

THE ROLE OF LEADERSHIP PRACTICES IN SHAPING SCHOOL CULTURE AND PERFORMANCE

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Abstract

*The study aimed to determine the relationship between the school heads' leadership practices and school culture and performance at the Candelaria West District. Specifically, it sought to answer on perceived school heads' leadership practices such as Strategic Thinking and Vision, Emotional Intelligence, Change Management, and Resource Management, and its relations to school culture in terms of Communication Patterns, Decision-Making Processes and Values and Beliefs, school performance in terms of Academic Achievement, Student Engagement, Teacher Effectiveness, Resource Utilization and Community and Stakeholders Relations. This study is descriptive-correlational research with a researcher-made questionnaire employed to gather data from respondents. The statistical methods employed were frequency, Mean, Standard Deviation and Pearson *r*. Findings revealed a significant relationship between leadership practices and school culture, and between leadership practices and school performance.*

Keywords: leadership practices, school culture, school performance

1. Introduction

Education plays a crucial role in shaping and influencing the lives of individuals within a community. Schools are the heart of this process, built on their members' shared norms, values, beliefs, and traditions, making them a vital part of any educational institution (Cooray, 2023).

School leaders are like the captains of their ships, steering the organization in the right direction. They act as navigators and the compass for everything the school undertakes. Leaders must possess essential competencies to ensure smooth sailing in the educational landscape. By effectively planning, Organizing, Leading, and evaluating (POLE), school heads guide their organizations to maximize human and non-human resources, ultimately achieving the institution's goals (Aquino et al., 2021).

In highly effective schools, leaders foster collaboration, support teachers, engage parents as partners in enhancing student learning, and cultivate trust and respect within the school and the wider community. As a result, school heads are expected to demonstrate a broad range of competencies in their roles to fulfill the long-standing global aspiration for quality education and lifelong learners (UNICEF, 2021).

The impact of different leadership approaches varies significantly depending on the size of the school. Larger schools often face different challenges compared to smaller ones, and the leadership strategies must be adjusted accordingly. Leadership practices must adapt to the size of the school to address specific challenges and capitalize on available resources.

The study aims to identify the role of leadership practices in shaping school culture and

performance.

Aquino et al. (2021) noted that stepping into a school leadership role is no walk in the park, no matter the context. Yet, the fundamental principles of educational leadership remain consistent. There's a perspective that leadership isn't solely the domain of one person; rather, it's a blend of various factors. The effective and sustainable governance of any educational institution hinges on the commitment of school officials to create and execute initiatives that ensure ongoing efficiency and foster positive professional relationships between the administration and its stakeholders. As a result, school heads are looking for that same efficiency level from their teachers in the education sector.

This study seeks to illuminate the intricate relationships between leadership practices, school culture, and school performance by thoroughly examining existing literature, empirical evidence, and qualitative insights.

In the end, this study's outcomes will not only contribute to the existing body of knowledge in the field of education but also have practical implications for teacher training programs, professional development initiatives, and policy-making efforts aimed at improving educational quality

1.1 Statement of the Problem

This study aimed to determine the role of leadership practices in shaping school culture and performance in the Candelaria West District.

Specifically, it sought to answer the following questions:

1. How do the respondents perceive the school heads' leadership practices as to:
 - 1.1 strategic thinking and vision;
 - 1.2 Emotional Intelligence;
 - 1.3 Change management and
 - 1.4 Resource management?
2. How do respondents perceive school culture as to:
 - 2.1 Communication Patterns;
 - 2.2 Decision-making processes; and
 - 2.3 Values and beliefs?
3. How do respondents perceive school performance in terms of:
 - 3.1 academic achievement;
 - 3.2 Student Engagement;
 - 3.3 Teacher Effectiveness;
 - 3.4 resource utilization; and
 - 3.5 Community and stakeholders' relations?
4. Is there a significant relationship between school heads' leadership practices and culture?
5. Is there a significant relationship between school heads' leadership practices and school performance?

1. Methodology

This chapter presents the research design, population setting, sampling, the instrument to gather data, the data gathering procedures, and the statistical data treatment.

This study used the descriptive-correlational method of research. The term descriptive method pertains to the research question, design, and data analysis applied to a topic. The study determined the relationship between the role of leadership practices in shaping school culture and performance. The respondents were public elementary school teachers designated Teacher I, II, III and Master Teachers I and II of the Candelaria West District.

The descriptive-correlational research method is ideally used to ascertain the degree of relationship/

and/or influence/ impact of one variable (IV) on the other variable (DV). The respondents of this study were public elementary school teachers designated as Teacher I, II, III and Master Teachers I and II in 11 schools within the Candelaria West District. These teachers vary in designations, demographic profile, years in teaching, educational attainment, and specialization. These teachers vary in designations, demographic profile, years in teaching, educational attainment, and specialization. The respondents of this study are public elementary school teachers, namely: Buenavista East Elementary School, Buenavista West Elementary School, Bukal Sur elementary School, Bukal Norte Elementary School, Candelaria Elementary School 1&2, Candelaria Elementary School-Main, Masalukot I Elementary School, Masalukot II Elementary School, Masalukot III Elementary School, Masin Elementary School and Mayapyap Elementary School. Candelaria West District is composed of two hundred forty-two respondents and one-hundred thirty of the total enumeration were responded. The researcher utilized self-made research questionnaires to determine the role of leadership practices in shaping the school culture and performance.

The questionnaires for this study are as follows:

PART I. Leadership Practices. This section comprises forty (40) statements to determine the respondents' perception of school head leadership practices. It consists of four (4) sub-variables: strategic thinking and vision, emotional intelligence, change management and resource management. The sub-variables used were 5-Well, 4-Practiced, 3 3-Moderately Practiced, 2 2-Minimally Practiced, and 1—Not Practiced.

PART II. School Culture. It comprises thirty (30) statements to determine the respondents' perception of school culture. It comprises three (3) sub-variables: communication patterns, decision-making processes, values, and beliefs. The sub variables used are 5-Highly Observed, 4-Observed, 3-Moderately Observed, 2-Slightly Observed and 1-Not Observed.

PART III. School Performance. This section is composed of fifty (50) statements intended to determine the respondents' perceptions of school performance. It consists of five (5) subvariables: academic achievement, student engagement, teacher effectiveness, resource utilization and community and stakeholders' relations. The sub variables used were 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory and 1-Needs Improvement.

