

MEDIATING EFFECT OF SCHOOL ECOSYSTEM ON LEADERSHIP PRACTICES TO ENHANCE ORGANIZATIONAL PERFORMANCE

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Abstract

An intelligent workforce within the educational setting is characterized by organizational strategies and practices that guarantee all members access to collective organizational knowledge. This enables educators and personnel to make prompt, educated decisions that facilitate the group's attainment of its objectives. A supportive school ecosystem enhances creativity, provides instructors with improved access to best practices, and elevates organizational performance by increasing engagement and decreasing staff turnover. Consequently, leadership methods and practices must be implemented throughout schools to enhance organizational effectiveness.

This study focused on the school ecosystem, specifically examining leadership practices that enhance the organizational performance of public elementary schools. This study employed a descriptive-correlational research design with 308 elementary teachers employed in 28 schools within Lucena City, Division of Lucena City. A modified questionnaire in parts was utilized to gather the necessary data.

The findings revealed that leadership styles, decision-making processes, communication techniques, and resource management were to a great extent significantly effective.

Teachers were in agreement that the school ecosystem is designed to enhance organizational success, considering factors such as organizational culture, teacher involvement, external environment, and technological adoption. Teachers exhibited significant levels of productivity, financial performance, job happiness, and innovation and growth.

The correlation between leadership practices and the school ecosystem is good and strong. Furthermore, the statistics indicate a strong, positive correlation between leadership strategies and practices and organizational performance. The school ecology has a considerable impact on the relationship between leadership strategies and practices and organizational performance in public elementary schools in Lucena City. The study suggests that using the school ecosystem to influence leadership practices to enhance organizational performance leads to a considerable positive boost in the improvement of the school system.

Keywords: School ecosystem, Leadership Practices, Organizational Performance

1. Introduction

Unveiling administrative leadership in educational institutions is essential to foster an environment conducive to economic growth, innovation and success. Successful leadership is the cornerstone of effective organizational management, which directs the institution clearly, purposefully and effectively towards its goals and objectives. Leadership is a natural and spontaneous process that gives meaning to the unstructured mechanism of an organization. It is not mandatory to have leadership traits at the upper levels of the organization; they can be exercised at any hierarchical level (Alexander and Buckingham, 2011).

Leaders inspire trust and support among people who strive to achieve organizational goals (DuBrin, 2015). A leader influences their team members to work towards a common goal. It is believed that

different situations require different leadership styles, and managers should know which style to use. Effective leadership plays an important role in the success of virtual teams, both at team and individual level (Hoch and Dulebohn, 2017).

In addition, modern leadership is based on distinct principles of action that highlight the directions that lead to performance at both the individual and organizational levels. An efficient leader makes decisions based on value requirements, and his/her experience and professionalism can only lead the team to performance. By creating strategies and appealing to emotions, true leaders mobilize teams to act. "Leaders are formed, not born," research suggests that leaders gradually acquire skills throughout their life and careers that make them so effective (Goleman et al., 2017)

However, "Charismatic leadership" holds a unique position in the field's literature. "The process that influences major changes in the members of the organization's attitudes and builds loyalty to the organization's goals" is the definition of charisma (Horga, 2012).

Modern leadership is based on principles of action that highlight directions that lead to performance at both the individual and organizational levels. An efficient leader makes decisions based on value requirements, and their experience and professionalism can only lead the team to perform well.

By creating strategies and appealing to emotions, true leaders mobilize teams to act. "Leaders are formed, not born," research suggests that leaders gradually acquire skills throughout their life and careers that make them so effective (Goleman et al., 2017)

Therefore, an organization's ability to adapt to changes in the external environment is a major factor in achieving organizational performance. "The extent to which an organization, as a social system, with specific resources and means, achieves its objectives" is the definition of "performance" in literature (Horga, 2012).

Effective leadership is crucial for fostering economic growth, innovation, and success in educational institutions. It is a natural and spontaneous process that directs an organization towards its goals and objectives. Leaders inspire trust and support among team members, and different situations require different leadership styles. Modern leadership is based on principles of action that drive performance at both the individual and organizational levels. Efficient leaders make decisions based on value requirements, and their experience and professionalism can drive team performance. True leaders create strategies and appeal to emotions to mobilize teams. "Charismatic leadership" is uniquely positioned in the field, influencing major changes in organizational attitudes and building loyalty to the organization's goals. An organization's ability to adapt to external changes is a major factor in achieving organizational performance.

1.1 Statement of the Problem

The study examined the school ecosystem, leadership practices and their effects on organizational performance in the school.

The study examined the school ecosystem and leadership practices to enhance organizational performance in public elementary schools in Lucena City and their effects on organizational development.

Specifically, this study sought to answer the following questions:

1. How do the teacher-respondents describe the extent of practices of leadership in the organization in terms of:

- 1.1. Leadership Styles;
- 1.2. Decision-Making Processes;
- 1.3. Communication Techniques; and
- 1.4. Resource Management?

2. To what level do teacher-respondents describe the school ecosystem in the organization

- being observed in their school in terms of:
- 2.1. Organizational Culture;
 - 2.2. Teacher Engagement;
 - 2.3. External Environment; and
 - 2.4. Technological Adoption?
3. To what level is the organizational performance of public elementary schools in Lucena City described by the teacher-respondents as to:
- 3.1 Teacher Productivity,
 - 3.2 Financial Performance,
 - 3.3 Job Satisfaction; and
 - 3.4 Innovation and Growth?
4. Is there a significant relationship between the perceptions of leadership and practices in the school ecosystem and organizational performance?
5. Is there a significant relationship between the school ecosystem and organizational performance?
6. Does the school ecosystem significantly mediate the relationship between the leadership practices and organizational performance?

2. Methodology

The researcher employed a descriptive and correlational research design. This study was conducted in all three hundred eight (308) public elementary teachers of Lucena City.

