supporting teachers' contextual achievement motivation are important in motivating teachers to participate in skill development programs. Therefore, school leaders and policymakers are recommended to provide more opportunities for teacher leadership, empowerment, and autonomy, as well as implement strategies to increase achievement motivation. Further investigation is needed to explore how these elements impact skill development and to assess their influence on student achievement.

1. INTRODUCTION

1.1 Background of the Study

Education is not just a foundational pillar for nations but the basis upon which the future is built. The effective implementation of curricula stands at the heart of educational success, as noted by Gouëdard et al. [1]. Therefore, teachers' competence and skills are paramount underlined by the necessity for continuous professional development to ensure quality education. Therefore, in today's era, Collaborative decision-making entails educators cooperating to make critical choices that impact their pedagogical approaches and the entire learning environment that involves teachers and administrators in educational management making important decisions, However, making decisions collaboratively is crucial because educators possess special knowledge and abilities that can significantly improve school methods [2-4]. The significance of this study lies in the fact that secondary school teachers are not only the main actors in transferring knowledge to students but also play a pivotal role in making school-based decisions and carrying out choices that have important ramifications (Bano & Muhammad, 2020).

However, Liz-Morell (2024) pointed out that the absence of instructors in the decision-making process in schools poses many difficulties in efficiently putting rules and choices into practice.

Additionally, Collaboration among educators is crucial for school improvement and enhancing student learning. This collaboration involves cooperative work and shared learning among individuals with diverse roles, such as educators, administrators, professionals, and researchers (Robutti et al., 2016). Furthermore, there is growing recognition of the value of teacher participation in school decision-making worldwide.

The study of the secondary education system in Rwanda Africa stated that it's critical to understand teachers' attitudes toward participating in school decision-making to have inclusive decision-making [5-7]. The Rwandan ministry aims to enhance education, and numerous modifications have been made to the country's educational structure (Obi & Obiorah, 2023). Moreover, teachers' motivation and morale are significantly increased when they are involved in decision-making, raising job satisfaction levels and encouraging accountability and dedication toward the efficiency and enhancement of the entire educational institution (Sarafidou and Chatziioannidis, 2013).

Furthermore, in the Philippines, education is a top priority of the government, with the Department of Education (DepEd) leading the way in providing quality education to all Filipinos [8-11]. Persistent challenges in the education sector, including high dropout rates, low learning outcomes, and resource shortages, necessitate that educational leaders and managers exhibit innovation, flexibility, and skill in effectively tackling these issues (UNESCO, 2022).
Additionally, the onset of the COVID-19 pandemic in 2020 ushered in a "new normal,"

compelling them to either enhance their existing skills (reskill) or acquire new ones (upskill) to navigate the significant workforce changes [12-14]. This shift underscores a broader reevaluation of the skills essential for professional success in the modern world, emphasizing the importance of skill enhancement, upskilling, and reskilling. Despite, the COVID-19 outbreak led to a peak in the use of online learning platforms for skill development, more thorough research is required to determine whether these aid in the process of upskilling and reskilling as it would provide insights into the actual impact on workforce development during a critical period of global transition [15-17]. It could inform policymakers, educators, employers, and learners about the strengths and limitations of relying on digital platforms for professional development in the face of future crises. Particularly, further training supports employees in advancing their career trajectories, broadening their skill sets, and unlocking new aptitudes. Reskilling offers a promising pathway for those seeking new opportunities, aligning with the needs of a dynamic professional landscape. However, a disparity exists between the demand for these skills and the current skill sets of professionals (Mishra (2014), Robles (2012), and Sharma (2018).

Also, in this ever-changing world, the ability to collaborate and make decisions in a team setting emerges as a critical skill. As Tomasello et al. [18] state significant achievements require collective effort, underscoring the importance of collaborative environments for upskilling and reskilling.

Given the context, this research seeks to bridge the gap in understanding the impact of collaborative decision-making and contextual achievement motivation among public school teachers. There is a notable scarcity of literature exploring these impacts through upskilling and reskilling among Public High School teachers in Davao De Oro, highlighting the urgency of this study. Thus, the researcher aims to address gaps to contribute to the existing body of knowledge by exploring these aspects in the context of the Philippine educational system.