The self-made research questionnaires were tested for validity and reliability. Cronbach's alpha fell in all the variables with 10 statements each under the "Excellent" category, reflecting the internal consistency of the instrument.

The researcher conducted pilot testing with 20-30 non-respondent teachers for external validation and five master teachers for internal validation of the research instrument. Then, a letter was sent to the Schools Division Superintendent to conduct the study. After receiving approval, the researcher sent a letter addressed to the Candelaria West District supervisor and the school heads of the eleven schools within the district.

The survey questionnaires were forwarded to school heads and teachers through Google Forms. Data were collated for statistical analysis with the assistance of the researcher's statistician. The collected data will be confidential and utilized exclusively for the research. The data gathered were organized, tabulated, and interpreted.

Statistical tools were utilized to present, analyze, and interpret the collected data.

The mean and standard deviation were used to analyze the responses to the descriptive questions provided to respondents.

The Pearson's moment of the correlation coefficient was utilized to analyze the respondents' responses and determine the relationship between variables in the inferential analysis.

2. Results and Discussion

Table 3 Respondents' Perception of the School Heads' Leadership Practices as to Strategic Thinking and Vision

The school head...	Mean	SD	Interpretation
1. demonstrates a clear understanding of the school's long-term vision.	4.47	0.64	Practiced
2. ensures that the school objectives align with the Overall strategic goals of the organization.	4.45	0.65	Practiced
3. considers future trends and challenges when developing strategies.	4.40	0.67	Practiced
4. Engages stakeholders to gather insights that inform With strategic direction.	4.42	0.63	Practiced
5. Approach challenges with innovative solutions that align With strategic vision.	4.37	0.65	Practiced
6. Prioritizes long-term outcomes over short-term gains in decision-making.	4.40	0.67	Practiced
7. Communicates effectively the school's vision to inspire and motivate the organization.	4.41	0.72	Practiced
8. assesses potential risks when formulating strategic plans.	4.38	0.66	Practiced
9. allocates resources strategically to support the school's vision and goals.	4.37	0.68	Practiced
10. evaluates the progress toward achieving the strategic vision.	4.42	0.64	Practiced
Overall	4.41	0.60	Practiced

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Minimally Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Practiced); 4.49-5.0 (Well Practiced)

The data in Table 3 presents respondents' perceptions of school heads' leadership practices related to strategic thinking and vision. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.41 (SD = 0.60) falling within the "Practiced" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for demonstrating a clear understanding of the schools' long-term vision (Mean = 4.47, SD = 0.64) and ensuring that school objectives align with the organization's overall strategic goals (Mean = 4.45, SD = 0.65). These scores indicate that respondents value and recognize the school heads' ability to comprehend and communicate the broader organizational vision while ensuring alignment between specific school objectives and institutional goals.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.37 and 4.47. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of strategic leadership behaviors without significant weaknesses in any area. Even the relatively lower-rated aspects – approaching challenges with innovative solutions (Mean = 4.37, SD = 0.65) and strategically allocating resources (Mean = 4.37, SD = 0.68) – still received positive evaluations.

The standard deviations across all items ranged from 0.63 to 0.72, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to communicating effectively the school's vision to inspire and motivate the organization (SD = 0.72), suggesting some diversity in how respondents perceived this leadership practice.

The data portrays school heads as effective strategic leaders who exhibit strength across all measured dimensions of strategic thinking and vision. Respondents appear to hold particularly positive views of the school heads' understanding of long-term vision and ability to align school objectives with organizational goals, while strongly recommending their performance in all other strategic leadership behaviors.

Liedtka's (2012) study pointed out that capacity and willingness to think are necessary for the development of strategic thinking. A person's willingness to think consciously and actively reflects their inclinations. Such an individual must also be at ease with making his own decisions and not rely on others to guide him. Strategic leaders must be able to think creatively on a personal level. Strategic leaders require a different perspective than operational leaders, typically procedure-bound, heavily functionally focused, and rely on technical skills.

Table 4 Respondents' Perception of the School Heads' Leadership Practices as to Emotional Intelligence

The school head...	Mean	SD	Interpretation
1. demonstrates an understanding of their own emotions and how they affect others.	4.26	0.75	Practiced
2. remains calm and collected during stressful situations, providing a stable environment.	4.31	0.76	Practiced
3. shows genuine concern for the feelings of the teachers and students.	4.35	0.77	Practiced
4. Communicates openly and effectively, fostering a culture of trust.	4.38	0.74	Practiced
5. inspires and motivates teachers to achieve their best and support student success.	4.39	0.73	Practiced
6. addresses conflicts fairly and constructively, helping to Resolve issues peacefully.	4.35	0.74	Practiced
7. creates an emotionally supportive environment that encourages teachers' well-being.	4.35	0.78	Practiced
8. Adjusts their approach based on the emotional climate of the school and the needs of the teachers.	4.36	0.76	Practiced
9. Promotes teamwork and collaboration among teachers to enhance learning.	4.42	0.73	Practiced
10. seeks and responds to feedback regarding their leadership and emotional interactions.	4.38	0.73	Practiced
Overall	4.35	0.69	Practiced

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Minimally Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Practiced); 4.49-5.0 (Well Practiced)

Table 4 presents respondents' perceptions of school heads' leadership practices related to emotional intelligence. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.35 (SD = 0.69) falling within the "Practiced" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for promoting teacher teamwork and collaboration to enhance learning (Mean = 4.42, SD = 0.73) and inspiring and motivating teachers to achieve their best and support student success (Mean = 4.39, SD = 0.73). These scores indicate that respondents

particularly value and recognize the school heads' ability to create a sense of purpose by aligning teachers with a shared vision for student success, offering encouragement and recognition that fosters collaboration rather than division.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.42 and 4.26. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of emotional intelligence without significant weaknesses in any area. Even the relatively lower-rated aspects – demonstrating an understanding of their own emotions and how they affect others (Mean = 4.26, SD = 0.75) and remaining calm and collected during stressful situations, providing a stable environment (Mean = 4.31, SD = 0.76) – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.73 to 0.78, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to creating an emotionally supportive environment that encourages teachers' well-being (SD = 0.78), suggesting some diversity in how respondents perceived this leadership practice.