Descriptive research is intended to precisely and efficiently depict a population, circumstance or phenomenon. It is a research strategy that describes the attributes of the population under consideration. This approach zeros in on the "what" of the research subject rather than the "why" of the exploration subject (McCombes, 2020). This was used to describe the administrative strategies and practices for improving the organizational performance of public elementary schools in Lucena City.

On the other hand, correlational research design estimated a connection between two factors without the analyst controlling both. It means to see whether there is a positive, negative or zero correlation (McCombes, 2020). Using this research design, the researcher determined the significance of the relationship between the variables being compared in the study.

3. Results and Discussion

The purpose of this study was to provide vital information regarding leadership practices within the school ecosystem to enhance the organizational performance of public elementary schools.

Part I. Leadership Practices

Table 1 Perceived Practices on Leadership in the Organization in terms of Leadership Styles

Indicators	Mean	SD	Interpretation
1. continuously makes an effort to inspire teachers to improve their abilities.	4.46	0.60	To a Great Extent
2. Thoroughly defines objectives and expectations and gives followers rewards for achieving them.	4.42	0.64	To a Great Extent
3. Promotes an open discussion and bases choices on the opinions of the group.	4.46	0.64	To a Great Extent
4. serves as an educator and mentor, offering direction and encouragement to help colleagues advance their abilities and output.	4.47	0.62	To a Great Extent
5. uses their skills, vision, and ability to influence colleagues to inspire and motivate others.	4.47	0.64	To a Great Extent
Overall	4.46	0.56	To a Great Extent

Legend: 4.50 – 5.00: Strongly Agree / Practiced to a Very Great Extent
 3.50 – 4.49: Agree / Practiced to a Great Extent
 2.50 – 3.49: Neutral / Practiced to a Moderate Extent
 1.50 – 2.49: Disagree / Practiced to Some Extent
 1.00 – 1.49: Strongly Disagree / Not at All Practiced

Based on the given table 1, the leadership style mean of 4.46 was "Practiced to a Great Extent". The overall mean indicates that the organization uses a wide range of leadership styles. The findings suggest that school administrators tend to demonstrate strong leadership skills, such as inspiring teachers, fostering teamwork in the classroom, and mentoring peers. These leadership skills are critical for improving organizational performance and the school climate.

Moreover, the results also reveal that two leadership practices received the highest mean score 4.47, which include serving as mentor and educator by giving guidance and support to colleagues to develop collegial skills and output further, and utilizing skillfulness, vision development, and influencing capacity of colleagues to inspire others as well as driving human resource development process "Practiced to a Great Extent" indicating teachers' responses to their perspectives on school principals as motivating and transformative. According to the Organizational Challenge, leaders must effectively mentor teachers and inspire them to pursue professional development to build leadership capacity and improve organizational performance.

Furthermore, the approach of clearly stating goals and expectations and acknowledging team members when they achieve them received the lowest average score of 4.42. While respondents generally agreed that this leadership style is present, its lower score compared to other methods suggests it may be used less frequently. This indicates that although goal-setting and reward-based leadership are part of the organization, they are not as dominant as more inspiring or participative leadership styles.

The study's results are supported by Tony Bush (2020). The leadership style primarily

influences the development of a school ecosystem that supports strategies and practices aimed at improving organizational performance. The leadership style will influence how goals are communicated and how collaboration efforts are nurtured, motivating teachers in their own ways to improve instructional practices. Transformational and participative modes of leadership encourage shared decision-making, staff professional growth, and a positive organizational climate, all of which contribute to raising a school's performance. By reflecting on leadership approaches to address the needs of teachers and the community, leaders can establish an enabling environment that fosters accountability, innovation, and continuous improvement, ultimately strengthening overall organizational effectiveness.

Table 2 Perceived Practice on Leadership in the Organization in terms of Decision-Making Processes

Indicators	Mean	SD	Interpretation
1. gathers useful data, facts, and perspectives to help make an informed decision.	4.45	0.61	To a Great Extent
2. analyzes various approaches or strategies with the identified data.	4.44	0.62	To a Great Extent
3. applies information and awareness to determine the most effective plan of action.	4.42	0.64	To a Great Extent
4. activates the appropriate strategy.	4.46	0.60	To a Great Extent
5. evaluates the outcomes and, if necessary, makes the required adjustments.	4.47	0.61	To a Great Extent
Overall	4.47	0.56	To a Great Extent

Legend: 4.50 – 5.00: Strongly Agree / Practiced to a Very Great Extent

3.50 – 4.49: Agree / Practiced to a Great Extent

2.50 – 3.49: Neutral / Practiced to a Moderate Extent

1.50 – 2.49: Disagree / Practiced to Some Extent

1.00 – 1.49: Strongly Disagree / Not At All Practiced

The results in Table 2 show that the organization's perceived leadership practice focuses on Decision-Making Processes. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.27. It indicates that the teacher-respondents have practiced leadership extensively within the organization. This combined finding indicates that teachers regularly adhere to and rate leaders' decision-making processes positively in the school. The findings imply that, in addition to successfully gathering and evaluating relevant information, leaders should also execute plans and make decisions that promote performance within the organization or school.

Similarly, the data reveal that among these factors, "the indicator that measures the results" has the highest mean score of 4.47 and standard deviation of 0.61. According to this finding, 'Practiced to a Great Extent' means that they believe administrators proactively evaluate the effects of their decisions and promptly make necessary corrections. It reflects a powerful, 'thoughtful and flexible' climate that ensures that decisions are implemented successfully and continuously improved for the benefit of the organization."

On the other hand, the indicator that relies on knowledge and awareness to make the best

decision scored the lowest mean ($M=4.42$, $SD=0.64$). In this, the question is verbally stated as "Practiced to a Great Extent," and it scored the lowest. This implies that even as leaders apply information in decision-making, there is a slight variation in how they perceive the level of planning compared to others. Yet, they have a high level of expertise in decision-making through the application of knowledge.

