

School Culture on School Heads' Supervision and School Success: A Mediation Analysis

Darren Abegail Mendoza, LPT^a, Cecilia Q. Velasco, EdD^{b*}

^a darrenabegail.mendoza@deped.gov.ph

^aTeacher II, DepEd Pagbilao Central Elementary School, Pagbilao, Quezon 4302 Philippines

^bAssociate Professor V, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

The study aimed to assess three important variables: school principals' supervision, school culture and school success. Using the descriptive research design, the researcher sought the participation of the 200 public school teachers in Pagbilao District I to answer the survey questionnaire as the research tool. The study revealed that teachers in the Pagbilao District I are primarily females in their mid-20s, many of whom are married. However, based on their years of experience, they can also be classified as experienced teachers, with some earning units in a master's degree program. The school heads are at a very satisfactory level in their school supervision. School culture was also found to be highly observed, indicating that school heads demonstrate good and observable practices in building a positive school culture. School success, considered the key indicator of a school's performance, was likewise rated at a very satisfactory level. The findings showed a strong and significant relationship between school heads' supervision and school culture.

Moreover, the test for the relationship between supervision and success. The data indicated that there is a significant relationship between the school head's supervision and school success. Therefore, the null hypothesis is not sustained. Lastly, the data revealed that school culture serves as a mediating factor in the relationship between the school head's supervision and school success. The hypothesis, likewise, is not sustained.

Keywords: School heads' supervision, school culture, school success

1. Introduction

In the educational setting, leaders of the schools play a vital role in the organization and one of the important aspects of leadership is supervision. The school heads' supervision takes part in shaping the educational environment within schools and influencing teaching and learning outcomes. It further provides a comprehensive analysis of the specific role of school head supervision in shaping school culture as to how school heads stand as the model and leader of the school culture. School heads also have an impact on school success of the school.

All around the world, the school heads' roles and functions in their schools are primarily on instructional and administrative duty and one of the major approaches is to supervise. The supervisory duties of the school head such as setting goals for performance and providing constructive feedback

resulting in job satisfaction of the teachers and other staff in the school and school success overall. School heads' supervision is a contributory factor to teachers' job satisfaction and the success of school through teachers' work performance (Baluyos et al., 2019). Supervision among teachers is a key to helping them work efficiently. However, the dimensions of school heads' supervision include community relations, staff development, planning and change, communication, and curriculum development and implementation (Pajak, 1990). Furthermore, Hasani H, Moosavi F, Mohammadi S, and Faraji A. (2024) identified ten categories related to supervision practices, including meetings, classroom observations, clear and effective communication, promoting innovation and change, incorporating new technologies, ensuring school health and safety, encouraging motivation for professional growth, building positive interpersonal relationships, and supporting student development and progress. Under Republic Act (RA) 10533, also known as the Enhanced Basic Education Act of 2013, school principals in the Philippines have the essential role of supervising their schools to ensure quality teaching and learning. Supervision is a significant part of a principal's responsibilities.

On the other hand, Shafer (2018) enumerated what is a good school culture's fundamental beliefs and assumptions, traditions, routines, expectations, interactions among students, teachers, and staff, school structure and educational aims, and enjoyment and respect within the school community. Meanwhile, the significance of school culture extends to its impact on teaching and learning outcomes. Consequently, how school supervision is linked with the school culture. School Principal's supervision can be used by school administrators as a tool to influence and direct other people or to establish coordination among employees. In addition to serving as representatives of school bureaucracy, administrators should act as cultural and ethical leaders, spearheading the establishment and growth of core values within the school.

However, in terms of supervision, according to Anderson and Pounder (2019), it claimed that supervision has an impact on school success. The learning climate and teachers' instructional capacity can improve the learning which involves assisting teachers to create a safe, supportive, respectful environment; develop shared beliefs; and assume collective responsibility for student learning. Teachers as well will also improve their instructional capacity encompasses supporting teachers' professional learning; high expectations for all students; coherent practice across curriculum, instruction, and assessment; and the development of collaborative learning communities.

In terms of school success and school culture, it was claimed that school culture has an impact on school success. The school culture encompasses the collective values, beliefs, and practices shared within the school community and has been shown to exert a substantial influence on both teacher performance and student results when fostering a positive school culture that emphasizes collaboration, empowerment, and motivation among staff, schools can contribute to enhanced teaching and learning outcome (Tus, 2020). Exploring the role of school principal supervision in shaping school culture provides an opportunity to identify effective leadership practices that contribute to a supportive and conducive learning environment.

This research can shed light on the specific strategies that have an impact on school culture. This knowledge can guide the professional development of school leaders, equipping them with the necessary skills and approaches to create a positive environment that fosters teacher growth and student success. Also, this research can provide empirical evidence of the benefits of a positive school culture. This knowledge is crucial for guiding school policies and practices aimed at improving student outcomes. Thus, school success has an impact on school climate (NCSSLC, 2024). Based on the Learning First Alliance (2018) there are six elements of school success that are influenced by a school culture that focuses on learners, commitment to equity and access, family and community engagement, distributed leadership, support to teachers and staff, and relationship-oriented. This supports how supervision, school culture, and school success are aligned and intervening with each other.

However, the researcher identified a research gap, although school head supervision has been

studied for many years, issues related to its influence on school culture still exist in the research locale. With that, this research aims to highlight the significance of investigating school culture on school heads' supervision and school success.

1.1 Statement of the Problem

The main purpose of the study is to examine school heads' supervision, school culture, and school success.

Specifically, this seek to answer the following questions:

1. What is the perceived level of the respondents in the school head's supervision in terms of:
 - 1.1 Community relations;
 - 1.2. Staff development;
 - 1.3. Planning and change;
 - 1.4. Communication; and
 - 1.5. Curriculum development and implementation?
2. What is the perception of the respondents on the school culture practices of the school heads in terms of:
 - 2.1. Fundamental beliefs and assumptions;
 - 2.2. Traditions, routines, and expectations;
 - 2.3. Interactions among students, teachers, and staff;
 - 2.4. School structure and educational aims; and
 - 2.5. Enjoyment and respect within the school community?
3. What is the level of school success as perceived by the respondents in terms of:
 - 3.1 Focusing on learners;
 - 3.2 Commitment to equity and access;
 - 3.3 Family and community engagement;
 - 3.4 Distributed leadership;
 - 3.5 Support to teachers' staff; and
 - 3.6 Fostering relationships?
4. Is there a significant relationship between school head's supervision and school culture?
5. Is there a significant relationship between school culture and school success?
6. Is there a significant relationship between school head's supervision and school success?
7. Does school culture mediates the relationship between school head's supervision and school success?

1.Methodology

This chapter discusses the locale of the study and the research design that is used in the study. Likewise, the respondents and the sampling techniques are being identified. Validation methods for instruments and methods for collecting data utilized. This study utilized descriptive-correlational research design with mediation analyses, utilizing a questionnaire as the primary instrument and classifying it as quantitative research. Descriptive research aims to identify and analyze the characteristics of a population or subject, focusing on the "what" rather than the "why" of a research topic (Creswell, 2014). In this study, the researcher sought to understand respondents' perceptions of three key variables: school head supervision, school success, and school culture. A thorough analysis of these variables was conducted to provide a comprehensive understanding of the research problem. Quantitative research, which systematically collects and analyzes numerical data, was applied in this study. Unlike qualitative research, which examines non-numerical data such as text, video, or audio,

quantitative research focuses on measurable outcomes. The checklist questionnaire enabled the researcher to gather quantifiable data on school heads' practices, facilitating an evidence-based evaluation of their effectiveness.

The findings aimed to provide insights into enhancing these practices to improve overall educational outcomes. This study was conducted at nine (9) schools in Pagbilao District I. The respondents were two hundred (200) representing the total population of public school teachers in the municipality of Pagbilao, province of Quezon. A total of 200 teachers from kindergarten to Grade 6 in nine elementary schools within Pagbilao District I, were selected through stratified random sampling to provide perspectives on the impact of school head supervision on school culture and success. To collect the needed data, the researcher used questionnaires to gather and collect data. The questionnaire was adapted and modified, where the content was primarily taken from the gathered information and data in the review of the related literature and studies.

The formulation of the questions was supported by evidence, and the validation tested the instrument's accuracy. The research instrument had four (4) main parts. Part I was designed to collect demographic information from the respondents, such as their name, sex, age, civil status, educational background, years of teaching experience, and current institutional rank. Part II of the instrument explores the teacher-respondents' views on the supervision provided by school heads, specifically in the areas of community relations, staff development, planning and change, communication, and curriculum and implementation. Part III gathers information on the school culture practices of school heads, addressing key elements such as fundamental beliefs and assumptions, traditions, routines, and expectations, interactions among students, teachers, and staff, school structure and educational aims, and enjoyment and respect within the school community. Lastly, part IV assesses teachers' perceptions of how school culture influences school success, considering factors like: focusing on learners, commitment to equity and access, family and community engagement, distributed leadership, support to teachers' staff, and fostering relationships. The research aimed to highlight the school culture on school heads' supervision and school success.