In general, the data indicate that school heads are effective emotional leaders who exhibit strength across all measured dimensions of emotional intelligence. Respondents appear to hold particularly positive views of school heads' roles in creating an emotionally supportive environment that encourages teachers' well-being.

Peter's study (2013) shows that emotional intelligence is a vital aspect of leadership performance and plays a significant role in the development of leadership.

Table 5 Respondents' Perception of the School Heads' Leadership Practices as to Change Management

The school head...	Mean	SD	Interpretation
1. Communicates changes clearly and effectively to all teachers.	4.28	0.73	Practiced
2. Encourages collaboration among teachers during periods of change.	4.41	0.68	Practiced
3. demonstrates flexibility in adapting plans based on Feedback from teachers.	4.33	0.71	Practiced
4. actively seeks input from teachers before implementing changes.	4.35	0.71	Practiced
5. provides adequate resources and support during transitions.	4.30	0.74	Practiced
6. recognizes and celebrates successes during the change process.	4.33	0.73	Practiced
7. fosters a culture of innovation and openness to new ideas.	4.38	0.71	Practiced
8. Addresses concerns and challenges raised by teachers promptly.	4.33	0.72	Practiced
9. Leads by example, modeling positive behavior during change initiatives.	4.37	0.74	Practiced
10. has a clear vision for the future that inspires confidence among teachers.	4.38	0.73	Practiced
Overall	4.35	0.66	Practiced

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Minimally Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Practiced); 4.49-5.0 (Well Practiced)

Table 5 presents respondents' perceptions of school heads' leadership practices related to change management. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.35 (SD = 0.66) falling within the "Practiced" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for encouraging collaboration among teachers during periods of change (Mean = 4.41, SD = 0.68), fostering a culture of innovation and openness to new ideas (Mean = 4.38, SD = 0.71) and having a clear vision for the future that inspires confidence among teachers (Mean = 4.38, SD = 0.73). These scores indicate that respondents particularly value and recognize the school heads' ability to cope with changes, yielding innovative solutions and ideas highlighting collaboration for future school goals and vision.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.41 and 4.28. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of change management without significant weaknesses in any area. Even the relatively lower-rated aspects – communicating changes clearly and effectively to all teachers (Mean = 4.28, SD = 0.73) and providing adequate resources and support during transitions (Mean = 4.30, SD = 0.74) – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.74 to 0.68, indicating relatively consistent participant responses. The items with slightly more variability in responses were related to providing adequate resources and support during transitions and leading by example, modeling positive behavior during change initiatives (SD = 0.74), suggesting some diversity in how respondents perceived this leadership practice.

Overall, the data suggests school heads are effective leaders who exhibit strength across all measured dimensions of change management. Respondents appear to hold particularly positive views of the school heads' ability to change positively and deal with innovative solutions to transitions with the collaboration of teachers and the school community, focusing on school objectives and the organization's vision. A culture of innovation and openness to new ideas.

According to Sadri (2012), he perceived change as a continuous, organic process. Three stages of implementation, individual, group, and organizational, are necessary for a successful organization. Leadership plays a different function at every stage of change since it is the primary responsibility of a leader to manage the people and make their best efforts in support of change for a company. In the modern business environment, change management is a crucial area of focus for any organization's survival and the healthy expansion of any corporation. Without management's active involvement, change in any organization cannot be successful.

Table 6 Respondents' Perception of the School Heads' Leadership Practices as to Resource Management

The school head...	Mean	SD	Interpretation
1. allocates resources effectively to meet the needs of all students.	4.29	0.70	Practiced
2. ensures that teachers have access to the necessary materials and tools for instruction.	4.25	0.72	Practiced
3. involves teachers in budgetary decisions and resource allocation planning.	4.24	0.83	Practiced
4. Prioritizes professional development opportunities that Enhance teaching practices.	4.29	0.69	Practiced

5. Communicates transparently about resource availability and constraints.	4.25	0.81	Practiced
6. actively seeks external funding or grants to support school initiatives.	4.33	0.70	Practiced
7. promotes efficient use of time and resources among staff.	4.32	0.71	Practiced
8. supports collaborative initiatives that optimize resources sharing among teachers.	4.30	0.70	Practiced
9. Regularly evaluates the effectiveness of the resource allocation and makes adjustments as needed.	4.30	0.71	Practiced
10. fosters a culture of accountability in managing the school resources.	4.31	0.72	Practiced
Overall	4.29	0.66	Practiced

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Minimally Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Practiced); 4.49-5.0 (Well Practiced)

Table 6 presents respondents' perceptions of school heads' leadership practices related to resource management. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.29 (SD = 0.66) falling within the "Practiced" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for seeking external funding or grants to support school initiatives (Mean = 4.33, SD = 0.70) and promoting efficient use of time and resources among staff (Mean = 4.32, SD = 0.71). These scores indicate that respondents particularly value and recognize the school heads' ability to reach the wider community in extending help by seeking resources and pointing out the importance of maximizing the use of resources in meaningful and productive ways.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.24 and 4.33. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of resource managers' behaviors without significant weaknesses in any area. Even the relatively lower-rated aspects – involving teachers in budgetary decisions and resource planning (Mean = 4.24, SD = 0.83), ensuring teachers have access to necessary materials and tools for instruction (Mean = 4.25, SD = 0.72) and communicating transparently about resource availability and constraints (Mean = 4.25, SD = 0.81) still received solidly positive evaluations.

The standard deviations across all items ranged from 0.69 to 0.83, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to communicating transparently about resource availability and constraints (SD = 0.81), suggesting some diversity in how respondents perceived this leadership practice.

The data generally reveals school heads as effective resource managers who exhibit strength across all measured dimensions of resource management. Respondents appear to hold particularly positive views of the school heads' fostering a culture of accountability in managing school resources.

According to Armstrong (2004), who concurred with this fact, "personnel management is the harnessing of the whole human potential talent, skills, resources, etc. for the improvement of the organization and the realization of organizational goals.