This is confirmed by Hallinger's (2020) study: decision-making plays a crucial role in a contemplated school environment because it enables the translation of leadership strategies into best practices. Through strategic and collaborative decision-making, school leaders can integrate learning goals and staff development with the school's strategic vision. School leaders can enhance professional dedication, learning quality, and continuous school improvement by applying data-informed, collaborative decision-making practices. This has been shown to make an organization more adaptive and responsive, ultimately leading to greater learning outcomes.

Table 3 Perceived Practice on leadership in the organization in terms of Communication Techniques

Indicators	Mean	SD	Interpretation
1. offers advice without pressure.	4.46	0.70	To a Great Extent
2. efficiently issues directives and clarifies processes.	4.45	0.69	To a Great Extent
3. does not concern itself with risking relationships when addressing errors.	4.44	0.83	To a Great Extent
4. advises the member to enhance their performance or conduct.	4.44	0.69	To a Great Extent
5. Enjoys elaborating on the specifics and nuances of a challenging task or project for the organization.	4.46	0.68	To a Great Extent
Overall	4.47	0.62	To a Great Extent

Legend: 4.50 – 5.00: Strongly Agree / Practiced to a Very Great Extent

3.50 – 4.49: Agree / Practiced to a Great Extent

2.50 – 3.49: Neutral / Practiced to a Moderate Extent

1.50 – 2.49: Disagree / Practiced to Some Extent

1.00 – 1.49: Strongly Disagree / Not at All Practiced

Based on the results presented in Table 3, the perceived practice of leadership in the organization with respect to communication techniques is examined. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.47. It shows that the teacher-respondents have extensively practiced leadership within the organization, particularly in communication techniques. This indicates that most respondents believe that communication inside an organization is efficient, transparent, and beneficial to teacher performance and growth.

In addition, teachers in the Department of Education (DepEd) strongly believe that clear communication is important in schools because it helps students and teachers understand each other, work together, and create a positive learning environment."

Likewise, the categories "offers advice without pressure" and "enjoys focusing on the specifics and nuances of a challenging task or project for the organization" both have the highest mean score of 4.46. This suggests that teachers think their leaders are best at offering advice and comments that are helpful, courteous, and thorough, making it easier for everyone to work together and understand what they need to do.

Moreover, the indications "does not concern themselves with risking relationships when addressing errors" and "advises the member to enhance their performance or conduct" both had the

lowest mean score of 4.44. These results show that teachers still think leaders are thoughtful when they make corrections and offer helpful advice, though these ratings are slightly lower than the highest. This shows that leaders may be held accountable while still managing relationships.

In a suggested school ecosystem, effective communication strategies are crucial because they enable leaders to articulate expectations, offer feedback, and foster cooperation among teachers, staff, and stakeholders. Building trust, minimizing misconceptions, and ensuring that school objectives and leadership strategies are understood and applied are made possible by clear, consistent, and interactive communication. School administrators can foster an inclusive and transparent culture that improves organizational performance by utilizing a variety of communication techniques, such as formal meetings, casual conversations, and digital platforms (Leithwood, 2017).

Table 4 Perceived Practices on Leadership in the Organization in terms of Resource Management

Indicators	Mean	SD	Interpretation
1. Sets responsibilities and functions for members.	4.47	0.63	To a Great Extent
2. ensures that time, money, supplies, and people are used efficiently by properly allocating tasks and organizing them.	4.46	0.68	To a Great Extent
3. feels a sense of commitment and loyalty to the organization because of the efficient and equitable management of resources.	4.45	0.63	To a Great Extent
4. Encourages staff to use resources responsibly and efficiently.	4.44	0.66	To a Great Extent
5. guarantees that resources are distributed and used appropriately and that accountability for work performance is practiced.	4.44	0.68	To a Great Extent
Overall	4.44	0.60	To a Great Extent

Legend: 4.50 – 5.00: Strongly Agree / Practiced to a Very Great Extent
 3.50 – 4.49: Agree / Practiced to a Great Extent
 2.50 – 3.49: Neutral / Practiced to a Moderate Extent
 1.50 – 2.49: Disagree / Practiced to Some Extent
 1.00 – 1.49: Strongly Disagree / Not at All Practiced

The results in Table 4 show the perceived practice of leadership in the organization with respect to resource management. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.44. It shows that the teacher-respondents have practiced extensively within the organization in resource management. This shows that most respondents think school administrators are good at managing resources, equitably dividing work, and holding people accountable, which makes teachers more loyal and dedicated.

Similarly, the indication with the highest mean score, "sets responsibilities and functions to members," had a score of 4.47. It reveals that teachers firmly believe leadership establishes roles and responsibilities efficiently, ensuring clarity and appropriate distribution of work throughout the organization.

Furthermore, the statements "encourages staff to use resources responsibly and efficiently" and "guarantees that resources are distributed and used appropriately and that accountability for

work performance is practiced" had the lowest mean ratings, both at 4.44. These findings show a significant belief that leadership actively encourages teachers to be accountable and to use resources responsibly, even when they are marginally below the highest level.

Also, teachers at DepEd know how important it is to encourage individuals to use resources wisely and responsibly. They follow rules to ensure resources are used and allocated correctly, and they always hold people accountable for their jobs to make the organization more effective.

According to the Department of Education (2021), resource management is an important part of the DepEd proposed school ecosystem in the Philippines because it makes sure that human, financial, and material resources are used well to support teaching, learning, and running the school. School leaders need to organize, distribute, and monitor resources in ways that support both school improvement goals and national education priorities. Under the DepEd framework, good resource management encourages openness, accountability, and shared responsibility. This helps schools make the most of their limited resources while also improving performance and maintaining high-quality educational results.