To evaluate the impact of school culture on school success, the researcher adapted the instruments developed by Sethi and Scales (2020) to align with the context of the present study. As an initial step, the researchers prepared a research instrument, which was validated by selected experts. It was then submitted to the research adviser for approval. Upon receiving approval, a letter of request was submitted to the office of the Dean of the College of Education seeking authorization to proceed with data collection. This letter was addressed to the supervisor of Pagbilao District I and the principals of the participating schools for the conduct of the study. Pre-testing or pilot testing was then conducted to ensure the instrument's effectiveness. Next, the researcher sought permission and approval from the panelists. Once granted, the questionnaire was distributed to the identified respondents, and the study was conducted. A separate letter addressed to the respondents was attached to the questionnaire, requesting their participation in the study. The primary data collection tool was a structured questionnaire designed to assess perceptions of school head supervision, school culture, and indicators of school success. The researcher personally administered the questionnaires, providing participants with a comprehensive explanation of the study's purpose and instructions for completion. This face-to-face administration facilitated immediate clarification of any queries, thereby enhancing the quality of the data collected. To ensure data quality and integrity, the researcher remained available during the completion of the questionnaires, addressing any concerns and ensuring that all items were answered appropriately.

The responses provided by the respondents were collected, tabulated, and analyzed using appropriate statistical treatments. The results were then interpreted with supporting evidence from related literature and studies. All responses were handled with strict confidentiality by the researcher. The data for this study were analyzed by tallying, organizing, and applying statistical methods to obtain the

results. For part I of the questionnaire, which focused on the respondents' demographic profile, the researcher used percentage and frequency. For parts II to IV, the researcher applied the mean and standard deviation to analyze school heads' supervision, school culture, and school success.

Meanwhile, to test the four hypotheses—the significant relationship between school heads' supervision and school culture, the significant relationship between school culture and school success, the significant relationship between school heads' supervision and school success, and the mediating role of school culture in the relationship between school heads' supervision and school success—the researcher used the Pearson product-moment correlation coefficient.

2. Results and Discussion

Table 1. School Heads' Supervision in terms of Community Relations

Indicators	Mean	SD	VI
<i>The school head.....</i>			
1. Accepts innovative ideas with the community stakeholders.	3.62	0.53	VS
2. Supervises the needs of the stakeholders.	3.56	0.55	VS
3. Collaboratively works with the stakeholders in creating projects and programs.	3.60	0.52	VS
4. Expresses beliefs and arguments while remaining open to feedback and changes from stakeholders.	3.55	0.53	VS
5. Passionate about their job with the community and stakeholders	3.62	0.50	VS
6. Develops a collaborative learning community.	3.60	0.52	VS
7. Creates supportive social connections.	3.57	0.56	VS
8. Make teachers and school administrators enjoy and learn from the program.	3.55	0.54	VS
9. Focus on regular visits in school as personal guide mechanism.	3.54	0.55	VS
10. Helps the community to understand the methods and directions of the school to achieve the school's desired objectives.	3.52	0.58	VS
Overall	3.57	0.44	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

The data presented in Table 1 shows that school heads' supervision in terms of community relations is rated as very satisfactory. The highest-rated indicators were accept innovative ideas with the community stakeholders and passionate about their job with the community and stakeholders both receiving a mean score of 3.62. The overall average mean for community relations is 3.57, with a standard deviation of 0.44. This indicates a strong and consistent performance in engaging with stakeholders and fostering positive community relationships. This reinforces the importance of equipping school heads with the necessary competencies to engage stakeholders effectively, communicate school goals, and implement shared initiatives.

This finding supports the view of Aquino et al. (2021), who noted that leadership practices significantly impact teacher performance by shaping a positive school environment. Likewise, Suchya Die and Nurjanah (2016) emphasized the need for school heads to be well-versed in strategies that align with institutional goals. These insights reinforce the idea that strong community relations are vital to improving both teacher effectiveness and overall school success.

The study emphasizes the school head's dual role as an instructional leader and a community connector, showing that their ability to engage stakeholders enhances both daily school functions and long-term educational outcomes. Strengthening leadership skills, especially in community engagement,

is crucial for continuous school improvement.

Table 2. School Heads' Supervision in terms of Staff Development

Indicators	Mean	SD	VI
The school head.....			
1. Encourages teachers to develop professionally	3.68	0.50	VS
2. Encourages teachers to attend trainings sessions.	3.68	0.50	VS
3. Embraces these new opportunities and changes for development.	3.67	0.48	VS
4. Supervises teachers' progress.	3.63	0.52	VS
5. Supervises teachers to identify their needs and weaknesses for development.	3.60	0.51	VS
6. Helps teachers increase their instructional capacity.	3.60	0.52	VS
7. Encompasses supporting teachers' professional development.	3.61	0.50	VS
8. Provides instruction and assessments.	3.62	0.53	VS
9. Expands teachers' experience with teaching materials.	3.56	0.54	VS
10. Checks all the teachers' assessment activities.	3.57	0.53	VS
Overall	3.62	0.44	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 2 presents data showing that school heads' supervision of staff development is rated very satisfactory, with a mean of 3.62 and a standard deviation of 0.44, reflecting strong and consistent performance in supporting teacher growth. The highest-rated indicators, encourages teachers to develop professionally and encourages teachers to attend training sessions," both have a mean of 3.68. These findings highlight that school heads are effectively promoting ongoing professional learning and motivating teachers to seek development opportunities.

The research implies that school heads have a significant impact on teacher development by fostering an environment conducive to continuous learning and improvement. Their role in promoting training, instructional growth, and performance evaluation is essential for enhancing teaching quality and job satisfaction. The findings align with previous studies, such as those by Suchyadie and Nurjanah (2016), who emphasize that supervision should support growth rather than just correct errors, and Maldrine and Kiplangat (2020), who stress the importance of supervision in developing teachers' professional capabilities. These perspectives reinforce the idea that school heads are central to instructional improvement.

The results suggest that school heads are fulfilling their responsibilities as instructional leaders effectively, and their ability to supervise staff development positively impacts educational outcomes.

Table 3. School Heads' Supervision in terms of Planning and Change

Indicators	Mean	SD	VI
The school head.....			
1. Creates learning and development opportunities for teachers.	3.63	0.49	VS
2. Supervises teachers in creating plans and making necessary changes.	3.60	0.54	VS
3. Monitors teachers' involvement and engagement in projects.	3.59	0.51	VS
4. Encourages teachers to be part of the planning.	3.62	0.51	VS
5. Develops plans for improvement.	3.57	0.54	VS
6. Develops coherent practices across the curriculum.	3.55	0.53	VS
7. Provides guidance on teaching methods and resources	3.56	0.55	VS

8. Provides constructive feedback that results in job satisfaction.	3.54	0.56	VS
9. Raises concerns about the teachers' authenticity and appropriateness in instruction.	3.63	0.50	VS
10. Sets goals for performance.	3.60	0.52	VS
Overall	3.59	0.46	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 3 shows the level of school heads' supervision in terms of planning and change. The indicators, 'creates learning and development opportunities for teachers' and 'raises concerns about the teachers' authenticity and appropriateness in instruction' both have a mean score of 3.63. The overall mean is 3.59, with a standard deviation of 0.46, reflecting a very satisfactory rating. This suggests that effective supervision can directly influence instructional quality and professional growth.

This finding aligns with Panol et al. (2020), who emphasize that effective school supervision is a blend of strategies aimed at improving teaching and learning through regular support and feedback. Likewise, Glickman et al. (2018) point to the crucial involvement of school leaders in both curriculum planning and instructional implementation, viewing supervision as a tool for recognizing and resolving educational issues.

Overall, the results reinforce that purposeful, growth-focused supervision by school leaders significantly influences instructional effectiveness and curriculum richness, highlighting the value of sustained support and reflective practice in cultivating high-quality learning environments.

Table 4. School Heads' Supervision in terms of Communication

Indicators	Mean	SD	VI
<i>The school head.....</i>			
1. Shows them that they value their time	3.61	0.52	VS
2. Meets the teachers in the classroom rather than in the office.	3.39	0.63	VS
3. Opens the conversation by asking questions.	3.50	0.58	VS
4. Shows teachers that they are valuable and that their voices matter.	3.50	0.62	VS
5. Communicates consistently with teachers.	3.52	0.58	VS
6. Sets leadership goals and expands control within groups.	3.52	0.60	VS
7. Provide teachers with clear and meaningful suggestions.	3.51	0.62	VS
8. Gives concrete and constructive advice.	3.54	0.56	VS
9. Encourages teachers to improve the overall performance of the school.	3.55	0.57	VS
10. Ensures that the teachers follow the school timetable as planned, along with other school programs.	3.58	0.56	VS
Overall	3.52	0.50	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 4 shows that the highest-rated indicator is 'shows them that they value their time,' with a mean score of 3.61. The overall mean is 3.52 with a standard deviation of 0.50, indicating a very satisfactory level of school heads' supervision in terms of communication. This finding supports Bayar

(2022), who emphasized that valuing time is essential for adhering to guidelines and implementing well-structured plans and programs. Respecting time fosters efficiency and clarity in school operations. When school leaders demonstrate respect for teachers' time, it not only builds professional trust but also encourages more organized and timely execution of school activities. This reinforces effective communication and strengthens overall school management.