Table 7 Summary of Tables on the Respondents' Perception of the School Heads' Leadership Practices

School Heads' Leadership Practices	Overall Mean Score	SD	Interpretation
Strategic Thinking and Vision	4.41	0.60	Practiced
Emotional Intelligence	4.35	0.69	Practiced
Change Management	4.35	0.66	Practiced
Resource Management	4.29	0.66	Practiced
Overall	4.35	0.65	Practiced

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Minimally Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Practiced); 4.49-5.0 (Well Practiced)

The data in Table 7 shows respondents' perceptions of the school head's leadership practices. As shown in the table above, strategic thinking and vision had the highest mean of 4.41 and standard deviation of 0.60, while resource management had the lowest mean of 4.29 and standard deviation of 0.65. The table received a mean of 4.35 and a standard deviation of 0.65, falling under Practiced interpretation.

According to Peterson et al. (2021), a school head must prioritize understanding the school culture and leadership qualities to lead the school effectively and efficiently.

Table 8 Respondents' Perception of School Culture as to Communication Patterns

The school head...	Mean	SD	Interpretation
1. Encourages open communication among all staff members.	4.31	0.77	Observed
2. actively listens to teachers' concerns and feedback.	4.25	0.83	Observed
3. Communicates important information in a timely manner.	4.35	0.74	Observed
4. fosters a culture where teachers feel comfortable sharing ideas and opinions.	4.32	0.77	Observed
5. uses multiple channels (meetings, emails, etc.) to ensure effective communication.	4.42	0.69	Observed
6. regularly seeks input from teachers when making decisions that affect the school culture.	4.31	0.75	Observed
7. provides constructive feedback that supports professional growth.	4.30	0.75	Observed
8. Promotes transparency in decision-making processes.	4.33	0.75	Observed
9. Recognizes and values contributions from all staff members.	4.32	0.76	Observed
10. encourages collaborative discussions that enhance team dynamics.	4.38	0.72	Observed
Overall	4.33	0.70	Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Moderately Observed); 3.50-4.49 (Observed); 4.49-5.0 (Highly Observed)

The data in Table 8 presents respondents' perceptions of school culture related to communication

patterns. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.33 (SD = 0.70) falling within the "Observed" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for using multiple channels to ensure effective communication (Mean = 4.42, SD = 0.69) and encouraging collaborative discussions that enhance team dynamics (Mean = 4.38, SD = 0.70). These scores indicate that respondents particularly value and recognize the school heads' ability to communicate clearly through different platforms for effective instruction and information dissemination.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.25 and 4.42. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of communication skills without significant weaknesses in any area. The relatively lower-rated aspects – listening to teachers' concerns and feedback (Mean = 4.25, SD = 0.83) and providing constructive feedback supporting professional growth (Mean = 4.30, SD = 0.75) – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.69 to 0.83, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to listening to teachers' concerns and feedback (SD = 0.83), suggesting some diversity in how respondents perceived this school culture.

Overall, the data demonstrate school heads as effective communicators who exhibit strength across all measured dimensions of communication patterns. Teachers support a positive view of the school culture, open communication, and collaboration for effective and clear understanding of information that leads to attaining the school's vision and goals. Fostering a culture where teachers feel comfortable sharing ideas and opinions.

Cooray (2023), communication and language are powerful tools for forming a school's culture. A school community's common values, priorities, and beliefs are reflected in its language and expressions. Using inclusive and upbeat language, clear lines of communication, and effective feedback procedures fosters a culture of cooperation, respect, and ongoing development. A culture of cooperation and partnership is fostered, for example, by parent-teacher conferences and digital platforms that enable open and transparent communication between parents, educators, and administrators.

Table 9 Respondents' Perception of School Culture as to Decision-Making Processes

	Mean	SD	Interpretation
The school head...			
1. involves teachers in the decision-making process regarding school policies.	4.35	0.78	Observed
2. Values diverse perspectives when making important decisions.	4.32	0.72	Observed
3. provides a clear rationale for decisions that impact the school community.	4.38	0.72	Observed
4. Encourages collaborative decision-making among teachers.	4.38	0.70	Observed
5. Effectively communicates the outcomes of decisions made.	4.37	0.72	Observed
6. is open to feedback and adjusts decisions based on Input from teachers.	4.33	0.72	Observed
7. demonstrates a commitment to make decisions that	4.37	0.72	Observed

benefit student learning.

8. Prioritizes transparency in the decision-making process.	4.35	0.74	Observed
9. Recognizes and addresses the concerns of teachers During decision-making.	4.39	0.72	Observed
10. promotes a culture where staff feel empowered to Contribute to decisions.	4.39	0.71	Observed
Overall	4.36	0.68	Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Moderately Observed); 3.50-4.49 (Observed); 4.49-5.0 (Highly Observed)

Table 9 presents respondents' perceptions of school culture related to decision-making processes. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.36 (SD = 0.68) falling within the "Observed" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for recognizing and addressing teachers' concerns during decision-making (Mean = 4.39, SD = 0.72) and promoting a culture where staff feel empowered to contribute to decisions (Mean = 4.39, SD = 0.71). These scores indicate that respondents value and recognize the school heads' ability to address concerns and problems during decision-making and elicit responses from the whole organization regarding school policies and goals.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.32 and 4.39. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of decision-making skills without significant weaknesses in any area. Even the relatively lower-rated aspects—valuing diverse perspectives when making important decisions (Mean = 4.32, SD = 0.72) and being open to feedback and adjusting decisions based on input from teachers (Mean = 4.33, SD = 0.72)—still received solidly positive evaluations.

The standard deviations across all items ranged from 0.69 to 0.83, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to prioritizing transparency in the decision-making process (SD = 0.74), suggesting some diversity in how respondents perceived this school culture.

In general, the data shows school heads as effective decision-makers who exhibit strength across all measured dimensions of decision-making processes. Teachers seem to adhere to particularly positive views of the school culture, as decision-making is vital in formulating school policies and promoting a culture where teachers feel empowered to provide suggestions and inputs in decision-making processes. A school head who prioritizes transparency in the decision-making process.

As Mintzberg et al. (2001) cited, the decision-making process, which doesn't consider the organizational culture, may bring unintended and unexpected consequences. In other words, it influences the leader and the way of leading, and everyone must make decisions occasionally, and organizational settings are no exception.