Table 5 Summary Table on Perceived Practice Leadership Practices

Leadership Practices	Mean	SD	Interpretation
Leadership Styles	4.46	0.56	To a Great Extent
Decision-Making Processes	4.46	0.56	To a Great Extent
Communication Techniques	4.47	0.62	To a Great Extent
Resource Management	4.44	0.60	To a Great Extent
Overall	4.46	0.59	To a Great Extent

Legend: 4.50 – 5.00: Strongly Agree / Practiced to a Very Great Extent

3.50 – 4.49: Agree / Practiced to a Great Extent

2.50 – 3.49: Neutral / Practiced to a Moderate Extent

1.50 – 2.49: Disagree / Practiced to Some Extent

1.00 – 1.49: Strongly Disagree / Not At All Practiced

Table 7 summarizes perceived practice leadership practices. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.46. It shows that the teacher-respondents have practiced leadership strategies and practices to a great extent. This shows that school administrators are good at managing time, money, supplies, and people, which makes teachers feel committed and loyal and helps the organization do better.

On the other hand, communication techniques had the highest mean score of 4.47. This suggests that among the leadership approaches, teacher respondents believe that communication-related leadership practices, such as being explicit in instructions, being transparent in conversations, and providing constructive criticism, are used most regularly and most successfully. The outcome emphasizes the crucial role of effective communication in promoting cooperation, comprehension, and alignment within the school organization.

This shows that good communication is important for teachers and staff to work together successfully to reach common goals. Clear and regular communication helps members understand each other better, reduces misunderstandings, and makes the school a more organized and helpful place.

Resource Management, on the other hand, had the lowest average score of 4.44, which is nevertheless seen as "Practiced to a Great Extent." This means that school leaders are usually

good at managing their time, money, materials, and staff, but this area is seen as less important than other leadership skills. The high mean, on the other hand, indicates that the organization has worked hard to ensure that resources are used and allocated responsibly.

The success and performance of educational organizations are greatly affected by the ways and techniques that leaders use. According to Leithwood & Jantzi (2012), studies show that leadership styles such as instructional, transformational, and distributed leadership help teachers feel empowered, share a vision, and continue learning, all of which are important for achieving organizational goals. Effective leadership practices also promote collaboration, accountability, and a positive school climate, which help schools address problems and improve overall performance. These findings indicate that well-aligned leadership techniques are essential for cultivating a sustainable school ecology that improves organizational performance.

Table 6 Perceived level of practice of the organizational ecosystem in terms of Organizational Culture

Indicators	Mean	SD	Interpretation
1. Approves the responsibility description with clear lines of responsibility.	4.47	0.58	Observed
2. provides a safe and healthy work environment.	4.47	0.62	Observed
3. identifies and recognizes working beliefs or values.	4.46	0.61	Observed
4. is responsible for managing finances, human resources, and planning.	4.45	0.67	Observed
5. assures that the administration, systems and procedures in our school are well organized.	4.44	0.63	Observed
Overall	4.44	0.56	Observed

Legend: 4.50 – 5.00: Strongly Agree / Highly Observed
 3.50 – 4.49: Agree / Observed
 2.50 – 3.49: Neutral / Moderately Observed
 1.50 – 2.49: Disagree / Less Observed
 1.00 – 1.49: Strongly Disagree / Not Observed

As stated in Table 6, the perceived level of practice within the organizational ecosystem regarding organizational culture is shown. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.44. It shows that the teacher-respondents have practiced extensively in the competency demonstrated by the teachers in the school. Abilities are the skills and knowledge that empower a teacher to be fruitful. This finding suggests that the school ecosystem cultivates a positive organizational culture defined by constructive criticism, open communication, and encouraging leadership behaviors, all of which improve teamwork and organizational effectiveness.

Moreover, the results show that the teachers-respondents believe that the organizational culture in their school is being "Observed". The statements "offers advice without pressure" and "enjoys elaborating on the specifics and nuances of a challenging task or project for the organization" had the highest mean score of 4.47 among the indicators. The results indicate that the school culture fosters a supportive and transparent atmosphere in which teachers receive guidance without compulsion and are offered clear, comprehensive explanations that improve comprehension

and performance.

Also, the results indicate that the school has a healthy, supportive culture where instructors feel they are being directed without being pushed. Teachers can perform their jobs more effectively when they receive clear explanations and useful suggestions.

However, the indicators "do not concern themselves with risking relationships when addressing errors" and "advise the member to enhance their performance or conduct" had the lowest mean scores, both at 4.44. These indicators are nonetheless regarded as "Practiced to a Great Extent," despite having the lowest means. This suggests that performance coaching and corrective feedback are delivered professionally, striking a balance between maintaining good working relationships and accountability.

As Schein (2010) states, a school's size and organizational culture impact how well leadership tactics work and how well the whole organization performs. A healthy school organizational culture, grounded in shared values, trust, teamwork, and ongoing learning, motivates instructors to work hard and achieve school goals. Studies have demonstrated that robust, supportive organizational cultures augment instructional methods and elevate school performance by aligning individual actions with institutional objectives, ultimately fortifying a durable, effective educational ecosystem

Table 7 Perceived Level of Practice of the Organizational Ecosystem in terms of Teacher Engagement

Indicators	Mean	SD	Interpretation
1. delegates members to work on a variety of tasks.	4.44	0.65	Observed
2. asks teachers to help generate new solutions to old problems.	4.46	0.62	Observed
3. Assists in planning for school activities.	4.47	0.63	Observed
4. Improves knowledge-sharing and learning among employees.	4.46	0.62	Observed
5. ensures engagement and commitment of teachers to academic tasks.	4.45	0.59	Observed
Overall	4.44	0.56	Observed

Legend: 4.50 – 5.00: Strongly Agree / Highly Observed

3.50 – 4.49: Agree / Observed

2.50 – 3.49: Neutral / Moderately Observed

1.50 – 2.49: Disagree / Less Observed

1.00 – 1.49: Strongly Disagree / Not Observed

The table 7 shows the perceived level of practice in the organizational ecosystem regarding teacher engagement. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.44. It shows that the teacher-respondents have observed teacher engagement in the school. This result shows that teachers are well involved in school activities, such as planning together, addressing problems together, sharing knowledge, and actively participating in academic duties. These techniques help create a pleasant school environment that improves the organization's performance and keeps teachers motivated and committed.