Overall, the data suggests that valuing time is a key component of effective supervision. It reflects a school head's ability to communicate priorities clearly and foster a culture of respect and productivity within the school environment.

Table 5. School Heads' Supervision in terms of Curriculum Development and Implementation

Indicators	Mean	SD	VI
The school heads.....			
1. Supervises teachers' challenges in implementing the curriculum.	3.55	0.51	VS
2. Supervises instruction using different methods	3.54	0.51	VS
3. Checks teachers' lesson plans.	3.63	0.53	VS
4. Checks teachers' learning materials.	3.52	0.61	VS
5. Provides technical assistance when needed.	3.60	0.52	VS
6. Sets high expectations for all students.	3.51	0.53	VS
7. Enhances the overall quality of educational organizations.	3.59	0.51	VS
8. Participates in mentoring programs actively.	3.58	0.53	VS
9. Encourages enhancing the teaching and learning process.	3.61	0.51	VS
10. Enhances the school's teaching and learning environment.	3.59	0.52	VS
Overall	3.57	0.45	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 5 revealed that the respondents rated the school heads' supervision indicator, checks teachers' lesson plans' as very satisfactory, with a weighted mean of 3.63. The overall weighted mean for curriculum development and implementation is 3.57, with a standard deviation of 0.45.

According to Ampofo (2019), who highlights that effective school head supervision in planning not only fosters teacher learning and development but also encourages teachers to engage in planning, make necessary adjustments, and contribute to project implementation. Supervision is crucial in creating coherent practices across the curriculum, providing guidance on teaching methods, ensuring authenticity and appropriateness in instruction, and setting performance goals. The high rating of the checks teachers' lesson plans indicator highlights the positive impact of school heads' involvement in reviewing lesson plans on teacher development and engagement. This approach fosters a collaborative environment, enhances job satisfaction, and supports curriculum delivery through constructive feedback and goal setting.

Overall, these findings underscore the importance of school heads' supervision in curriculum planning to improve instructional quality.

Table 6. Summary on the School Heads' Supervision as perceived by the respondents.

Indicators	Mean	SD	VI
1. Community Relations	3.57	0.44	VS
2. Staff Development	3.62	0.44	VS
3. Planning and Change	3.59	0.46	VS

4. Communication	3.52	0.50	VS
5. Curriculum Development and Implementation	3.57	0.45	VS
Overall	3.57	0.46	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 6 summarizes respondents' perceptions of school heads' supervisory practices. Among the five indicators, staff development received the highest mean score of 3.62, while the overall mean across all indicators was 3.57 with a standard deviation of 0.46, indicating a very satisfactory level of supervision. The lowest-rated indicator was communication, which, although still rated very satisfactory at 3.52, suggests relatively less emphasis in that area. These findings align with Baluyos et al. (2019), who emphasized that the core purpose of supervision is to support teacher development. Cooray (2023) reinforced this view, asserting that comprehensive and consistent supervision is vital for identifying areas of weakness and strengthening school performance.

The observed gap in communication suggests a dimension of supervision that, while adequate, may require more focused improvement to align fully with best practices. The emphasis on staff development indicates that school heads recognize the importance of investing in teachers' professional growth, which likely leads to better instructional outcomes and a more motivated faculty. However, the comparatively lower score in communication highlights a potential weakness. Strengthening communication practices could enhance collaboration, transparency, and trust within the school environment.

Overall, the data reflect a strong and effective supervisory presence among school heads, especially in teacher development. This contributes to a positive school culture and supports continuous instructional improvement.

Table 7. School Culture practices of School Heads in terms of Fundamental beliefs and Assumptions

Indicators	Mean	SD	VI
The school heads.....			
1. Maintains policies and strictly follows the rules.	3.60	0.51	HO
2. Follows guidelines in making decisions.	3.68	0.49	HO
3. Follows ethical standards in leadership.	3.62	0.56	HO
4. Shows and orients teachers on various memorandums.	3.66	0.52	HO
5. Focuses on the goals and vision of the department.	3.65	0.51	HO
6. Assures students that they will feel safe.	3.66	0.47	HO
7. Creates a welcoming and inclusive environment.	3.64	0.49	HO
8. Makes students feel valued and supported throughout their educational journey.	3.60	0.53	HO
9. Offers resources for students who may be struggling academically or emotionally and provides opportunities for them to seek extra help if needed.	3.59	0.53	HO
10. Increases the sense of competition and promotes their development in all respects.	3.61	0.53	HO
Overall	3.63	0.43	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 7 illustrates the respondents' perceptions of school culture, specifically in terms of

fundamental beliefs and assumptions, which received a mean score of 3.63 with a standard deviation of 0.43—indicating that these elements are highly observed in the classroom. Among the specific indicators, the highest-rated was school heads follow guidelines in making decisions, with a mean score of 3.68. This aligns with Cordeiro (2021), who emphasized that a strong school culture is essential for fostering learning, building positive relationships, and continuous improvement. Without these foundational cultural elements, schools risk becoming unproductive or even toxic environments. Similarly, Shafer (2018) highlights the critical role educators play in shaping and sustaining a positive school culture by modeling inclusive behavior, supporting students, and maintaining a safe, respectful learning space.

The data suggests that when school heads consistently follow decision-making guidelines and reinforce core values and beliefs, it contributes significantly to a positive and supportive school culture. This environment not only encourages student engagement and academic achievement but also fosters trust and collaboration among staff and learners.

Overall, the findings indicate that a highly observed and well-managed school culture—grounded in clear values, consistent leadership, and teacher involvement—plays a vital role in promoting effective learning environments.

Table 8. School Culture practices of School Heads in terms Traditions, Routines, and Expectations

Indicators	Mean	SD	VI
1. Sets routines within the organization.	3.58	0.53	HO
2. Designates teachers to different tasks.	3.65	0.51	HO
3. Sets expectations for the work given.	3.59	0.54	HO
4. Follows traditional old routines.	3.42	0.60	HO
5. Sets criteria and standards for making plans.	3.55	0.57	HO
6. Promotes a sense of community and shared responsibility among students and staff.	3.59	0.51	HO
7. Emphasizes these values, norms, and rituals so that students feel a sense of belonging.	3.60	0.49	HO
8. Maintains collaboration and open communication.	3.58	0.55	HO
9. Fosters open lines of communication between students, teachers, and administrators helps ensure that everyone is working toward a common goal.	3.58	0.55	HO
10. Embraces the diversity and differences among students and staff.	3.56	0.53	HO
Overall	3.57	0.46	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 8 presents respondents' perceptions of school culture in terms of traditions, routines, and expectations. The data revealed that the most highly observed indicator was designates teachers to different tasks, with a mean score of 3.65. The overall average mean for school culture practices of school heads in this area is 3.57, with a standard deviation of 0.46.

This supports the findings of Tubaon (2018), who emphasized that school culture evolves through the consistent interaction and participation of school members. School heads playing a key role by establishing norms and assigning roles that align with teachers' strengths. This approach fosters collaboration, boosts efficiency, and supports professional growth.

In summary, the findings highlight that school heads are effectively cultivating a positive

school culture clear routines, defined expectations, and thoughtful task delegation, creating an environment where teachers feel supported, valued, and empowered to succeed.

Table 9. School Culture practices of School Heads in terms Interactions among students, teachers, and staff

Indicators	Mean	SD	VI
1. Supervises the learners frequently.	3.49	0.54	HO
2. Monitors the teachers frequently.	3.55	0.53	HO
3. Supervises the development of colleagues.	3.58	0.52	HO
4. Interacts with learners and teachers during programs.	3.61	0.51	HO
5. Allows subordinates time to deal with others.	3.54	0.53	HO
6. Engages and supports, promoting their overall academic and personal growth.	3.58	0.50	HO
7. Promotes a culture of inclusion.	3.56	0.52	HO
8. Promotes a culture of collaboration.	3.56	0.53	HO
9. Makes learners feel supported and engaged in their learning.	3.58	0.51	HO
10. Makes considerable efforts to raise student achievement.	3.58	0.50	HO
Overall	3.56	0.45	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 9 presents the weighted mean distribution of school heads' cultural practices concerning interactions among students, teachers, and staff. The most highly observed indicator was interacts with learners and teachers during programs, which got a mean score of 3.61. The overall mean for this area was 3.56, with a standard deviation of 0.45, indicating that interactions within the school community are consistently and positively observed. This finding supports Tubaon (2018), who emphasized that schools function as a "second home" for many Filipino students, with school culture being shaped by regular interaction among all members. A strong school culture is developed through shared experiences, values, and collaboration. Additionally, ASCD (2019) and Pervez et al. (2017) point out that a positive school environment, built through effective interaction, enhances students' ability to learn and perform, largely influenced by teachers' efforts and attitudes. The high observation of interaction among school stakeholders implies that school heads are fostering a collaborative and engaging environment. When school leaders actively interact with students and staff, it strengthens relationships, promotes inclusivity, and supports a climate conducive to learning and motivation.

Overall, the data highlight the vital role of interaction in cultivating a healthy school culture. Consistent engagement between school heads, teachers, and students contributes to a supportive environment that promotes academic success, emotional well-being, and a strong sense of community within the school.