1.2 Purpose of the Study

This study set out to investigate the teachers' perspectives on the impact of collaborative decision-making and contextual achievement motivations on organizational upskilling and reskilling among public school teachers.

1.3 Theoretical Lens

The theoretical framework for this study draws upon several vital educational theories and frameworks relevant to the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling among public school teachers in the context of the Davao de Oro Division.

This study is primarily anchored in the Goal Setting Theory by Edwin A. Locke (1968), which suggests that setting specific and challenging goals can improve performance and motivation. When individuals engage in collective decision-making and are motivated by contextual developmental factors, such as recognition or career development, they are more likely to engage in competence and reskilling activities.

Another theory on which this study is anchored for understanding is the Social Psychological Theory proposed by Albert Bandura (1997) which emphasizes the interactions between individuals, their behaviors, and their environments. In the context of this study, the use of social psychological theory can aid in comprehending how the collective decision-making and contextual achievement motivation drive teachers and impact their readiness to participate in upskilling and reskilling initiatives, to enhance their performance practices.

Additionally, this theory helps individuals acquire knowledge not just from their personal experiences but also by observing others and engaging in social interactions. Implementing this theory in the research can provide valuable insights into how the collective efforts and motivations of teachers.

It inclines also with the Social Psychology Theory that aids in understanding the influence of collective decision-making and the motivation of teachers on their willingness to engage in Organizational upskilling and reskilling initiatives, to improve their performance practices.

The findings of the studies have established several evidence-based principles for effective strategies on the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and

reskilling among public school teachers to improve performance and motivation. On the other hand, researchers urged investigating novel principles to enhance teachers' performance to suffice as technological advancement enables new opportunities to be used in new educational contexts.

Fig. 1 depicts the schematic presentation of the study with the independent and dependent variables. The independent variable is the Collaborative decision-making and Contextual achievement motivation while the dependent variable is the Organizational upskilling and reskilling among public school teachers.

Collaborative decision-making refers to the pool of opinions of all relevant parties and, as a result, arrive at the most objective decision. It is common for decisions made by individuals to match those made by groups. Meanwhile, Contextual achievement motivation refers to an individual's drive to perform well and achieve excellence, but specifically within the context of different life domains such as school, work, family, and community.

On the other hand, the dependent variable is the Organizational upskilling and reskilling among public school teachers measured by survey and poll results. The survey and polls comprised four questions in Part I and five questions in Part II with sub-questions to extract important details. It was empirically validated by experts for validity and reliability.

Moreover, (Woodland et al., 2013). mentions that innovative teaching practices can be shared by educators working together. This underscores that teacher collaboration should be centered on learning and outcomes. To address this, programs like organizational upskilling and reskilling, teacher collaboration should be centered on the learning and outcomes of the students (DuFour (2016),

The figure also displays the different indicators within each variable. This framework suggests that working together in decision-making and being motivated by the environment are important elements that impact how much public school teachers participate in professional development and apply new methods.
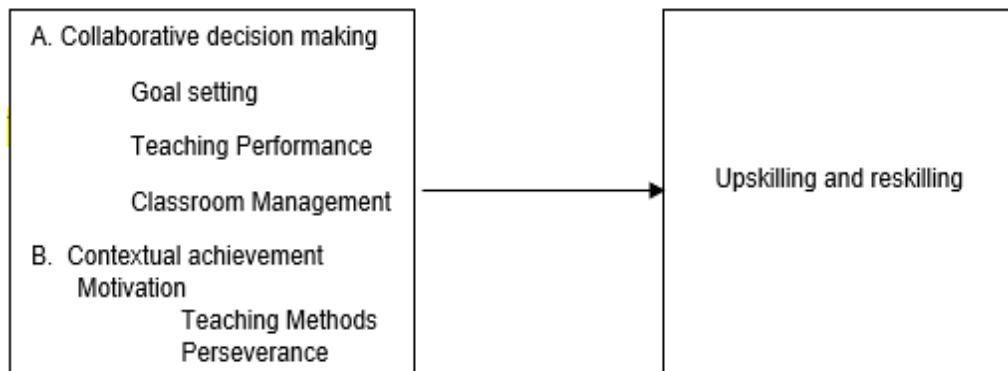
1.4 Conceptual Framework

Fig. 1 Conceptual framework of the study

1.5 Statement of the Problem

This study aimed to determine the gap by examining the relationship between collaborative decision-making, contextual achievement motivation, and the extent of organizational upskilling and reskilling among public school teachers. Specifically, it sought to answer the following questions.