Also, the highest mean obtained from the given table is 4.47, which point out that teacher-respondents "observed" on the statement "assists in planning for school activities." This finding indicates that school administrators involve teachers in the planning process, allowing them to have

a real say in decisions and school-related activities. Such participation enhances instructors' sense of ownership and dedication to institutional objectives.

Furthermore, the lowest mean in the study is for the practice of transferring information within the organization, at 4.44, suggesting that work allocation is usually clear and well done. The slightly lower mean suggests that teachers could be given more or different tasks, which would make them more involved and engaged.

Teachers who actively participate in school programs, collaborate with other educators, and are committed to helping students learn more demonstrate teacher engagement in the Department of Education classroom. Knowing that school administrators support them and involve them in decision-making makes teachers feel more invested in and committed to the school community.

Teacher involvement is one of the most significant factors in helping schools improve. Engaged teachers are more dedicated, motivated, and involved in school and classroom activities, which has a big effect on the quality of teaching and student outcomes. Research also suggests that giving teachers opportunities to learn new things, ensuring they can communicate clearly, and using supportive leadership styles all make teachers more engaged and help create a happy and effective school environment. These findings emphasize the importance of fostering teacher engagement as an integral aspect of leadership initiatives to improve overall organizational performance (Saks, 2012).

Table 8 Perceived Level of Practice of the Organizational Ecosystem in terms of External Environment

Indicators	Mean	SD	Interpretation
1. creates flexible approaches to navigate economic changes and implements techniques to maintain financial stability.	4.44	0.63	Observed
2. integrates technological innovations into organizational plans and promotes creativity within the organization.	4.44	0.64	Observed
3. ensures adherence to legal and regulatory updates so that the school remains aware and proactive in adjusting policies.	4.46	0.61	Observed
4. develops strength in facing environmental and sustainability issues and applies strategies that encourage sustainability.	4.45	0.61	Observed
5. promotes sustainability efforts to address environmental issues and to meet corporate social responsibility demands.	4.46	0.64	Observed
Overall	4.45	0.57	Observed

Legend: 4.50 – 5.00: Strongly Agree / Highly Observed
 3.50 – 4.49: Agree / Observed
 2.50 – 3.49: Neutral / Moderately Observed
 1.50 – 2.49: Disagree / Less Observed
 1.00 – 1.49: Strongly Disagree / Not Observed

As shown in the table 8, the perceived level of practice in the organizational ecosystem

regarding the external environment is indicated. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.45. It shows that the teacher-respondents have observed on the external environment. Based on the overall results, it appears that the school can successfully handle external factors, including financial circumstances, technological advancements, regulatory obligations, and sustainability issues. These tactics enhance long-term organizational performance and foster a dynamic, adaptable school ecosystem.

Furthermore, the findings indicate that teacher respondents believe the external environment heavily influences the school ecosystem. Respectively, the two statements that received the highest mean score of 4.46 among the indicators were "ensures adherence to legal and regulatory updates so that the school remains aware and proactive in adjusting policies" and "promotes sustainability efforts to address environmental issues and to meet corporate social responsibility demands." These results show that school administrators are proactive in adhering to legal requirements and are sensitive to social responsibility and sustainability issues, demonstrating flexibility in responding to external demands.

Additionally, the lowest mean (4.44) revealed in the study is on the "practice of the organizational ecosystem in terms of external environment" characterized as observed integrates technological innovations into organizational plans and promotes creativity within the organization" and "creates flexible approaches to navigate economic changes and implements techniques to maintain financial stability" This shows that while technological integration and economic flexibility are obvious, there may be more space for improvement in these areas to make organizations more resilient and creative.

Schools address changes in the external environment by using technology, complying with the law, and adapting to economic shifts. They also promote sustainability activities that build people's resilience and demonstrate social responsibility across the whole school community.

The external environment has a significant effect on how well an organization operates and how well school leaders perform their jobs (Holy and Miskel, 2012). School leaders' plans, actions, and changes to their leadership techniques are influenced by many factors, including stakeholder expectations, government pronouncements, community involvement, and economic realities. Research indicates that schools that effectively react to external demands through robust partnerships and flexible leadership are more likely to sustain improvement and enhance organizational performance. These results show how important it is to ensure that school leadership strategies align with what happens outside the school to build a strong, flexible school ecosystem.

Table 9 Perceived Level of Practice of the Organizational Ecosystem in terms of Technological Adoption

Indicators	Mean	SD	Interpretation
1. drives technological advancements to guarantee that the organization embraces new and emerging technologies.	4.44	0.61	Observed
2. overcomes obstacles to technological transformations and facilitates employee adjustment to innovative digital tools and systems.	4.44	0.63	Observed
3. matches the adoption of technology with the objectives of the organization and assesses which technologies are most suitable for the	4.44	0.65	Observed

organization.