Table 10 Respondents' Perception of School Culture as to Values and Beliefs

The school head...	Mean	SD	Interpretation
1. Clearly articulates the core values of the school.	4.43	0.73	Observed
2. models the values and beliefs expected of teachers and students.	4.40	0.70	Observed
3. fosters a culture of respect and inclusivity among all members of the school community.	4.45	0.65	Observed
4. Encourages teachers to integrate the school's values into their teaching practices.	4.43	0.66	Observed
5. actively promotes ethical behavior and decision-making-making in the school.	4.43	0.66	Observed
6. recognizes and celebrates diverse beliefs and backgrounds within the school community.	4.43	0.63	Observed
7. Facilitates discussions about the importance of shared values among teachers.	4.38	0.72	Observed
8. supports initiatives that align with the school's mission and values.	4.38	0.71	Observed
9. demonstrates commitment to continuous improvement based on the school's core beliefs.	4.42	0.72	Observed
10. ensures that all stakeholders understand and Embrace the school's values and beliefs.	4.41	0.72	Observed
Overall	4.42	0.64	Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Moderately Observed); 3.50-4.49 (Observed); 4.49-5.0 (Highly Observed)

The data in Table 10 presents respondents' perceptions of school culture related to values and beliefs. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.42 (SD = 0.64) falling within the "Observed" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for fostering a culture of respect and inclusivity among all members of the school community (Mean = 4.45, SD = 0.65) and articulating the core values of the school (Mean = 4.43, SD = 0.73), encouraging teachers to integrate the school's values onto their teaching practices (Mean = 4.43, SD = 0.66), promoting ethical behavior and decision-making in the school (Mean = 4.43, SD = 0.66), recognizing and celebrating diverse beliefs and backgrounds within the school community (Mean = 4.43, SD = 0.63). These scores indicate that respondents particularly value and recognize the school heads' ability to address diverse values and beliefs that align with the school's core values.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.38 and 4.45. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of values and beliefs without significant weaknesses in any area. Even the relatively lower-rated aspects – facilitating discussions about the importance of shared values among teachers (Mean = 4.38, SD = 0.72) and supporting initiatives that align with the school's mission and values (Mean = 4.38, SD = 0.71) – still received solidly positive

evaluations.

The standard deviations across all items ranged from 0.63 to 0.73, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to articulating the school's core values ($SD = 0.73$), suggesting some diversity in how respondents perceived this school culture.

Overall, the data presents school heads who exhibit strength across all measured dimensions of values and beliefs. Respondents appear to hold particularly positive views of the school culture as values and beliefs that align with the school's core values and mission, demonstrating a commitment to continuous improvement based on the school's core beliefs.

According to Deshpande et al. (1989), a shared pattern of values and beliefs can help individuals to understand organizational functioning and provide them with a guide for how to behave in an organization.

Table 11 Summary of Tables on the Respondents' Perception of the School Culture

School Culture	Overall Mean Score	SD	Interpretation
Communication Patterns	4.33	0.70	Observed
Decision-Making Processes	4.36	0.68	Observed
Values and Beliefs	4.42	0.64	Observed
Overall	4.37	0.67	Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Moderately Observed); 3.50-4.49 (Observed); 4.49-5.0 (Highly Observed)

The data in Table 11 shows respondents' perceptions of school culture. As shown in the table above, values and beliefs had the highest mean of 4.42 and standard deviation of 0.64, while communication patterns had the lowest mean of 4.33 and standard deviation of 0.70. Overall, the table received a mean of 4.37 and a standard deviation of 0.67, falling under Observed interpretation.

According to Al-Sada et al. (2017), school culture is a significant determinant of organizational efficiency and should be investigated empirically. A quantitative analysis of the relationship between principal leadership qualities and school culture may identify organizational culture and best leadership practices that promote higher student achievement.

Table 12 Respondents' Perception of School Performance as to Academic Achievement

The school head...	Mean	SD	Interpretation
1. Regularly communicates academic performance expectations for all teachers.	4.48	0.66	Very Satisfactory
2. Shares data on student achievement with teachers timely manner.	4.45	0.68	Very Satisfactory
3. Encourages a collaborative approach to discussing student performance.	4.45	0.68	Very Satisfactory
4. provides feedback to teachers on their contributions to Student academic success.	4.42	0.71	Very Satisfactory
5. fosters an environment where teachers feel comfortable discussing academic challenges.	4.43	0.70	Very Satisfactory
6. recognizes and celebrates the academic achievements of Both students and teachers.	4.41	0.69	Very Satisfactory
7. facilitates professional development focused on Improving student performance.	4.46	0.66	Very Satisfactory
8. Promotes clear communication channels for addressing academic concerns.	4.42	0.70	Very Satisfactory
9. actively seeks input from teachers when developing strategies to enhance academic achievement.	4.42	0.68	Very Satisfactory
10. creates a culture of accountability regarding student performance across the school.	4.45	0.67	Very Satisfactory
Overall	4.44	0.64	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

The data in Table 12 presents respondents' perceptions of school performance related to academic achievement. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.44 (SD = 0.64) falling within the "Very Satisfactory" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for communicating academic performance expectations to all teachers (Mean = 4.48, SD = 0.66) and facilitating professional development focused on improving student performance (Mean = 4.46, SD = 0.66). These scores indicate that respondents particularly value and recognize the school heads' ability to address academic achievement and the success of students and teachers within target expectations and goals.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.41 and 4.48. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of academic achievement without significant weaknesses in any area. Even the relatively lower-rated aspects – recognizing and celebrating academic achievements of both students and teachers (Mean = 4.41, SD = 0.69) and providing feedback to teachers on their contributions to student academic success (Mean = 4.42, SD = 0.71), promoting clear communication channels for addressing academic concerns (Mean = 4.42, SD = 0.70), seeking input from teachers when developing strategies to enhance academic achievement (Mean = 4.42, SD = 0.68), – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.66 to 0.71, indicating relatively consistent

participant responses. The item with slightly more variability in responses was related to providing feedback to teachers on their contributions to student academic success ($SD = 0.71$), suggesting some diversity in how respondents perceived this school culture.

Overall, the data reflect school heads who exhibit strength across all measured dimensions of academic achievement. Respondents appear to hold particularly positive views of the school performance as academic achievement, which recognizes and celebrates the academic achievements of both students and teachers.

According to Peterson et al. (2021), school culture and leadership competencies are two important factors essential to raising student accomplishment.