1. What is the relationship between collaborative decision-making and the level of engagement in organizational upskilling and reskilling among public school teachers?
2. Is there a significant relationship between collaborative decision-making and contextual achievement motivation and the effectiveness of organizational upskilling and reskilling among public school teachers?

3. What is the predictive relationship between collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling among public school teachers?

1.6 Null Hypothesis

1.There is no significant relationship between collaborative decision-making and the level of engagement in organizational upskilling and reskilling among public school teachers.

2. There is no statistically significant relationship between collaborative decision-making and contextual achievement motivation and the effectiveness of organizational upskilling and reskilling among public school teachers

3. Collaborative decision-making and contextual achievement motivation do not significantly predict the success of organizational upskilling and reskilling among public school teachers.

2. REVIEW OF LITERATURE

Collaborative decision-making entails educators cooperating to make critical choices that impact their pedagogical approaches and the entire learning environment. It involves teachers and administrators in educational management making important decisions. This strategy fosters a collaborative culture by encouraging open communication, group problem-solving, and shared decision-making. It can include everything from professional development to resource allocation and policy creation. The strategy encourages collaboration, shared accountability, and student achievement while enhancing trust, engagement, and effectiveness in reaching educational objectives**.**

2.1 Collaborative Decision-Making

The synergy between teacher leadership and educational reform has been a focal point in global literature, highlighting the crucial influence teachers wield in catalyzing positive transformations in the education sphere, specifically in the Philippines. The introduction of the K-12 Basic Education Program has sparked discussions about its importance in understanding the core of teacher leadership and its significant impact on the success of educational undertakings.

Historically, educators have been depicted as both facilitators of development and barriers to educational progress (Gunter, 2003). However,

the discourse surrounding teachers has shifted in recent years, with contemporary literature recognizing their beneficial impact on educational growth (Muijs & Reynolds, 2017). This shift in perspective highlights the significance of exploring and harnessing teacher leadership as a powerful force for propelling positive change in education. Additionally, the essence of education is inextricably connected to the quality of its educators. Educational leaders and school administrators provide teachers with the necessary competencies and skills required for the teaching profession since it is considered a great profession.

In addition, teaching requires comprehensive preparation and ongoing professional development to guarantee the provision of high-quality education to students. Various sources underscore the pivotal role teachers play across multiple dimensions, impacting learners, communities, and the nation as a whole. Teachers are heralded as nation builders, shaping the foundation of every profession by imparting knowledge and skills to future generations.

Furthermore, teaching requires comprehensive preparation and ongoing professional development to guarantee the provision of high-quality education to students. The complexity is often increased by involving multiple stakeholders with diverse opinions and interests in decision-making processes. Collaborative Decision-Making (CDM) has become essential in addressing this complexity. CDM aims to improve the accuracy of decision outcomes by utilizing the expertise of different decision-makers (DMs). By promoting effective communication and collaboration, participants can strive for a collective solution, ultimately enhancing the overall decision-making process (Corrigan et al., 2015; Wang et al., 2021b; Owen, 2015).

However, as network and internet technology advances, decision-making has become more complicated due to the large amount of information and complex environments. Addressing decision-making issues frequently demands a range of knowledge, which calls for collaboration among individuals with different areas of expertise (Liao et al., 2022).

2.2 Contextual Achievement Motivation

Contextual achievement motivation for excellence focuses on how external factors - like family, the school environment, and social influences impact an individual's drive for academic success. Smith and Johnson's [19] research emphasized the significant influence of parental involvement on students' motivation and achievement in educational settings. Their findings revealed that students who received greater parental support and encouragement demonstrated higher perseverance and academic achievement levels.

Additionally, Garcia & Martinez [20] explore the contextual incentives of educators and school administrators about how the organizational climate and leadership tactics impact teachers' incentives to enhance student success. The research discovered that an upbeat and nurturing school setting, paired with transformative leadership strategies, was essential in facilitating student achievement and enhancing teachers' and leaders' effectiveness and motivation.