Table 10. School Culture practices of School Heads in terms School structure and educational aims

Indicators	Mean	SD	VI
1. Supervises the organization in following the set goals.	3.59	0.49	HO
2. Supervises the teachers and learners during the educational process to monitor progress.	3.59	0.49	HO
3. Observes and maintains what is needed.	3.56	0.51	HO

4. Checks for areas needing improvement through supervision.	3.58	0.54	HO
5. Checks regularly for problems with school facilities.	3.58	0.55	HO
6. Responsible to create a safe environment.	3.57	0.54	HO
7. Creates a supportive learning environment.	3.58	0.54	HO
8. Establishes clear expectations.	3.57	0.53	HO
9. Provides guidance and support to students as needed.	3.60	0.51	HO
10. Promotes a culture of respect.	3.62	0.49	HO
Overall	3.58	0.46	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 10 shows the school head's structure and educational aims shows in the table above. The findings show that these practices are highly observed, with an overall mean of 3.58 and a standard deviation of 0.46. The indicator promotes a culture of respect received the highest mean score of 3.62, suggesting that mutual respect is a well-established norm within these schools.

This aligns with Logan (2019), who emphasized that a positive school culture—shaped by relationships, values, and shared goals—contributes to professional satisfaction and student achievement. Melesse (2018) further supports this by highlighting the importance of clear values, collaboration, and open communication in fostering a culture where students feel a sense of belonging. Moreover, Harper (2019) stated that students are the most especially impacted by school culture and, while most affected by school culture, should also be active participants in its creation, reinforcing the importance of inclusive leadership practices.

The high rating for promoting respect and awareness of educational aims suggests that school heads are effectively guiding their institutions with clarity and purpose. Their ability to cultivate a respectful environment contributes to improved morale, cooperation among staff, and increased student engagement. A structured and respectful school culture also lays the groundwork for effective learning and continuous development.

Overall, the results demonstrate that school heads play a vital role in shaping a positive school culture through clear leadership, structured values, and respectful interactions. These elements are crucial in driving both organizational success and student outcomes, as they foster an environment where collaboration, shared responsibility, and academic commitment thrive.

Table 11. School Culture practices of School Heads in terms enjoyment and respect within the school community

Indicators	Mean	SD	VI
1. Supervises the school community at all times.	3.60	0.51	HO
2. Assures the safety and welfare of the learners.	3.61	0.50	HO
3. Maintains respect within the organization.	3.61	0.55	HO
4. Maintains a friendly atmosphere within the organization.	3.60	0.56	HO
5. Ensures happiness and respect within the school community.	3.61	0.56	HO
6. Ensures awareness of what influences or changes aspects of the school culture.	3.58	0.53	HO
7. Promotes inclusivity within the organization.	3.58	0.55	HO
8. Fosters a sense of belonging and community among students.	3.64	0.52	HO
9. Develops democratic processes that allow teachers, students, and other stakeholders to contribute to curriculum reform.	3.60	0.53	HO

10. Models positive behaviors.	3.54	0.59	HO
Overall	3.59	0.48	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 11 presents data on how school culture is perceived by respondents in terms of enjoyment and respect within the school community. The highest-rated indicator was fosters a sense of belonging and community among students, with a mean of 3.64. The overall average mean for this area was 3.59, with a standard deviation of 0.48. This supports Hall and Hord's (2015) assertion that school culture—shaped by shared beliefs and attitudes—influences all aspects of how a school operates. When stakeholders embrace common values and objectives, schools are better positioned to achieve both immediate and long-term goals. Their emphasis on personal mastery, team learning, and a shared vision highlights the key practices that contribute to a culture of respect and enjoyment. The data implies that school heads are successfully cultivating a positive environment where students feel a sense of belonging. This environment not only enhances emotional well-being but also strengthens collaboration and participation among both students and staff, which can boost motivation and school-wide engagement.

Overall, fostering enjoyment and respect within the school community has a profound effect on school climate. When students feel valued and connected, it promotes a more inclusive, cooperative, and productive educational setting—laying the groundwork for improved academic and social outcomes.

Table 12. Summary on the Level of School Culture as perceived by the respondents

Indicators	Mean	SD	VI
1. Belief and Assumptions	3.63	0.43	HO
2. Traditions routines, and expectations	3.57	0.46	HO
3. Interactions among students, teachers, and staff	3.56	0.45	HO
4. School structure and educational aims	3.58	0.46	HO
5. Enjoyment and respect within the school community	3.59	0.48	HO
Overall	3.58	0.45	HO

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Observed); 3.50-4.00 (Highly Observed).

Table 12 presents a summary of the perceived level of school culture among respondents. The indicator beliefs and assumptions received the highest mean score of 3.63, while the overall mean across all indicators was 3.58 with a standard deviation of 0.45—indicating that school culture is highly observed. The lowest-rated indicator was interactions among students, teachers, and staff, with a mean of 3.56. These findings align with Goodrich (2018), who emphasized that shared beliefs and organizational goals are essential to maintaining a unified school direction. The slightly lower score for interpersonal interactions supports Go et al. (2023), who pointed out that maintaining mutual respect and positive relationships remains a challenge for some school leaders today. The results suggest that school heads are effective in promoting shared beliefs and aligning staff toward common goals. However, the relatively lower emphasis on interpersonal interactions implies a need to strengthen school relationships and workplace morale. Enhancing staff and student engagement could lead to better collaboration and a more inclusive environment.

Overall, the school culture as perceived by respondents is strong, particularly in guiding beliefs and assumptions. To achieve a more balanced and dynamic school culture, school leaders should

continue to emphasize respect, enjoyment, and meaningful interactions across the school community, thereby enriching both the social and academic climate.

Table 13. Teacher's perception of School Success in terms of focusing on learners

Indicators	Mean	SD	VI
1. Improves their quarterly performance ratings.	3.61	0.51	VS
2. Achieves higher MPS in the quarterly examination.	3.48	0.52	S
3. Receives various awards.	3.51	0.58	VS
4. Learners receives various recognitions and awards.	3.57	0.52	VS
5. The learners' retention percentage decreases.	3.40	0.62	S
6. Learner dropouts decrease.	3.48	0.59	S
7. The learners are able to perform various activities.	3.56	0.51	VS
8. The number of non-readers has decreased.	3.53	0.52	VS
9. Learners are able to obtain high scores in the formative test.	3.50	0.52	VS
10. Learners received good grades on their written work.	3.52	0.50	VS
Overall	3.51	0.44	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 13 presents respondents' perceptions of school success in terms of focusing on learners. The indicator improves their quarterly performance ratings received the highest mean of 3.61, while the overall mean was 3.51 with a standard deviation of 0.44, indicating a very satisfactory level. These findings support Bell (2018), who asserted that academic performance is a key measure of success in educational institutions. They believed that with focusing on learners they were able to improves their quarterly performance ratings and learners received different recognitions and awards.

Furthermore, Bell (2018) emphasized that academic performance serves as the primary indicator of success in educational institutions. In contrast, Williams (2018) argued that a student's academic success is shaped by multiple factors: (1) scholarly achievement and skills, reflected through grades, (2) strong performance on tests, and (3) notable extracurricular accomplishments, where students excel beyond the classroom setting.

The results imply that schools that prioritize learners' needs and achievements foster higher performance outcomes. A consistent focus on learner growth contributes not only to better academic results but also to increased student motivation and recognition.

Overall, the findings highlight that learner-centered practices are essential to school success. When school heads focus on improving student performance, it leads to better academic outcomes, increased student recognition, and fosters a culture of excellence and achievement.

Table 14. Teacher's perception of School Success in terms of Commitment to Equity and Access

Indicators	Mean	SD	VI
1. Teachers and learners feel safe at school.	3.68	0.47	VS
2. Teachers and learners share various norms.	3.65	0.48	VS
3. The school environment is healthy for both teachers and learners.	3.67	0.49	VS
4. There are shared norms in the school that contribute to its success.	3.66	0.48	VS
5. The school culture helps shape learning in the school.	3.62	0.49	VS
6. The school culture helps foster a positive outlook on work and learning.	3.63	0.49	VS

7. The school culture helps improve students' values.	3.65	0.48	VS
8. It supports positive life outcomes.	3.66	0.48	VS
9. It improves interpersonal relationships between teachers and learners	3.66	0.47	VS
10. It helps improve practices and school implementations.	3.63	0.48	VS
Overall	3.65	0.44	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 14 presents respondents' perceptions of school success in terms of commitment to equity and access. Teacher respondents indicated that their schools demonstrated a very satisfactory level of commitment in this area, with a mean score of 3.65 and a standard deviation of 0.44. According to the School of America (2023), equity and access are vital because they contribute to an improved quality of life. A strong school culture can help mitigate negative outcomes by increasing students' interest in learning, enhancing academic performance, reducing risky behaviors, minimizing suspensions, strengthening student-teacher relationships, and improving attendance rates. The indicator 'teachers and learners feel safe at school' received the highest mean score of 3.68. Klein (2019) found that stronger trust between teachers and administrators, enhanced professional development, and improved partnerships with parents or guardians contribute significantly to school success.