Table 13 Respondents' Perception of School Performance as to Student Engagement

The school head...	Mean	SD	Interpretation
1. Effectively communicates a clear vision for students engagement.	4.39	0.67	Very Satisfactory
2. fosters a supportive environment that encourages student participation and involvement.	4.44	0.65	Very Satisfactory
3. provides adequate professional development opportunities focused on strategies for enhancing student engagement.	4.38	0.67	Very Satisfactory
4. uses student engagement data to inform decisions and improve school practices.	4.42	0.63	Very Satisfactory
5. Promotes collaboration among teachers to share Effective student engagement strategies.	4.42	0.67	Very Satisfactory
6. Encourages teacher feedback regarding student engagement and takes it seriously.	4.44	0.68	Very Satisfactory
7. actively involves parents in school activities to enhance student engagement.	4.42	0.66	Very Satisfactory
8. Implements recognition programs that celebrate student achievements and engagement efforts.	4.44	0.65	Very Satisfactory
9. Prioritizes policies and initiatives that enhance student voice and agency in the school.	4.41	0.67	Very Satisfactory
10. is committed to continuous improvement in leadership Practices to boost student engagement.	4.44	0.64	Very Satisfactory
Overall	4.42	0.61	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

Table 13 presents respondents' perceptions of school performance related to student engagement. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.42 ($SD = 0.61$) falling within the "Very Satisfactory" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for fostering a supportive environment that encourages student participation and involvement (Mean = 4.44, $SD = 0.65$), encouraging feedback from teachers regarding student engagement and take it seriously (Mean = 4.44, $SD = 0.68$), implementing recognition programs that celebrate student achievements and engagement efforts (Mean = 4.44, $SD = 0.65$), and continuing improvement in leadership practices to boost student engagement (Mean = 4.44, $SD = 0.64$).

These scores indicate that respondents value and recognize the school heads' ability to monitor student engagement with timely recognition and feedback to celebrate students' efforts.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.38 and 4.44. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of student engagement without significant weaknesses in any area. Even the relatively lower-rated aspects – communicating a clear vision for student engagement (Mean = 4.39, SD = 0.67) and providing adequate professional development opportunities focused on strategies for enhancing student engagement (Mean = 4.38, SD = 0.67– still received solidly positive evaluations.

The standard deviations across all items ranged from 0.63 to 0.68, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to encouraging feedback from teachers regarding student engagement (SD = 0.68), suggesting some diversity in how respondents perceived this school culture.

Overall, the data indicate school heads who exhibit strength across all measured dimensions of student engagement. Teachers view school performance as student engagement, fostering a supportive environment, and encouraging student participation and involvement.

In the study of Krause (2005), curiosity, interest, enjoyment, and a desire to accomplish personal objectives are the main sources of intrinsic motivation for engaged students.

Table 14 Respondents' Perception of School Performance as to Teacher Effectiveness

The school head...	Mean	SD	Interpretation
1. Communicates expectations for the teacher performance and effectiveness.	4.42	0.71	Very Satisfactory
2. provides support and resources that enable teachers to improve their effectiveness.	4.41	0.75	Very Satisfactory
3. Prioritizes and facilitates relevant professional development opportunities for teachers.	4.45	0.71	Very Satisfactory
4. fosters a collaborative environment where teachers can Share best practices and strategies.	4.42	0.71	Very Satisfactory
5. Regularly provides constructive feedback on teaching practices to promote growth.	4.41	0.71	Very Satisfactory
6. uses data to inform instructional strategies and support teacher effectiveness.	4.41	0.69	Very Satisfactory
7. acknowledges and celebrates the achievements and The efforts of teachers.	4.44	0.72	Very Satisfactory
8. actively seeks and values teacher input in decision-making-making processes affecting the school.	4.40	0.69	Very Satisfactory
9. promotes a healthy work-life balance, recognizing its Importance of teacher effectiveness.	4.39	0.75	Very Satisfactory
10. demonstrates a commitment to continuous improvement in leadership practices that enhance teacher effectiveness.	4.43	0.69	Very Satisfactory
Overall	4.42	0.67	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

The data in Table 14 presents respondents' perceptions of school performance related to teacher effectiveness. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.42 (SD = 0.67) falling within the "Very Satisfactory" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for prioritizing and facilitating relevant professional development opportunities for teachers (Mean = 4.45, SD = 0.71) and acknowledging and celebrating teachers' achievements and efforts (Mean = 4.44, SD = 0.72). These scores indicate that respondents particularly value and recognize school heads' ability to acknowledge teachers' efforts in delivering quality education.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.39 and 4.45. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of teacher effectiveness without significant weaknesses in any area. Even the relatively lower-rated aspects – seeking and valuing teacher input in decision-making processes affecting the school (Mean = 4.40, SD = 0.69) and promoting a healthy work-life balance, recognizing the importance for teacher effectiveness (Mean = 4.39, SD = 0.75– still received solidly positive evaluations.

The standard deviations across all items ranged from 0.69 to 0.75, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to providing support and resources that enable teachers to improve their effectiveness (SD = 0.75) and promoting a healthy work-life balance, recognizing the importance of teacher effectiveness (SD = 0.75), suggesting some diversity in how respondents perceived this school culture.

Overall, the data suggest that school heads exhibit strength across all measured dimensions of teacher effectiveness. Respondents appear to hold particularly positive views of school performance, including teacher effectiveness, demonstrating a healthy work-life balance and recognizing teachers' effectiveness through professional development.

Prioritizing and facilitating relevant professional development opportunities for teachers.

According to Aguirre (2023), understanding the leadership strategy is necessary to increase the efficacy of teacher dedication and retention. Teachers are more dedicated when given equal opportunities and a common vision.

Table 15 Respondents' Perception of School Performance as to Resource Utilization

The school head...	Mean	SD	Interpretation
1. effectively allocates resources to support teaching and learning initiatives.	4.32	0.77	Very Satisfactory
2. manages the school budget transparently and effectively, prioritizing student and teacher needs.	4.36	0.77	Very Satisfactory
3. ensures that adequate resources are available for professional development and training.	4.35	0.78	Very Satisfactory
4. maximizes the use of school facilities to enhance educational opportunities for students.	4.39	0.74	Very Satisfactory
5. Promotes the effective integration of technology resources to support instruction and student engagement.	4.39	0.71	Very Satisfactory
6. ensures that teachers have access to the necessary supplies and materials for effective instruction.	4.31	0.79	Very Satisfactory

7. allocates resources for additional staff to assist teachers and improve student outcomes.	4.32	0.78	Very Satisfactory
8. actively seeks community partnerships to enhance resource availability and support.	4.39	0.71	Very Satisfactory
9. Uses data to inform decisions about resource allocation and utilization.	4.35	0.73	Very Satisfactory
10. promotes sustainable practices in resource utilization to benefit the school community.	4.38	0.71	Very Satisfactory
Overall	4.36	0.69	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

Table 15 presents respondents' perceptions of school performance related to resource utilization. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.36 (SD = 0.69) falling within the "Very Satisfactory" interpretation.