2.3 Educational Management Practices

Education plays a pivotal role in shaping the future of nations, and the effective implementation of curricula is fundamental to the success of any educational system (Gouëdard et al., 2020). Thus, Educational Management Practices are vital for the success of teaching and learning in senior high schools, with teachers playing a key role in implementing strategies to foster a positive learning atmosphere and enhance student achievement. Moreover, effective leadership is crucial for the success of all organizations, including educational institutions. Transformational leadership has been identified as a highly effective strategy that can lead to substantial enhancements in different sectors, particularly in education.

Furthermore, the implementation of educational innovations involves strategic management practices within educational institutions. One key method is the development of personalized educational settings, as proposed by Dias (2018). This concept is designed to enhance individuals' critical thinking and analytical skills, foster the growth of their multiple intelligences, and cultivate responsible citizenship. Moreover, (Ashittey, 2022) highlights the essential role of eight distinct intelligence formations in achieving success in contemporary strategic management contexts.

Also, Yaakob et al. (2019) highlight the importance of using problem-solving as a learning opportunity. It stresses the need to evaluate and expand existing knowledge. For better team performance, it suggests improving interpersonal and communication skills, becoming more adaptable, fulfilling responsibilities, and using evidence effectively.

Indeed, principals who have a distinct vision for implementing the curriculum are essential in influencing the state of education as a whole. Their capacity to explain and convey this vision inspires teachers and gives a shared sense of direction and purpose, fostering vision among the students at the school. Effective leadership has an impact that goes beyond mere managerial duties, including creating a cooperative and encouraging environment culture that places a high priority on carrying out curriculum revisions successfully (Kilag, et al., 2023).

2.4 Upskilling and Reskilling

Upskilling and reskilling involve developing and retraining employees' skills. Upskilling focuses on acquiring new or enhancing existing skills related to one's current job, aiming to advance one's career. In contrast, reskilling involves learning entirely new skills outside of one's current field to transition to a different occupation or industry. Both processes benefit organizations by fostering continuous learning, employee engagement, and talent retention (Moore et al., 2020).

In the future, people must develop new skills and collaborate with new technologies to succeed in their jobs (Jaiswal et al., 2022). Reskilling is essential for organizations in implementing systems to assist employees in adjusting to technology changes and operating effectively in new roles (Makarius et al., 2020).

Also, training and seminars are considered to address work-related concerns and to adapt the mindset of employees as well as equip them with the skills needed for new roles. This also aids in retaining high-performing employees, as the absence of opportunities for career development could lead them to look for employment elsewhere.

Additionally, reskilling aids in bridging the skills gap between older and younger workers, enabling them to innovate and add value, thereby enhancing competitiveness.

Moreover, a skill gap analysis is a process that identifies the skills required for a certain job or industry and compares them with the skills that current workers possess in the specific area (Hay, 2003; Reich et al., 2002).

This evaluation can uncover any differences between the skills necessary for a position and the skills that employees currently possess. It can help companies and individuals make choices about training and improvement initiatives. By identifying skill gaps, organizations can tailor their training programs to meet specific needs. Individuals can concentrate on improving their job performance and advancing their careers through focused learning and development efforts.

Therefore, to discuss the existing skills gap, it is vital to incorporate innovative methods focused on acquiring new skills and reducing the disparity in skills. After recognizing the requirement for particular skills, a thorough long-term strategy and approach must be formulated to integrate new skills and minimize the skills gap between various organizations and the current workforce.

This plan should include a variety of tools, not only aimed at attracting new talent but also well-organized training and educational programs for existing employees, along with the enhancement of work processes. Various training and development alternatives are available to support and guide the enhancement and adaptation of the workforce's skill sets (Ceschi et al., 2022).

3. METHODOLOGY

This study used a quantitative correlational statistical technique that employed multiple regression analysis. This statistical technique examines the relationship between two independent (predictor) variables and one dependent (criterion) variable.

By utilizing this method, researchers can predict the result or outcome and forecast the outcome (dependent variable). Moreover, it seeks to provide a more sophisticated investigation of the relationships between these variables, building on correlation. This technique is also used to answer questions about how much the independent variables and the dependent variable are related. This method includes surveys and polls, which establish the reliability and validity of measurements.