Additionally, he emphasized that a school's culture of learning directly influences its overall effectiveness. Klein further noted that school-based administrators play a crucial role in guiding the school community toward optimal student achievement. As leaders, they must recognize how the school's culture (its way of work) and climate (its emotional tone) can have both positive and negative effects on all stakeholders.

Overall, the data suggest that a strong commitment to equity and access positively influences school success. By fostering a safe, inclusive, and supportive environment, school heads create conditions for better academic performance, stronger relationships, and increased stakeholder engagement. These findings reinforce the vital role of school culture in promoting meaningful and lasting educational outcomes.

Table 15. Teacher's perception of School Success in terms of Family and Community Engagement

Indicators	Mean	SD	VI
1. The school grew closer and more united with the community.	3.50	0.54	VS
2. The school-built teamwork with the community partners.	3.57	0.53	VS
3. The school culture builds trust and strong bonds with the community.	3.57	0.51	VS
4. It strengthens communication with stakeholders.	3.58	0.52	VS
5. It helps improve the partnership between the school and the community.	3.61	0.51	VS
6. It empowers collaboration and achievement.	3.59	0.50	VS
7. It builds connections among internal and external stakeholders of the school.	3.59	0.50	VS
8. It creates easy organization of plans and activities.	3.56	0.51	VS
9. It upholds the importance of cooperation and its values.	3.58	0.49	VS
10. It allows for increased cooperation with the stakeholders.	3.57	0.51	VS
Overall	3.57	0.47	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 15 presents that school success be described as perceived by the respondents in terms of family and community engagement. The results show that the indicator 'it helps improve the partnership between the school and the community' received the highest mean score of 3.61. Overall, regarding the school's success in family and community engagement, respondents rated it as very satisfactory, with a mean of 3.57 and a standard deviation of 0.47. The study by Suhaini et al. (2020) highlights the significant role that both school leadership and family involvement play in influencing student achievement. This suggests that leadership, particularly by school principals, is not only crucial for guiding teachers' professional growth but also for fostering a school culture that encourages family engagement. Schools with strong leadership can implement effective educational programs that involve parents, creating a collaborative environment that benefits student learning. This finding connects to the broader understanding of school culture as a community effort. As Suhaini et al. (2020) point out, a positive school culture that includes both educators and parents is essential for maximizing student engagement and achievement. This resonates with earlier research emphasizing the importance of strong leadership in shaping a supportive, inclusive school environment.

Overall, the research emphasizes the vital role of school leadership in shaping not only the professional development of teachers but also in fostering a broader community approach to education. By involving parents and creating a culture of shared responsibility for student success, school leaders can enhance student outcomes, making education a more collaborative and holistic experience.

Table 16. Teacher's perception of School Success in terms of Distributed Leadership

Indicators	Mean	SD	VI
1. Encourage everyone to be part of the goal.	3.62	0.52	VS
2. Sets goals and objectives together with the members.	3.62	0.49	VS
3. Assign a leader to each program.	3.66	0.48	VS
4. Create a technical working group for the projects and programs.	3.67	0.47	VS
5. Assign the work fairly to the teachers.	3.57	0.55	VS
6. Allow the teachers to become leaders based on their skills and talents.	3.63	0.53	VS
7. Create plans with the members of the school.	3.59	0.51	VS
8. Distributes fairly tasks and coordinatorship to the group.	3.59	0.54	VS
9. Open opportunities for members to take on leadership roles.	3.60	0.51	VS
10. Nurture teachers' potential to help them become leaders.	3.57	0.55	VS
Overall	3.61	0.46	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 16 shows the school success be described as perceived by the respondents in terms of distributed leadership with an overall mean of 3.61 and a standard deviation of 0.46, indicating a very satisfactory level. The indicator creates a technical working group for the projects and programs got the highest mean of 3.67. This may conclude how the school head assures success by assigning teachers with division of labor according to their expertise. According to Singh & Allers (2022) leaders should divide workers task equally in accordance with their capabilities. Engaging workers to work in peers and collaborate work together would bring significance difference on school performance. Likewise, teachers on their teacher-directed student learning are necessary and appropriate under some circumstances, student-driven, teacher-facilitated learning is far more powerful for students of all ages. Furthermore, the mention of teacher-directed and student-driven learning relates directly to Bond (2020), who stresses that an engaging classroom environment—supported by collaborative leadership—enhances student learning and motivation. These practices support the development of both teacher leadership and student

independence.

Overall, effective distributed leadership not only strengthens project implementation and staff morale but also supports instructional innovation and learner-centered approaches. When leadership is shared and teachers are empowered, it cultivates a culture of trust, collaboration, and continuous improvement—key drivers of school success and sustainable educational outcomes.

Table 17. Teacher's perception of School Success in terms of Supports to Teachers' Staff

Indicators	Mean	SD	VI
1. Encourages self-esteem to improve work performance	3.57	0.52	VS
2. Creates the environment of the organization and supports it through academic leadership.	3.58	0.49	VS
3. It helps improve daily teaching and learning practices.	3.58	0.51	VS
4. It improves teachers' effectiveness at work.	3.61	0.49	VS
5. Helps improve the quality of output and daily tasks.	3.62	0.49	VS
6. Encourages being more effective and promoting a good working environment.	3.60	0.49	VS
7. It helps maintain commitments that have been agreed upon, ensuring that all activities carried out at school align with the vision, mission, and goals.	3.62	0.49	VS
8. It impacts the development of the teacher's professional abilities.	3.63	0.48	VS
9. Instilling positive values in school culture will increase willingness, loyalty, and pride, further contributing to effective performance by teachers.	3.59	0.49	VS
10. Influential to teachers in carrying out their duties.	3.57	0.51	VS
Overall	3.60	0.46	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 17 presents the school success be described as perceived by the respondents in terms of supports staff. The results indicate that supporting teaching staff is viewed as very satisfactory within the organization, with a mean score of 3.60 and a standard deviation of 0.46. The data suggest that peer teaching significantly contributes to the professional development of teachers

The indicator it impacts the development of the teacher's professional abilities got the highest mean of 3.63. Ingersoll and Collins (2019) explored the link between teachers' autonomy and student achievement, concluding that schools where teachers had greater control over their work experienced significantly higher levels of student performance. This finding highlights the importance of empowering educators in their professional roles and decision-making processes within the school environment. The study emphasizes that when teachers are trusted to exercise control over instructional decisions, curriculum planning, and classroom management, they are more likely to implement strategies that directly benefit student learning. Greater autonomy fosters a sense of responsibility and ownership, which in turn contributes to better educational outcomes.

Supervisors play a crucial role not only in guiding and evaluating teachers but also in facilitating opportunities for collegial interaction. These interactions promote shared learning, feedback, and mutual support among teachers, which are essential for ongoing improvement. Effective structures for collegiality and collaboration include various models of professional interaction. These range from mentoring and peer observation to more involved practices such as peer coaching, co-teaching, and participation in professional learning communities.

Overall, integrating peer teaching into school culture enhances both teacher agency and instructional quality. By promoting collaboration and shared responsibility for learning, schools create a supportive environment where professional growth thrives—ultimately leading to improved student

outcomes and a stronger, more cohesive teaching community.

Table 18. Teacher's perception of School Success in terms of Fostering Relationship

Indicators	Mean	SD	VI
1. The school principal supports and motivates teams or workgroups.	3.54	0.55	VS
2. Healthy work environments are associated with increased productivity and creativity.	3.57	0.53	VS
3. It creates a healthy work environment to lower levels of stress and absenteeism.	3.53	0.54	VS
4. It creates better communication and collaboration.	3.54	0.55	VS
5. It leads to improved task performance.	3.55	0.54	VS
6. Satisfies employees, making them more engaged and motivated, and less likely to leave their jobs	3.54	0.53	VS
7. It fosters healthy relationships within the group.	3.56	0.54	VS
8. It builds trust within the team, allowing employees to feel confident in their abilities and comfortable working collaboratively.	3.61	0.51	VS
9. It creates a positive and supportive atmosphere, helping employees feel like they are part of a team.	3.59	0.50	VS
10. It creates a positive and supportive atmosphere to ensure that they work towards common goals.	3.61	0.50	VS
Overall	3.56	0.49	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 18 shows the school success be described as perceived by the respondents in terms of fostering relationship with an overall mean of 3.56 and a standard deviation of 0.49 which was rated as very satisfactory within the organization. This may imply that strong relationship is embedded in the organization. The indicators it builds trust within the team, allowing employees to feel confident in their abilities and comfortable working collaboratively and it creates a positive and supportive atmosphere to ensure that they work towards common goals obtained the highest mean with 3.61. Building trust within the team allows for more effective collaboration, while creating a supportive atmosphere ensures that everyone works towards shared goals, enhancing team cohesion.

Sethi and Scales (2020) emphasize the critical role of teacher-student relationships in enhancing student motivation. They highlight how building strong, motivating relationships positively impacts students and influences their experiences within the classroom. Effective teaching practices, as seen by students, involve teachers expressing care, offering support, encouraging growth, sharing power, and broadening students' sense of possibilities. Their approach underscores the importance of developmental relationships in shaping young people's connection to school and their overall academic success. When trust is established and a supportive environment is cultivated, both students and teachers thrive. Students become more motivated and engaged, resulting in improved academic performance. For teachers, this environment encourages professional development, collaboration, and collective success. In the end, this type of atmosphere enhances the school's overall effectiveness, promoting academic achievement and fostering a positive school culture that supports long-term educational objectives.