School heads received the highest ratings for maximizing the use of school facilities to enhance educational opportunities for students (Mean = 4.39, SD = 0.74), promoting the effective integration of technology resources to support instruction and student engagement (Mean = 4.39, SD = 0.71) and seeking community partnerships to enhance resources availability and support (Mean = 4.39, SD = 0.71). These scores indicate that respondents particularly value and recognize the school heads' ability to allocate resources and promote the proper use of teaching and learning materials.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.31 and 4.39. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of resource management without significant weaknesses in any area. Even the relatively lower-rated aspects – ensuring that teachers have access to the necessary supplies and materials for effective instruction (Mean = 4.39, SD = 0.71), allocating resources to support teaching and learning initiatives (Mean = 4.32, SD = 0.77) and allocating resources for additional staff to assist teachers and improve student outcomes (Mean = 4.32, SD = 0.78) – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.71 to 0.79, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to ensuring that teachers have access to the necessary supplies and materials for effective instruction (SD = 0.79), suggesting some diversity in how respondents perceived this school culture.

Overall, the data reveal school heads who exhibit strength across all measured dimensions of resource utilization. Respondents appear to hold particularly positive views of the school performance as the resource maximizes the use of school facilities to enhance educational opportunities for students.

According to Onyango (2001), school resources are crucial to education because learning occurs most effectively through contact with the internal and external environments and discovery and exploration.

Table 16 Respondents' Perception of School Performance as to Community and Stakeholders Relations

The school head...	Mean	SD	Interpretation
1. actively engages with the community to foster strong relationships.	4.38	0.69	Very Satisfactory
2. Communicates effectively with all stakeholders, including parents, local organizations, and the community members.	4.39	0.69	
3. Initiates and maintains partnerships with the community organizations to enhance educational programs.	4.44	0.72	Very Satisfactory
4. Practice transparency in decision-making processes that affect the community and stakeholders.	4.38	0.72	Very Satisfactory
5. seeks input from community members and stakeholders to inform school policies and initiatives.	4.40	0.73	Very Satisfactory
6. Organizes events that promote the community involvement in school activities.	4.38	0.74	Very Satisfactory
7. Effectively manages communication with the community during crisis or challenges.	4.41	0.75	Very Satisfactory
8. Advocates for resources and support from the community for school improvement initiatives.	4.43	0.74	Very Satisfactory
9. demonstrates an understanding and respect for the diverse cultures within the school community.	4.38	0.74	Very Satisfactory
10. actively recognizes and celebrates the achievements of students and teachers within the community.	4.42	0.70	Very Satisfactory
Overall	4.40	0.67	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

The data in Table 16 presents respondents' perceptions of school performance related to community and stakeholders' relations. The findings reveal a generally positive assessment across all measured dimensions, with an overall mean score of 4.40 (SD = 0.67) falling within the "Very Satisfactory" interpretation range on the five-point scale used in the study.

School heads received the highest ratings for initiating and maintaining partnerships with community organizations to enhance educational programs (Mean = 4.44, SD = 0.72) and advocating for resources and support from the community for school improvement initiatives (Mean = 4.43, SD = 0.74). These scores indicate that respondents particularly value and recognize the school heads' ability to extend partnership in the wider community.

The data shows consistently positive perceptions across all ten dimensions measured, with all mean scores falling between 4.38 and 4.44. This consistency suggests that respondents view school heads as demonstrating competence across the full spectrum of community and stakeholders' relations without significant weaknesses in any area. Even the relatively lower-rated aspects – engaging with the community to foster strong relationships (Mean = 4.38, SD = 0.69), practicing transparency in decision-making processes that affect the community and stakeholders (Mean = 4.38, SD = 0.72), organizing events that promote community involvement in school activities (Mean = 4.38, SD = 0.74), and

demonstrating an understanding and respect for the diverse cultures within the school community (Mean = 4.38, SD = 0.74) – still received solidly positive evaluations.

The standard deviations across all items ranged from 0.69 to 0.75, indicating relatively consistent participant responses. The item with slightly more variability in responses was related to managing communication with the community during crisis or challenges (SD = 0.75), suggesting some diversity in how respondents perceived this school culture.

The data shows school heads who exhibit strength across all measured dimensions of community and stakeholder relations. Respondents appear to hold particularly positive views of school performance and community and stakeholder relations, and they actively engage with the community to foster strong relationships.

Msila (2014) asserts that participatory management (PM) positively impacts student academic performance. PM involves parents, students, teachers, community leaders, members of the school governing body, and the head teacher. In other nations, it has been discovered that the participation of different stakeholders in school administration affects academic achievement.

Table 17 Summary of Tables on the Respondents' Perception of the School Performance

School Performance	Overall Mean Score	SD	Interpretation
Academic Achievement	4.44	0.64	Very Satisfactory
Student Engagement	4.42	0.61	Very Satisfactory
Teacher Effectiveness	4.42	0.67	Very Satisfactory
Resource Utilization	4.36	0.69	Very Satisfactory
Community and Stakeholders Relations	4.40	0.67	Very Satisfactory
Overall	4.41	0.66	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Unsatisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.49-5.0 (Outstanding)

The data in Table 17 shows respondents' perceptions of school performance. As shown in the table above, academic achievement received the highest mean of 4.44 and standard deviation of 0.64, while resource utilization received the lowest mean of 4.36 and standard deviation of 0.69. Overall, the table received a mean of 4.41 and a standard deviation of 0.66, falling under the Very Satisfactory interpretation.

According to Nzoka et al. (2014), effective school performance management directly predetermines positive changes: a commitment to seeking success for all; improved flexibility and responsiveness to emerging problem situations; improvement of the climate in an educational institution; promotion of learning; and better interpersonal relationships within the school community.