The quantitative correlational method is chosen primarily because it will lead the researcher to gather data directly from each of the respondents. Thus, the researcher chose this method primarily because it collected data directly from 115 respondents in selected public schools within Davao de Oro on the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling.

3.1 Respondents of the Study

The study selected 115 public school teachers from various districts, within Davao de Oro as shown in the table. To ensure anonymity, careful attention was given to the selection of respondents.

Also, the respondents were selected based on their availability and willingness to participate in the study In this way, uncovering and generating data were extracted based on the phenomenon of interest (2016) and followed the Belmont Report of fundamental documents of research which outlines the principles of respect for persons, beneficence, and justice.

3.2 Data Collection Procedure

In this study, the researcher gathered data from face-to-face and online surveys that had to be based on the data sources. The phases of data collection by Fowler, F. J. (2013) were applied in this study, locating the site or person, acquiring access, building rapport, administering the survey questionnaires, analyzing, tabulating, and validating the data by experts.

The data gathered after the survey helped the researcher to have a clear understanding of the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling among public school teachers. The individual gathering of data online was initiated at the designated time, location, and modality. Informed consent was obtained from the respondents, serving as evidence that they agreed to participate in the study. The researcher used validated survey questionnaires with the respondents' permission, and Likert scale questions were utilized during the study.

3.3 Research Instruments

The research instrument in this study was the adapted research questionnaires with corresponding 5-point Likert scale to ensure that

Table 1. Respondents of the Study

Public School Teachers	Sample
Mabini District	92
Maragusan District	5
New Bataan District	4
Pantukan District	5
Maco District	6
Mawab District	3
Total	**115**

there will be a fair and ideal sample of questions that appear on the survey questionnaires. The researcher developed sets of questions highlighting the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling among public school teachers validated and evaluated by experts.

Fifty-five questions were formulated for a survey among 115 teachers in the Davao de Oro Division. The survey aimed to collect their views on collaborative decision-making and Contextual achievement motivation (IV) and how these factors influence organizational upskilling and reskilling (DV). It covered topics like goal setting, learning from mistakes, teaching strategies, perseverance, teaching performance, classroom management, and involvement in professional development.

3.4 Data Analysis

The collected relevant data from the survey were tabulated, interpreted, and validated to remove some inconsistencies and handle data using techniques like mean and regression analysis. Checking assumptions to ensure that the linear relationship between the dependent and independent variables was verified. To genuinely validate the data, the conduct of multiple regression analysis using SPSS was established to interpret the results.

Examining the R-squared value to see how much variance in the dependent variable, examining the regression coefficients (b values) to see a change in the dependent variable for a one-unit change in each independent variable. P-values were checked to determine the statistical significance of each independent variable. This method of analyzing data uncovers insights about the relationship between variables and makes data-driven decisions.

The multiple regression analysis was used to validate the results. As Creswell (2013) emphasized the structural nature, involves the testing of theories deductively, controlling bias, and ensuring replicability. The author highlights the importance of using measurable variables, numeric data, and statistical procedures to validate theoretical constructs. This provides a comprehensive guide for researchers, offering insights into a systematic and empirical approach.

4. RESULTS AND DISCUSSION

This section presents the information gathered in this study, which revolves around the impact of collaborative decision-making and contextual achievement motivation on organizational upskilling and reskilling among public school teachers. The teachers, as respondents, were asked about their goal setting, learning from mistakes, teaching strategies, perseverance, teaching performance, classroom management, and professional development in dealing with their different expertise in the field of teaching.

There were four questions in Part I and another five questions in Part II. Each question has sub-questions to extract the essential details of the respondents in all variables necessary to answer the main statement of the study.

Observations from the survey results are summarized in Table 2. They show that teachers' abilities in collaborative decision-making and motivational contexts affect organizational upskilling effectiveness.

It is shown that the level of teachers on collaborative decision-making and contextual achievement motivation influences the effectiveness of organizational upskilling and reskilling initiatives among public school teachers and has been distributed based on the scores obtained.

Table 2 shows that collaborative decision-making obtained a mean score of 4.18, which categorically practices described as "High," interpreting the high teaching performance in terms of decision-making. This indicates that teachers at this level exhibited high performance in goal-setting and decision-making, leading to enhanced adequacy. The results revealed that the level of teachers on collaborative decision-making influences the effectiveness of organizational upskilling and reskilling initiatives among public school teachers.