Table 19. Summary on the Level of School Success be described as perceived by the respondents.

Indicators	Mean	SD	VI
1. Focusing on learners	3.51	0.44	VS
2. Commitment to equity and access	3.65	0.44	VS

3. Family and community engagement	3.57	0.47	VS
4. Distributed leadership	3.61	0.46	VS
5. Support to teachers' staff	3.60	0.46	VS
6. Fostering relationships	3.56	0.49	VS
Overall	3.58	0.46	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.00 (Very Satisfactory).

Table 19 presents the summary of the level of school success. The table shows that among the indicators the commitment to equity and access obtained the highest among the indicators with 3.65 mean. It was followed by the indicators distributed leadership with 3.61 mean. These are the two high means among the six indicators in school success. This only reflect that school success were largely because of the commitment of the school heads to assure that learning will be available for every learner. In contrast, the indicators fostering relationship and focusing on learners obtained the two-bottom mean among the indicators above with 3.56 and 3.51 mean. These may show that there's a need for immediate attention to the two equally aspects in school success. Learners as the main clientele of the school should be the top priority on their needs and problems encountered in school.

The results imply that school heads are effectively prioritizing structural and systemic components of leadership—particularly equity, access, and distributed leadership—but may be unintentionally neglecting the interpersonal and student-centered dimensions of school success. This imbalance suggests that while institutional support is strong, emotional, relational, and learner-focused needs require greater emphasis to ensure holistic school development. This aligns with Go and Elason (2023), who emphasized the importance of equitable opportunities for teachers to grow professionally mirrored in the high rating for equity and access. Similarly, Goodrich (2018) highlighted the value of fair task distribution and healthy professional relationships, supporting the significance of distributed leadership. However, the relatively low scores in fostering relationships and focusing on learners' echo Klein's (2019) finds that schools must prioritize student needs as central to achieving educational success.

Overall, the school system demonstrates a very satisfactory level of leadership and equity, true and sustainable success requires a stronger focus on cultivating meaningful relationships and addressing the academic and emotional needs of learners. By rebalancing attention toward these lower-scoring indicators, school leaders can create a more inclusive, responsive, and learner-centered educational environment, ultimately enhancing student engagement and performance.

Table 20. Test of Relationship between School Heads' Supervision and School Culture

Supervision	School culture				
	Fundamental beliefs and assumptions	Traditions, routines, and expectations	Interactions among students, teachers, and staff	School structure and educational aims	Enjoyment and respect school community
Community Relations	.664**	.645**	.612**	.448**	.534**
Staff Development	.686**	.629**	.699**	.729**	.709**
Planning and Change	.868**	.918**	.811**	.771**	.716**
Communication	.870**	.916**	.797**	.774**	.795**

Curriculum and Development Implementation	.859**	.923**	.820**	.795**	.676**
---	--------	--------	--------	--------	--------

***. Correlation is significant at the 0.01 level (2-tailed)*

Table 20 reveals a significant positive correlation between school heads' supervision and various dimensions of school culture, with correlation coefficients ranging from .448 to .923, all statistically significant at the 0.01 level (2-tailed). Beginning with the Curriculum and Development Implementation dimension of supervision, its strongest association was with Traditions, Routines, and Expectations ($r = .923$), followed closely by Interactions among Students, Teachers, and Staff ($r = .820$), and School Structure and Educational Aims ($r = .795$). These results suggest that when school heads provide consistent oversight in curriculum implementation, they foster routine practices, establish strong structural coherence, and enhance interpersonal dynamics in the school setting. This reinforces the notion that instructional leadership, when executed strategically, becomes a cultural driver.

Communication, another supervisory dimension, also showed correlations with multiple facets of school culture, particularly Traditions, Routines, and Expectations ($r = .916$) and Fundamental Beliefs and Assumptions ($r = .870$). These high correlations imply that clear and strategic communication by school leaders reinforces shared understanding and institutional values, thereby contributing to a unified and purpose-driven school culture.

The dimension of Planning and Change supervision displayed strong associations across all cultural variables, most notably with Fundamental Beliefs and Assumptions ($r = .868$) and Traditions, Routines, and Expectations ($r = .918$). This indicates that visionary leadership that is proactive in managing change can shape both the underlying belief systems and habitual practices within schools. Furthermore, its high correlation with School Structure and Educational Aims ($r = .771$) suggests that planning competencies are key to aligning educational objectives with systemic operations. Staff Development supervision showed moderately high correlations, especially with Interactions among Students, Teachers, and Staff ($r = .699$) and School Structure and Educational Aims ($r = .729$). These findings imply that investing in teacher professional growth enhances collaboration and strengthens the organizational framework that supports learning.

Lastly, Community Relations had the lowest yet still significant correlations, with its highest being with Fundamental Beliefs and Assumptions ($r = .664$). This suggests that the way school heads manage external partnerships and stakeholder engagement is closely linked to the school's core ethos, though somewhat less influential in shaping daily school routines or structural elements.

The results imply that effective supervision by school heads directly contributes to the strength and quality of school culture. Particularly, targeted supervision strategies—such as strong communication, professional development, and curricular guidance—can significantly shape shared beliefs, organizational routines, teacher-student interactions, and an overall respectful and inclusive environment. According to Glickman et al. (2018), who emphasized that school leaders must prioritize teacher growth and facilitate instructional collaboration to foster a positive school culture. Pervez et al. (2017) and ASCD (2019) similarly affirmed that a well-developed school climate boosts student performance by nurturing motivation and engagement. The alignment of supervision with cultural dimensions highlights that leadership practices must not only be managerial but transformational, focusing on both staff capacity-building and student welfare.

In the study of Ampofo (2019) the influence of school heads' direct supervision on teacher role performance a greater portion of the promotion requirement of the school heads to evidence of direct supervision of teachers' routine and practices that help them play more instrumental roles in the instructional supervision process.

The study clearly supports that school heads play a pivotal role in shaping and sustaining a productive

school culture. Their supervision, especially in curriculum implementation, communication, and change management, has a measurable and meaningful impact on the environment in which both teachers and students operate. As such, investing in leadership training that reinforces strategic supervision skills can lead to improved instructional quality, stronger teacher collaboration, and higher student achievement.

Table 21. Test of Relationship between School Culture and School Success

School Culture	School Success					
	Focusin g on learner	Commitment to equity and access	family and community engagement	Distribut ed leadershi p	Support to teachers' staff	Fostering relationsh ips
Fundamental beliefs and assumptions	.673**	.712**	.612**	.770**	.744**	.826**
Traditions, routines, and expectations	.737**	.711**	.587**	.804**	.776**	.772**
Interactions among students, teachers, and staff	.670**	.681**	.680**	.735**	.891**	.735**
School structure and educational aims	.548**	.673**	.523**	.651**	.802**	.648**
Enjoyment and respect within the school community	.521**	.663**	.632**	.740**	.825**	.740**

***. Correlation is significant at the 0.01 level (2-tailed)*

Table 21 demonstrates a significant positive correlation between school culture and school success, with correlation coefficients ranging from .521 to .891, all statistically significant at the 0.01 level (2-tailed). These results underscore the profound influence of school culture on a wide range of success indicators, revealing specific cultural components that drive positive outcomes.

The most notable finding is the exceptionally strong correlation between Interactions among students, teachers, and staff and Support to teachers/staff ($r = .891$). This suggests that schools characterized by interpersonal relationships and collegial collaboration are more likely to offer meaningful support to their teaching personnel. Such supportive environments not only improve job satisfaction but also enhance instructional performance and retention.

Similarly, Traditions, Routines, and Expectations showed strong associations with both Distributed Leadership ($r = .804$) and Support to Teachers/Staff ($r = .776$). These findings indicate that when clear structures and shared behavioral norms are embedded in school culture, they facilitate collaborative leadership models and reinforce staff morale. Schools with consistent routines may empower teachers to take on leadership roles, fostering a more democratic and responsive institutional environment.

Fundamental Beliefs and Assumptions also correlated highly with Fostering Relationships ($r = .826$), Distributed Leadership ($r = .770$), and Support to Teachers/Staff ($r = .744$). These results affirm that schools grounded in shared values and mission statements are more successful in cultivating trusting relationships, inclusive leadership, and supportive work environments. These cultural foundations are crucial for building a cohesive and resilient school community.

Significantly, Enjoyment and Respect within the School Community correlated most strongly with Support to Teachers/Staff ($r = .825$), Fostering Relationships ($r = .740$), and Distributed Leadership ($r = .740$). This pattern suggests that a respectful and enjoyable environment is a key enabler of staff development and leadership participation, further reinforcing a positive feedback loop between culture and success.

Although School Structure and Educational Aims exhibited comparatively lower correlations (e.g., $r = .523$ with Family and Community Engagement, and $r = .548$ with Focusing on Learners), the relationships were still significant. This implies that while structural clarity and goal orientation are important, relational and cultural dynamics have a more pronounced influence on school success indicators.