Table 18 Test of the Relationship between the Role of School Heads' Leadership Practices and School Culture

School Heads' Leadership Practices	School Culture		
	Communication Patterns	Decision-Making Processes	Values And Beliefs
Strategic Thinking and Vision	0.837 ***	0.842 ***	0.894 ***
Emotional Intelligence	0.879 ***	0.859 ***	0.863 ***
Change Management	0.885 ***	0.883 ***	0.911 ***
Resource Management	0.842 ***	0.865 ***	0.895 ***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Verbal Interpretation of r- value : +1.0 Perfect positive +/- association, +0.8 to 1.0 Very strong +/- association, +0.6 to 0.8 Strong +/- association, +0.4 to 0.6 Moderate +/- association, +0.2 to 0.4 Weak +/- association, 0.0 to 0.2 Very weak +/- or no association

This table presents the correlation analysis between school heads' leadership practices and culture dimensions. The table shows consistently strong positive correlations between all leadership practices and school culture dimensions, with all correlation coefficients exceeding 0.83 and all being statistically significant at the $p < 0.001$ level.

Values and beliefs as a school culture dimension show the strongest relationships with leadership practices. They have particularly strong correlations with change management ($r = 0.911$) and strategic thinking ($r = 0.894$), suggesting that school heads' abilities in these areas are strongly associated with the core values and beliefs within the school culture.

Strategic thinking and vision strongly correlate with values and beliefs ($r = 0.894$) and communication patterns ($r = 0.837$), suggesting that school heads' strategic thinking abilities are strongly associated with these cultural dimensions.

Emotional intelligence as a leadership practice demonstrates robust correlations with communication patterns ($r = 0.879$) and decision-making ($r = 0.859$), highlighting how a school head's emotional intelligence relates to how communication flows and decisions are made within the school culture.

Change management also strongly correlates with values and beliefs ($r = 0.911$) and communication patterns ($r = 0.885$). This suggests that school heads' abilities to manage change effectively are strongly associated with these cultural dimensions.

Resource management shows the strongest correlation with values and beliefs ($r = 0.895$), indicating that school heads' allocation and management of resources are closely tied to the values and beliefs embedded in the school culture.

The consistently high correlation coefficients across all relationships (ranging from 0.837 to 0.911) indicate that school heads' leadership practices and school culture dimensions are deeply interconnected. Each leadership practice has very strong relationships with each aspect of school culture.

These strong correlations suggest that leadership practices and school culture likely influence and reinforce each other in educational settings.

According to Schein (2004), school culture and leadership practices are two sides of the same coin, and one cannot be comprehended without the other. A school head must prioritize understanding school culture and leadership qualities in order to lead the school effectively and efficiently (Adams et al., 2012; Johnson, 2004).

Table 19 Test of the Relationship between the Role of School Heads' Leadership Practices and School Performance

School Heads' Leadership Practices	School Performance				
	Academic Achievement	Student Engagement	Teacher Effectiveness	Resource Utilization	Community and Stakeholders Relations
Strategic Thinking and Vision	0.827 ***	0.847 ***	0.873 ***	0.797 ***	0.826 ***
Emotional Intelligence	0.758 ***	0.785 ***	0.847 ***	0.809 ***	0.814***
Change Management	0.821 ***	0.841 ***	0.877 ***	0.843 ***	0.867***
Resource Management	0.828 ***	0.839 ***	0.864 ***	0.871 ***	0.822 ***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Verbal Interpretation of r -value : +1.0 Perfect positive +/- association, +0.8 to 1.0 Very strong +/- association, +0.6 to 0.8 Strong +/- association, +0.4 to 0.6 Moderate +/- association, +0.2 to 0.4 Weak +/- association, 0.0 to 0.2 Very weak +/- or no association

This table presents the correlation analysis between school heads' leadership practices and performance dimensions. The table shows consistently strong positive correlations between all leadership practices and school performance dimensions, with all correlation coefficients exceeding 0.75 and all being statistically significant at the $p < 0.001$ level.

Teacher effectiveness as a school performance dimension shows the strongest relationships with leadership practices. It has particularly strong correlations with strategic thinking and vision ($r = 0.873$) and change management ($r = 0.877$), suggesting that school heads' abilities in these areas are strongly associated with teacher effectiveness within the school performance.

Strategic thinking and vision as a leadership practice demonstrate robust correlations with teacher effectiveness ($r = 0.873$) and community and student engagement ($r = 0.847$), highlighting how a school head's strategic thinking relates to student and teacher relations within school performance.

Emotional intelligence as a leadership practice demonstrates robust correlations with teacher effectiveness ($r = 0.847$) and community and stakeholders' relations ($r = 0.814$), highlighting how a school head's emotional intelligence relates to teacher and community relations within the school performance.

Change management also shows particularly strong correlations with teacher effectiveness ($r = 0.877$) and community and stakeholders relations ($r = 0.867$), suggesting that school heads' abilities to manage change effectively are strongly associated with these performance dimensions.

Resource management shows the strongest correlation with resource utilization ($r = 0.871$),

indicating that how school heads allocate and manage resources is closely tied to the resource utilization embedded in school performance.

The consistently high correlation coefficients across all relationships (ranging from 0.758 to 0.877) indicate that school heads' leadership practices and school performance dimensions are deeply interconnected. Each leadership practice has very strong relationships with each aspect of school culture. These strong correlations suggest that leadership practices and school performance likely influence and reinforce each other in educational settings.

Nzoka et al. (2014) found that effective school performance management directly predetermines positive changes: a commitment to seeking success for all and improved flexibility and responsiveness to emerging problem situations.

3. Recommendations

Based on the findings and conclusion, the following recommendations were offered. School heads may undergo continuous professional development, such as leadership training programs. These programs may provide the necessary skills to set a clear vision, foster a positive school culture, manage change effectively, and optimize resource utilization. It will also strengthen school heads in fostering open communication, stakeholder engagement, and data-driven decision-making. It is suggested that school heads seek regular technical assistance from the District Supervisor that will improve and contribute to a more collaborative, adaptive, and high-performing school environment. School heads may adopt and institutionalize transformational leadership practices that align with values-based change management to enhance school culture and performance. School heads may integrate strategic thinking and visionary leadership into their practices to enhance teacher effectiveness, shape positive school culture, and improve overall performance. For future researchers, this study may serve as a reference, and its findings may influence future research.

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