Table 3 shows that contextual achievement motivation obtained an overall mean of 4.43, which is categorically described as "Very High" which interprets the High teaching performance in terms of perseverance, learning from mistakes, classroom management, and questioning skills. It means that the teachers at this level show high performances in terms of Contextual achievement motivation which developed adequacy.

The results revealed that the contextual achievement motivation level of teachers influences the effectiveness of organizational upskilling and reskilling among public school teachers.

Table 4 shows that upskilling and reskilling obtained a mean of 4.53, which is categorically described as "Very High." This interprets the high teaching performance in terms of teaching performance, lesson planning, teaching methods, and professional development. It means that the teachers at this level showed high performances

in terms of upskilling and reskilling**.** The data reveals that upskilling and reskilling achieved a mean score of 4.53, categorically labeled as "Very High." This indicates excellent teaching performance across teaching practices, lesson planning, instructional methods, and professional development. Consequently, teachers at this level exhibited notable proficiency in upskilling and reskilling.

Supporting the findings, recent literature underscores the importance of organizational upskilling and reskilling in educational contexts. According to Mendoza and Laquindanum (2019), school administrators in the Philippines need to develop new skills in instructional leadership, curriculum development, and technology integration to remain relevant in the changing educational landscape.

Additionally, a study by De La Salle University (DLSU) (2021) found that upskilling in areas such as leadership, communication, and problem-solving can help education leaders better navigate the challenges of the education sector. Overall, the literature highlights strategic vision and planning as fundamental pillars of successful leadership in education.

Table 5 shows that the correlation between collaborative decision-making and upskilling and reskilling is not significant, as the p-value is 0.400, which is greater than the typical significance level of 0.05. This suggests that there is no statistically significant relationship between these two variables. On the other hand, the correlation

Table 2. Collaborative decision making

Indicators	Mean	SD	Descriptive Equivalent
Goal setting	4.41	.235	Very High
Decision making	3.94	.318	High
Overall Mean	4.18	.202	High

Table 3. Contextual achievement motivation

Indicators	Mean	SD	Descriptive Equivalent
Perseverance	3.99	.375	High
Learning from mistakes	4.49	.318	Very High
Classroom Management	4.53	.246	Very High
Questioning Skills	4.71	194	Very High
Overall Mean	4.43	.149	Very High

Table 4. Upskilling & reskilling

Indicators	Mean	SD	Descriptive Equivalent
Teaching Performance	4.47	.285	Very High
Lesson Planning	4.42	286	Very High
Teaching methods	4.77	.242	Very High
Professional Development	4.47	.245	Very High
Overall Mean	4.53	.155	Very High

between contextual achievement motivation and upskilling and reskilling showed significance as the p-value is 0.012, which is less than the typical significance level of 0.05. This indicates that there is a statistically significant positive relationship between these two variables, meaning that contextual achievement motivation is positively related to upskilling & reskilling.

The results revealed that collaborative decision-making and upskilling and reskilling have shown that there is no significant relationship between these two variables as indicated in the table. Therefore, the null hypothesis is accepted. However, there is a significant relationship between contextual achievement motivation and upskilling and reskilling, showing that as contextual achievement increases, upskilling and reskilling also increase.

The results of the analysis showed a multiple correlation coefficient as $r = 0.214$; $r^2 = 0.046$; $F = 2.664$; $p = 0.074$ expresses the strength of the linear relationship between the dependent variable and the set of independent variables, the positive correlation is relatively weak. The percentage of the dependent variable that can be accounted for by the independent variables, $r^2 = 0.046$, indicates that independent variables barely explain 4.6% of the variation in the dependent variable.

The F-statistic, $F = 2.664$, evaluates the regression model's overall significance and contrasts the unexplained variation with the model's capacity to explain the variation in the dependent variable. Therefore, a model that fits the data better is indicated by a higher F-statistic.

The p-value linked to the F-statistic, $p=0.074$, shows the likelihood of obtaining the observed F-statistic under the assumption that the null hypothesis, which states that all regression coefficients are zero, is true. A p-value greater than the chosen significance level (0.05 or 0.10) signifies a lack of statistical significance for the regression model as a whole.