The results imply that a well-developed school culture directly enhances multiple dimensions of school success, particularly in promoting teacher support and effective leadership. The data suggests that fostering open communication, collaboration, and a respectful environment leads to improvements in instructional quality, equity, and engagement. According to Shafer's (2018) assertion that school leaders who prioritize engagement, supervision, collaboration, and inclusive culture make considerable strides in academic and personal development. Likewise, Javonik (2023) identifies school culture and leadership as central to school effectiveness, alongside resources and parental involvement. This underscores the multifaceted nature of school success, and the pivotal role culture plays in shaping outcomes across stakeholder groups.

The consistently strong correlations confirm that school culture is not just a background factor, but a foundational element in driving school success. School heads who invest in cultivating strong interpersonal dynamics, clear routines, and inclusive values are more likely to see gains in equity, staff effectiveness, and student achievement. Therefore, embedding cultural improvement into leadership strategy is essential for sustaining long-term educational success.

Table 22. Test of Relationship between School Heads' Supervision and School Success

Supervision	School Success					
	Focusing on learners	Commitment to equity and access	family and community engagement	Distributed leadership	Support to teachers' staff	Fostering relationship
Community Relations	.608**	.490**	.743**	.745**	.710**	.842**
Staff Development	.598**	.652**	.623**	.663**	.788**	.691**
Planning and Change	.741**	.663**	.646**	.792**	.763**	.811**
Communication	.715**	.683**	.618**	.773**	.732**	.792**
Curriculum and Development	.749**	.714**	.597**	.774**	.745**	.760**
Implementation						

***. Correlation is significant at the 0.01 level (2-tailed)*

Table 22 presents the relationship between school heads' supervision and school success, showing significant positive correlations ranging from .490 to .842, all significant at the 0.01 level (2-tailed). The strongest correlation was observed between Fostering Relationships and Community Relations ($r = .842$), emphasizing that supervision centered on relationship-building and stakeholder engagement is a powerful driver of school success. This finding suggests that when school heads

maintain strong ties with parents, community organizations, and local networks, they contribute meaningfully to a school culture that supports trust, collaboration, and sustained development. Across other supervisory domains, Curriculum and Development Implementation showed strong correlations with Focusing on Learners ($r = .749$), Commitment to Equity and Access ($r = .714$), and Distributed Leadership ($r = .774$). These results imply that school leaders who effectively guide curriculum implementation contribute directly to learner-centered education and empower teachers through shared leadership practices. This aligns with the idea that sound instructional leadership enhances both teaching quality and inclusive practices.

Planning and Change also emerged as a significant contributor, most notably correlating with Distributed Leadership ($r = .792$), Fostering Relationships ($r = .811$), and Focusing on Learners ($r = .741$). These associations highlight the importance of visionary and adaptive leadership in enabling systemic improvements and promoting a collaborative, future-focused school environment. Leaders who plan effectively and manage change proactively are better equipped to align stakeholders and resources toward shared goals.

In the area of Communication, high correlations were evident with Distributed Leadership ($r = .773$) and Fostering Relationships ($r = .792$), reinforcing the critical role of transparent and consistent communication in building trust, encouraging participation, and facilitating coordination across school functions. Clear communication channels also appear to strengthen teachers perceived support ($r = .732$), underscoring how communicative leadership contributes to staff well-being.

Meanwhile, Staff Development showed its strongest relationship with Support to Teachers/Staff ($r = .788$), followed by Distributed Leadership ($r = .663$) and Fostering Relationships ($r = .691$). These findings suggest that professional development efforts directly enhance teacher capacity and morale, creating the conditions necessary for collaborative and distributed leadership to thrive.

This implies that relationship-oriented supervision, especially through community engagement, plays a critical role in driving overall school success. School heads who actively foster connections with both internal (staff, students) and external (parents, community members) stakeholders help create a unified and supportive educational environment, which translates to stronger educational outcomes.

Baluyos et al. (2019), who emphasized the need for school leaders to collaborate with stakeholders and foster innovative, inclusive school communities. Similarly, Norwawi (2021) raised concerns about evaluating school leadership solely on academic outcomes without considering contextual and relational efforts. The findings support a more holistic understanding of leadership effectiveness, rooted in collaboration, relationship-building, and shared vision.

The strong correlations across all dimensions confirm that school heads' supervision plays a pivotal role in school success, particularly when it integrates community engagement, communication, strategic planning, and support staff. Embedding these dimensions into leadership development initiatives can enhance institutional effectiveness by strengthening stakeholder collaboration, strategic communication, community engagement, and professional support systems.

Table 23. School culture mediates the relationship between School Heads' Supervision and School Success

Mediation Estimates				
Effect	Estimate	SE	Z	p
Indirect	0.155	0.1485	1.05	0.296
Direct	0.778	0.1642	4.74	< .001
Total	0.933	0.0722	12.93	< .001

Path Estimates

			Estimate	SE	Z	p
SHS	→	CP	0.934	0.0702	13.3	< .001
CP	→	SS	0.166	0.1584	1.05	0.294
SHS	→	SS	0.778	0.1642	4.74	< .001

The school culture mediates the relationship between the school head's supervision and school success. As presented on the above data the total p value of mediation shows <.0001 which shows a relationship between the school head supervision and school culture. Similarly, the school head supervision also shows a mediated relationship between the supervision and the school success with a p value of <.0001. The finding that school head supervision shows a mediated relationship with school success, indicated by a p-value of <.0001, suggests a statistically significant and meaningful connection between these variables. This means that school head supervision does not directly influence school success in isolation but rather operates through one or more mediating variables—likely factors such as teacher performance, school culture, or instructional quality. The fact that the p-value is less than .0001 confirms a very strong level of statistical significance, providing high confidence that the observed relationships are not due to chance. In practical terms, this suggests that effective supervision by school heads contributes to improved outcomes by shaping other processes or conditions within the school, which in turn lead to greater success.

According to Etorne (2023) supervision is leadership and expansion of control within groups, which obligingly gauge educational product considering the standard educational objectives, studying the teaching-learning situation to pinpoint the underlying reasons of satisfactory and unsatisfactory pupils' progress and achievement, and enhancing the teaching learning process. Contributing to the role of principals, based on the experience of the researcher as a school head, he claimed to be the authority and the leader of the school with the responsibility of running an institution in the academe. They added that, the school heads and teachers' performance is significantly related which implies that teachers' performance is dependent of their school heads' performance. Moreover, teachers viewed their school heads as better supervisors than how the school heads view their teachers' performance. The school heads and teachers moderately disagree as to the administrative – cause problems and teacher – caused problems encountered during the classroom observation.

Furthermore, the academic performance of the students is measured by the final grade gained in the course and refers to the level of performance in written works and exams. Student growth shows improve on their quarterly performance rating, MPS, got different awards, recognitions and winnings, retention decreases, drop out decreases, perform on different activities, Non-readers decreased, obtain high score in formative test, got good grades in written work.

Overall, the school culture mediates the relationship between school head's supervision and school success it interrelated. How the school heads encompass and deliver the school culture to the organization is intervene on how the school heads supervise and maintain the school success in the school.

3.Recommendations

Based on the findings of the study, the following recommendations are offered, since communication is the least among the school heads supervision the school heads may create an atmosphere that builds open communication to the stakeholders. Strengthen the involvement in all the activities and listen to stakeholders' challenges and needs that will greatly continuously improve and help the school supervision greatly satisfactorily.

In terms of school culture, enjoyment and respect are the lowest among the indicators. Therefore, it is essential for schools to regularly organize team-building activities and meetings that foster enjoyment while promoting trust and respect among members. Additionally, providing training for teachers to help them maintain their passion for their careers can contribute to sustaining and enhancing enjoyment and respect within the organization.

School heads may prioritize monitoring and evaluation as components of technical assistance practices. Through monitoring tools, school heads can utilize regular observations, documented progress, and timely feedback to teachers to help build further school culture. School heads may look at the current problems and challenges of the learners that hinder their academic success. School heads may revisit their SIP and AIP for improvement to help and prioritize monitoring and evaluation on the learners' need. Through monitoring tools, school heads can utilize regular observations, documented progress, and timely feedback to teachers.

Since that there is a connection with the school heads' supervision and school culture. It is recommended to the school heads continue to continuously build, create a hospitable setting for teachers and students, design activities that encourage project flow, and plan training for teacher development for continuous success. Given the relationship between supervision and school success, school heads should consider further developing their supervisory skills. Training master teachers to assist with supervision could be beneficial. With the growing workload for school heads, it is crucial to maintain continuous supervision, particularly in instructional areas, to ensure ongoing improvements in school success.

Teachers, parents, community members, and other stakeholders should be actively engaged in building school culture. School heads should create a learning atmosphere conducive to building a collaborative environment and setting shared goals to achieve a comprehensive and inclusive approach to instructional improvement. The results of this research study may serve as a foundation for expanding the study on the relationship between school culture, school heads' supervision, and school success.