4. facilitates seamless technology integration and evaluates and adopts new technologies within the organization.	4.46	0.65	Observed
5. analyses the possible effects of emerging technologies and determines which technologies are valuable for implementation within the organization.	4.37	0.59	Observed
Overall	4.37	0.59	Observed

Legend: 4.50 – 5.00: Strongly Agree / Highly Observed
 3.50 – 4.49: Agree / Observed
 2.50 – 3.49: Neutral / Moderately Observed
 1.50 – 2.49: Disagree / Less Observed
 1.00 – 1.49: Strongly Disagree / Not Observed

The table 9 shows the perceived practice of the organizational ecosystem regarding technological adoption. The overall mean (4.37) indicates that the teacher-respondents agreed with the indicators set, which shows that they have observed technology adoption. This overall result implies that the school is well prepared to use technology effectively, as it has leadership initiatives that support the adoption and integration of digital technologies. These strategies make organizations work better by creating an educational ecosystem that is responsive and forward-thinking.

Moreover, according to the results, teacher respondents believe that the school ecosystem is heavily reliant on technology adoption. The statement "facilitates seamless technology integration and evaluates and adopts new technologies within the organization" is observed (4.46). This finding implies that school administrators are proficient at assessing whether new technologies are relevant to achieving organizational objectives and integrating digital tools into daily operations.

Also in school, teachers regularly use digital tools for teaching, learning, and administrative activities, and they are increasingly accepting new technologies. This means using online learning platforms, multimedia resources, and educational apps to make lessons more engaging and easier to access, and to make it easier for staff and students to communicate and collaborate.

Additionally, the lowest mean (4.37) in the study is for the organizational ecosystem's practice of technological adoption, suggesting that while executives assess emerging technologies, they may not receive as much attention as technology integration and deployment.

Likewise, this means that school leaders are quick to adopt and use new technologies, but they don't spend as much time carefully judging them before employing them. Even though this method is still commonly used, there is a need to thoroughly assess whether technologies will actually improve the school's teaching, learning, and administrative processes.

In accordance with Ertmer & Ottenbreit-Leftwich (2017), a key component of strengthening the Department of Education (DepEd) Philippines' projected school ecosystem is the adoption of new technology. This is because it facilitates both administrative and instructional duties, thereby enhancing the organization's overall effectiveness. By skillfully leveraging digital tools and instructional technologies, school administrators can facilitate communication, improve resource management, and promote innovative teaching methods. According to research, DepEd schools with leaders who aggressively promote technology use find improvements in student involvement, teacher collaboration, and overall school performance. This demonstrates how crucial it is to integrate technology-driven leadership strategies into the school ecosystem to improve outcomes and create sustainable change.

Table 10 Summary Table on Perceived Practice on School Ecosystem in the Organization

School Ecosystem	Mean	SD	Interpretation
Organizational Culture	4.44	0.56	Observed
Teacher Engagement	4.44	0.56	Observed
External Environment	4.45	0.57	Observed
Technological Adoption	4.37	0.59	Observed
Overall	4.25	0.57	Observed

Legend: 4.50 – 5.00: Strongly Agree / Highly Observed

3.50 – 4.49: Agree / Observed

2.50 – 3.49: Neutral / Moderately Observed

1.50 – 2.49: Disagree / Less Observed

1.00 – 1.49: Strongly Disagree / Not Observed

The data in Table 10 above summarizes the perceived practice in the organization's school ecosystem. The results of the research on how the organization views the practices of the school ecosystem indicate a total mean score of 4.25, indicating that they are "observed." This means the school ecosystem is usually well-managed, and that people are actively observing how the school operates and how leaders respond.

Moreover, the External Environment is the most important of the specific characteristics, with an overall score of 4.45. These results suggest that the school values adapting to its external environment, maintaining a positive culture, and involving teachers in how the school runs.

Furthermore, the lowest mean in the study is for the statement on the perceived practice school ecosystem in the organization regarding technological adoption, with a mean of 4.37, interpreted as observed. This means that even while technology adoption is underway, it might not receive as much attention as other parts of the school ecosystem.

In addition, teachers use the digital tools they have, but to fully realize technology's potential to improve teaching and learning, they still need additional support, training, and commitment.

As reported by Leithwood (2017), when teachers are really involved, students are more dedicated and learn better. A positive corporate culture, on the other hand, encourages teamwork and shared ideals. Schools can also be flexible and strong by being aware of factors beyond their control, such as laws, community support, and societal requirements. Technology integration further strengthens leadership initiatives by improving communication, creativity, and operational efficiency. These parts are all connected and work together to create a whole-school ecosystem that encourages leadership behaviors that help the whole organization run better.

Table 11 Level of Organizational Performance in terms of Teacher Productivity

Indicators	Mean	SD	Interpretation
1. creates a productive work environment and uses to foster employee engagement and motivation.	4.45	0.63	Very satisfactory
2. sets clear goals and expectations to ensure the employee is aligned with organizational objectives to boost productivity.	4.44	0.61	Very satisfactory
3. provides resources and tools for efficiency and implements the right tools to enhance employee	4.44	0.68	Very satisfactory

productivity.

- | | | | | |
|----|--|------|------|-------------------|
| 4. | manages and reduces workplace stress and maintains a healthy work-life balance while staying productive. | 4.44 | 0.67 | Very satisfactory |
| 5. | recognizes and rewards high performance and motivates and incentivizes employee to continually improve their productivity. | 4.46 | 0.63 | Very satisfactory |

Overall	4.45	0.59	Very satisfactory
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Legend: 4.50 – 5.00: Strongly Agree / Excellent
 3.50 – 4.49: Agree / Very satisfactory
 2.50 – 3.49: Neutral / Satisfactory
 1.50 – 2.49: Disagree / Unsatisfactory
 1.00 – 1.49: Strongly Disagree / Needs Improvement

The overall result for teacher productivity was 4.45, which means that they "Very satisfactory." This means that most of the teachers who answered the question think that leadership techniques that focus on productivity are extremely clear in their schools. These findings imply that school leaders are good at making places that boost productivity, motivation, and long-term teacher performance.