With that, the multiple regression model is weak in overall fit, which shows 4.6% only of the variance in the dependent variable.

It is not statistically significant at the 5% or 10% significance level, with $r=0.214$, $r^2=0.046$, $F=2.664$, and $p=0.074$. These findings suggest that the model's independent variables are not very effective at predicting the dependent variable between collaborative decision-making, which was shown to be not significant, and contextual achievement motivation, which was shown to be significant, the successful implementation of upskilling and reskilling initiatives in public school teachers.

The significance of the relationship between the variables in terms of collaborative decision-making was not significant, while contextual achievement motivation and upskilling and reskilling were shown to be significant. This indicates that collaborative decision-making was not significant for teaching performance, whereas contextual achievement motivation and upskilling and reskilling were significant among public school teachers.

Table 5. Significance of relationships between the variables

Variables Correlated	R	p-value	Decision on H_o	Decision on Relationship
Collaborative Decision Making and upskilling & Reskilling	0.024	0.400	Accept	Not Significant
Contextual achievement motivation and upskilling & Reskilling	0.211	0.012	Reject	Significant

Table 6. Predictors of upskilling & reskilling

	Unstandardized Standardized		Standardized Coefficients	t	Significance	Decision
Model 1	**B**	**Std. Error**	**Beta**	6.503	0.000	
Constant	3.449	.530				
Collaborative Decision making	0.026	0.071	0.034	0.363	0.717	Not significant
Contextual achievement Motivation	0.221	0.096	0.213	2.293	0.024	significant
r=0.214; r2 = 0.046; F = 2.664 p= 0.074						

The results revealed that collaborative decision-making and contextual achievement motivation are key to the successful implementation of organizational upskilling and reskilling initiatives among public school teachers. It was shown that there is a predictive relationship between collaborative decision-making and contextual achievement motivation among teachers in terms of organizational upskilling and reskilling.

5. CONCLUSIONS AND RECOMMENDA-TIONS

The results from the multiple regression analysis show that teachers who engage in collaborative decision-making and contextual achievement motivation possess high levels of achievement motivation and are more likely to actively participate in programs aimed at improving their skills. These two factors led to high teaching performance with mean test scores of 4.18 categorized as high level excelled in goal setting and decision making. Contextual achievement motivation also showed excellent teaching performance, indicating strength in perseverance, learning from mistakes, classroom management, and questioning skills.

Additionally, the research highlighted how teachers' contextual achievement motivation impacts organizational upskilling and reskilling initiatives among public school teachers.

Furthermore, Table 4 indicated a mean score of 4.53, classified as "Very High," for upskilling and reskilling. This shows strong teaching performance in areas such as lesson planning, teaching methods, and professional development for teachers at this level. The study showed that collaborative decision-making did not impact teaching performance significantly, but contextual achievement motivation, upskilling, and reskilling were crucial in organization among public school teachers. The study found significant connections between contextual achievement motivation, upskilling, and reskilling, but collaborative decision-making did not show statistical significance for teaching performance compared to other variables.

These findings indicate that promoting a culture of collaborative decision-making and supporting teachers' achievement motivation is important in motivating teachers to participate in skill development programs. Therefore, school leaders and policymakers are recommended to provide more opportunities for teacher leadership, empowerment, and autonomy, as well as implement strategies to increase achievement motivation.

Investing in skill development programs is essential for fostering a culture of continuous improvement within schools and implementing professional development initiatives. Legislators should provide funding for educational initiatives that give school administrators skills and abilities to assist their employees. These courses concentrate on developing leadership skills, including teamwork, communication, and strategic decision-making to foster an atmosphere that supports career advancement. Building collaborative learning communities is essential to schools' ongoing improvement. Administrators support these forums where educators exchange ideas and improve their pedagogical strategies. To promote teachers' involvement in professional development, providing them with ongoing support and acknowledging their accomplishments is essential.

Indeed, further investigation is needed to explore other variables that impact skill development and to assess their influence on student achievement.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standards or university standards written ethical approval has been collected and preserved by the author (s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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Peer-review history:
The peer review history for this paper can be accessed here:
https://www.sdiarticle5.com/review-history/119242