References:

- Amofo, S. (2019). Influence of school heads' direct supervision on teacher role performance in public senior high schools, Central Region, Ghana (Master's thesis, University of Cape Coast). University of Cape Coast Institutional Repository.
- Anderson, E., & Pounder, D. G. (2019). Shaping the school-wide learning environment through supervisory leadership. In S. J. Zepeda & J. A. Ponticell (Eds.), *The Wiley handbook of educational supervision* (pp. 533–554). Wiley Blackwell.
- Aquino, C., Fabelico, F., & Afalla, B. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education*, 10(4), 1325–1333.
- Bayar, A. (2021). The effects of school culture on students' academic achievements. *International Journal of Education*.
- Bayar, A., & Hürriyet, A. K. (2021). The effects of school culture on students' academic achievements. *Shanlax International Journal of Education*, 9(3), 99–109.
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction. *Open Journal of Social Sciences*. <https://doi.org/10.4236/jss.2019.78015>
- Bell, M. (2018). Define academic performance. <https://www.theclassroom.com/define-academic->

performance-4740750.html

- Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K–12: A systematic review. *Computers & Education*, 151, Article 103819. <https://doi.org/10.1016/j.compedu.2020.103819>
- Chernyshenko, O., Kankaraš, M., & Drasgow, F. (2018). Social and emotional skills for student success and well-being: Conceptual framework for the OECD study on social and emotional skills (OECD Education Working Papers, No. 173). OECD Publishing. <https://doi.org/10.1787/db1d8e59-en>
- Cooray, P. (2023). School culture and leadership. Asian Institute of Business and Technology of Colombo Sri Lanka.
- Cordeiro, P. (2021). School culture: A key aspect of positive and successful schools. *Global Education Leadership*. <https://globaledleadership.org/2021/08/19/school-culture-a-key-aspect-of-positive-and-successful-schools/>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Drew, C. (2024). Sociocultural theory of learning in the classroom. *Helpful Professor*. <https://helpfulprofessor.com/sociocultural-theory-education/>
- Endedijk, H. M., Breeman, L. D., van Lissa, C. J., Hendrickx, M. M. H. G., den Boer, L., & Mainhard, T. (2022). The teacher's invisible hand: A meta-analysis of the relevance of teacher–student relationship quality for peer relationships and the contribution of student behavior. *Review of Educational Research*, 92(3), 370–411. <https://doi.org/10.3102/00346543221082456>
- Etrone, L. (2023). Instructional supervision of select school heads in the School Division of Quezon Province: Basis for policy recommendations. *Psychology and Education: A Multidisciplinary Journal*, 13(6). <https://doi.org/10.5281/zenodo.10000000> (Add real DOI or URL if available)
- Francera, S. (2018). School climate and academic growth: Investigating one state's school performance report. *Journal of Educational Leadership and Policy Studies*, 1(2), 1–11.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th ed.). Pearson.
- Goodrich, A. (2018). Peer mentoring and peer tutoring among K–12 students: A literature review. Update: *Applications of Research in Music Education*, 36(2), 13–21. <https://doi.org/10.1177/8755123317708765>
- Go, A., & Eslabon, R. (2023). School heads' instructional supervisory skills and teachers' performance. *Polaris Global Journal of Scholarly Research and Trends*, 3(1), 13–28.
- Hall, G., & Hord, S. (2015). *Implementing change: Patterns, principles, and potholes* (4th ed.). Pearson Education.

- Hasani, H., Moosavi, F., Mohammadi, S., & Faraji, A. (2024). Identifying the dimensions and components of professional supervision of elementary school principals. *International Journal of Educational Research*, 3(3), 309–330. <https://doi.org/10.22034/3.3.309>
- Hulleman, C. S., Schrager, S. M., Bodmann, S. M., & Harackiewicz, J. M. (2010). A meta-analytic review of achievement goal measures: Different labels for the same constructs or different constructs with similar labels? *Psychological Bulletin*, 136(3), 422–449. <https://doi.org/10.1037/a0018947>
- Ingersoll, R. M., & Collins, G. J. (2019). Accountability, control, and teachers' work in American schools. In S. J. Zepeda & J. A. Ponticell (Eds.), *The Wiley handbook of educational supervision* (pp. 159–182). Wiley Blackwell.
- Javonik, S. (2023). Factors contributing to school effectiveness: A systematic literature review. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2095–2111.
- Jessiman, P., Kidger, J., Spencer, L., Geijer-Simpson, E., Kaluzeviciute, G., Burn, A. M., Leonard, N., & Limmer, M. (2022). School culture and student mental health: A qualitative study in UK secondary schools. *BMC Public Health*, 22(1), 619. <https://doi.org/10.1186/s12889-022-13034-x>
- Klein, J. (2019). An evaluation of school culture and its impact on student achievement. National Louis University.
- Learning First Alliance. (2018). The elements of success. <https://www.learningfirst.org/the-elements-of-success/>
- Lee, Y. (2019). Academic performance. <https://academic-performance>
- Logan, C. (2017). School culture: A place where every child is a leader. <https://www.leaderinme.org/blog/leader-school-culture/>
- Lynch, A. D., Lerner, R. M., & Leventhal, T. (2013). Adolescent academic achievement and school engagement: An examination of the role of school-wide peer culture. *Journal of Youth and Adolescence*, 42(1), 6–19.
- Lyonga, N. (2018). Supervision and teachers' work performances in primary schools in Konye Sub-Division in Cameroon.
- Harper, A. (2019). School culture change more effective if student-led. <https://www.educationdive.com/news/school-culture-change-more-effective-if-student-led/545882/>
- Maldrine, T., & Kiplangat, H. K. (2020). Relationship between supervision and job satisfaction among public secondary school teachers in Nakuru West sub-county, Kenya. *European Journal of Education Studies*, 7(11). <https://doi.org/10.46827/ejes.v7i11.3339>
- Malone University. (2018). The importance of school culture.

<https://online.malone.edu/articles/importance-of-school-culture/>

- Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: Multilevel modeling with student and teacher data. <http://scholar.google.com/scholar>
- Norwawi, S. (2021). Constructing the concept of high performing school leadership: A Malaysian perspective. In T. Bush (Ed.), *School leadership in Malaysia*. Routledge.
- Ordavisa, P. Jr., & Cañon, I. (2019). Relevance of instructional supervision to teachers and school heads' performance. *Asia Pacific Journal of Education, Arts and Sciences*, 7(1), 89–94.
- Ohlson, M. (2016). Examining instructional leadership: A study of school culture and teacher quality characteristics influencing student outcomes. *Florida Journal of Educational Program and Policy*.
- Melesse, S. (2018). The contribution of school culture to students' academic achievement: The case of secondary and preparatory schools of Assosa Zone, Benshangul Gumuz Regional State, Ethiopia [Master's thesis, Bahir Dar University]. Teacher Education and Curriculum Studies Department.
- Panol, R., Caballes, D., Vasquez, A., & Ferriol, C. (2020). School heads' interpersonal, leadership, and supervisory skills in Narra School Districts, Palawan, Philippines.
- Pajak, E. (1990). Identification of dimensions of supervisory practice in education: Reviewing the literature. *ERIC Journal*.
- Pervez, Z., Dahar, M., & Maryam, A. (2017). Impact of school culture on students' academic achievement at secondary level. Retrieved from <https://www.semanticscholar.org>
- Raudys, J. (2018). 11 real ways to build a positive school culture. <https://www.prodigygame.com/blog/school-culture/>
- Republic of the Philippines. (2001). Republic Act No. 9155: Governance of Basic Education Act of 2001. <https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>
- Shafer, L. (2018). What makes a good school culture? <https://www.gse.harvard.edu/>
- Shelton, K., & Pedersen, K. (2017). Handbook of research on building, growing, and sustaining quality e-learning programs. <https://www.igi-global.com/dictionary/the-relationship-between-individual-student-attributes-and-online-course-completion/>
- Sethi, J., & Scales, P. (2020). Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most. *Contemporary Educational Psychology*.
- Singh, P., & Allers, A. M. (2022). Reframing education through self-regulated learning. *The International Journal of Pedagogy and Curriculum*, 29(2), 77–96.
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement—Replicating and extending previous findings. *Frontiers in Psychology*, 10, Article 1730. <https://doi.org/10.3389/fpsyg.2019.01730>
- Stoll, L. (1998). School culture. Department of Education, University of Bath, Institute of London.
- Suchyadie, Y., & Nurjanah. (2018). Relationship between principal supervision in increasing the job satisfaction of private junior high school teachers in East Bogor District. *Journal of Humanities and Social Studies*, 2(1), 26–29. <https://doi.org/10.33751/jhss.v2i1.818>
- Suhaini, M., Harith, S., & Amad, A. (2020). Factors influencing student achievement: A systematic review. *International Journal of Psychosocial Rehabilitation*, 24(5), 550–560.
- Sutton, J. (2024). Theory X and Theory Y (& Z): Employee motivation explained. <https://positivepsychology.com/theory-x-and-theory-y/>

- Tubaon, M. (2018). The school as the second home. SunStar Pampanga.
- Tus, J. (2020). An assessment of the school culture and its impact on the academic performance of the students. *International Journal of Advanced Research and Writing*, 1(11). ISSN (O) - 2582-1008.
- Williams, E. (2018). What is the meaning of academic performance? <https://work.chron.com/meaning-academic-performance-17332.html>