Moreover, the statement "recognizes and rewards high performance and motivates and incentivizes employees to continuously improve their productivity" had the highest mean of 4.46, indicating the most favorable factor. This shows that at Lucena City's public elementary schools, recognition and incentive systems are widely used and regarded as important factors in raising teacher motivation and output.

Additionally, the lowest mean (4.44) in the study is for organizational performance in terms of vision and mission, which is interpreted as very satisfactory. Suggests that, even when implemented well, these areas would need to be strengthened further to match the importance placed on reward and recognition programs.

Teacher efficiency is very important to an organization's success, as it directly affects student outcomes, the quality of education, and the overall efficiency of school operations. When teachers work together, deliver lessons quickly, and use resources wisely, the school is better able to achieve its goals, maintain a healthy learning environment, and improve the organization's overall success.

Teacher productivity, which assesses how well teachers do their jobs, how quickly they do them, and how dedicated they are to both teaching and non-teaching tasks, has a significant effect on overall school performance. High teacher productivity is linked to opportunities for professional growth, a positive work environment, and supportive leadership practices. All of these things improve the quality of teaching and student outcomes. Research shows that school administrators can improve their schools by encouraging teachers to work together, generate new ideas, and achieve long-term progress in their teaching. These findings indicate that teacher productivity is a key indicator of organizational performance within a school ecosystem (OECD, 2029).

Table 12 Level of Organizational Performance in terms of Financial Performance

Indicators	Mean	SD	Interpretation
1. Promotes financial expansion and guarantees that the school achieves its financial goals while controlling risks.	4.37	0.67	Very satisfactory
2. evaluates and maximizes financial performance and makes data-driven	4.35	0.65	Very satisfactory

financial decisions.

- | | | | |
|--|------|------|-------------------|
| 3. efficiently distributes resources and sets investment priorities to optimize growth and profitability. | 4.44 | 0.66 | Very satisfactory |
| 4. maintains effective financial operations and controls cash flow and liquidity throughout both prosperous and difficult times. | 4.44 | 0.66 | Very satisfactory |
| 5. establishes reasonable financial objectives that are in line with long-term organizational strategy, as well as financial targets and benchmarks. | 4.44 | 0.64 | Very satisfactory |

Overall	4.46	0.62	Very satisfactory
---------	------	------	-------------------

Legend: 4.50 – 5.00: Strongly Agree / Excellent

3.50 – 4.49: Agree / Very satisfactory

2.50 – 3.49: Neutral / Satisfactory

1.50 – 2.49: Disagree / Unsatisfactory

1.00 – 1.49: Strongly Disagree / Needs Improvement

As indicated in the table 12, "Very satisfactory" is the verbal interpretation of the overall average for financial performance, which is 4.46. This overall finding suggests that Lucena City's public elementary schools maintain a high standard of financial management, as demonstrated by efficient resource use, sound financial administration, and strategic planning. The significance of leadership tactics in improving overall organizational performance is further supported by these practices, which also greatly contribute to organizational stability and the achievement of educational goals.

Moreover, the given table shows the level of organizational performance in terms of financial performance. The results demonstrate that teacher respondents view the organizational success of Lucena City's public elementary schools as primarily determined by their financial performance, with a mean score of 4.44. These results suggest that school administrators are exceptionally effective at managing finances, ensuring the school stays open, and aligning financial decisions with the school's long-term goals.

Additionally, the lowest mean (4.35) observed in the study is for evaluating and maximizing financial performance and making data-driven financial decisions, which is still interpreted as very satisfactory. Even though making data-driven decisions and evaluating finances are straightforward, schools still need to improve their financial analysis.

According to OECD (2020). Financial performance, which examines how well resources are allocated, shared, and used to help students learn, can be used to gauge how well a school is doing as a whole. When school leaders manage money well, they can prioritize important initiatives, make the most of limited resources, and ensure that programs last while remaining accessible and accountable. Research shows that financially successful schools are better able to fund professional development, support teaching and learning programs, and meet their organizations' needs. These results show how important it is for a school environment to have strategic financial leadership to boost the organization's overall performance.

Table 13 Level of Organizational Performance in terms of Job Satisfaction

Indicators	Mean	SD	Interpretation
1. makes the member feel appreciated and involved while also fostering a great workplace	4.45	0.65	Very satisfactory

culture.

- | | | | |
|--|------|------|-------------------|
| 2. Encourages candid conversation, asks for feedback from employees, and responds to their issues. | 4.37 | 0.69 | Very satisfactory |
| 3. ensures work satisfaction and career advancement by offering growth opportunities and supporting member development. | 4.35 | 0.63 | Very satisfactory |
| 4. maintains healthy morale by recognizing and rewarding contributions as well as by celebrating and acknowledging members' accomplishments. | 4.16 | 0.66 | Very satisfactory |
| 5. boosts work-life balance and guarantees that workers are content and balanced in their positions. | 4.44 | 0.65 | Very satisfactory |

Overall			
	4.44	0.62	Very satisfactory

Legend: 4.50 – 5.00: Strongly Agree / Excellent
 3.50 – 4.49: Agree / Very satisfactory
 2.50 – 3.49: Neutral / Satisfactory
 1.50 – 2.49: Disagree / Unsatisfactory
 1.00 – 1.49: Strongly Disagree / Needs Improvement

The given table shows organizational performance in terms of job satisfaction. It shows that the overall mean indicates that the teacher-respondents developed on the set of indicators, with a mean of 4.44. It shows that the teacher-respondents agree on the level of organizational performance regarding job satisfaction. This overall finding suggests that teachers are generally very satisfied with their jobs, a conclusion bolstered by initiatives that support work-life balance, provide opportunities for professional development, foster open communication, and cultivate a healthy workplace culture. These results demonstrate the crucial role that leadership techniques and methods play in promoting job satisfaction, which in turn enhances organizational performance in public elementary schools.

Furthermore, the results show that teacher respondents believe that the organizational performance of Lucena City's public primary schools in terms of job satisfaction is practiced to a great extent. Among all factors, the statement that "makes the member feel appreciated and involved while also fostering a great workplace culture" had the highest mean score, 4.45. This finding implies that school administrators can successfully establish a welcoming, encouraging workplace where educators feel appreciated, thereby enhancing their overall job satisfaction and engagement.

Also, the lowest mean (4.16) reported in the study is for organizational performance in terms of job satisfaction, with 4.16, indicating it is very satisfactory. This indicates that they agreed on "maintains healthy morale by recognizing and rewarding contributions as well as by celebrating and acknowledging members' accomplishments," demonstrating that, while reward and recognition mechanisms are in place, they may need improvement to continuously boost teacher motivation and morale.

According to Skaalvik & Skaalvik (2019). Teachers' job satisfaction directly affects their motivation, dedication, and retention, and is closely related to schools' organizational performance. Positive working conditions, opportunities for professional development, and supportive leadership

are all associated with high levels of job satisfaction. Research shows that teachers exhibit higher levels of engagement and effectiveness when they feel appreciated and supported within the school ecosystem, which, in turn, improves overall organizational performance. These results emphasize that job satisfaction is a crucial measure of both long-term organizational success and school efficacy.

Table 14 Level of Organizational Performance in terms of Innovation and Growth

Indicators	Mean	SD	Interpretation
1. creates an innovative atmosphere and inspires the team to come up with fresh concepts.	4.46	0.61	Very satisfactory
2. uses innovation to fuel long-term success and seizes fresh possibilities.	4.45	0.60	Very satisfactory
3. makes certain that innovation is in line with DepEd vision and mission and strikes a balance between the demand for innovative ideas and the overall strategy of the school.	4.37	0.63	Very satisfactory
4. reassures experimentation and risk-taking and fosters an environment where teachers may innovate without worrying about failing.	4.35	0.62	Very satisfactory
5. promotes constant flexibility and improvement and guarantees that creative solutions support long-term implementation of school programs and projects.	4.16	0.61	Very satisfactory
Overall	4.38	0.56	Very satisfactory

Legend: 4.50 – 5.00: Strongly Agree / Excellent
 3.50 – 4.49: Agree / Very satisfactory
 2.50 – 3.49: Neutral / Satisfactory
 1.50 – 2.49: Disagree / Unsatisfactory
 1.00 – 1.49: Strongly Disagree / Needs Improvement

The data in Table 14 shows the level of organizational performance in terms of innovation and growth. It shows that the overall mean indicates that the teacher-respondents developed on the set of indicators, with a mean of 4.38. Overall, teachers believe that their schools foster an innovative culture, encourage measured risk-taking, and align artistic endeavors with organizational objectives, such as the DepEd vision and mission. These results highlight the value of leadership practices that continuously encourage innovation as a catalyst for development and organizational effectiveness in public elementary schools.

Furthermore, the highest mean obtained from the given table is 4.46, which point out that teacher-respondents agreed on the statement "creates an innovative atmosphere and inspires the team to come up with fresh concepts". So, to maintain innovation and promote ongoing development within the school organization, school administrators must foster a culture that rewards teachers' creativity and idea generation.

In addition, teachers often seek to develop innovative lesson ideas and classroom activities that make learning more fun for their pupils. Teachers also enjoy working with their coworkers on

new initiatives and discussing ideas, knowing that school officials recognize and support their creativity.

Also, the lowest mean (4.16) reported in the study is for organizational performance in terms of innovation and growth, at 4.16, which is still interpreted as practice to a great extent. This indicates that they agreed to promote continuous flexibility and improvement, and it guarantees that creative solutions support the long-term implementation of school programs and projects. This implies that, although creative activities are clearly present, there is potential to improve their long-term viability and their inclusion in educational projects.

Fullan, M. (2021) confirmed this, emphasizing that schools' ability to adapt, enhance, and maintain high-quality educational outcomes is reflected in their innovation and development, which are important markers of organizational effectiveness. Innovation-friendly schools promote innovative teaching methods, ongoing professional development, and the use of new technologies, all of which advance professional development and raise student achievement. Research indicates that leadership techniques that encourage teamwork, experimentation, and evidence-based decision-making foster organizational and individual growth, ultimately strengthening the school's ability to maintain performance and progress.

Table 15 Summary on Level of Organizational Performance

Organizational Development	Mean	SD	Interpretation
Teacher Productivity	4.45	0.59	Very satisfactory
Financial Performance	4.46	0.62	Very satisfactory
Job Satisfaction	4.44	0.62	Very satisfactory
Innovation and Growth	4.38	0.56	Very satisfactory
Overall	4.43	0.60	Very satisfactory

Legend: 4.50 – 5.00: Strongly Agree / Excellent

3.50 – 4.49: Agree / Very satisfactory

2.50 – 3.49: Neutral / Satisfactory

1.50 – 2.49: Disagree / Unsatisfactory

1.00 – 1.49: Strongly Disagree / Needs Improvement

The table 15 above summarizes the level of organizational performance. The overall mean indicates that the teacher-respondents agreed with the indicators set, with a mean of 4.43. It implies that the teacher respondents believe leadership approaches within the school environment effectively enhance the organizational performance in their schools.

All things considered, the outcomes indicate strong, well-rounded organizational performance, with leadership tactics favorably impacting teacher productivity, work satisfaction, financial performance, and innovation, resulting in a strong ecosystem that supports the school's objectives.

Moreover, the highest mean in the table is 4.46, indicating that teacher respondents agreed with the statement that financial performance supports the school's organizational development. This also means that schools are extremely adept at managing finances, being responsible, and using resources to help students reach their academic goals and increase their overall productivity.

Also, the lowest mean in the study is for the practice of transferring information within the organization, at 4.38; it is still interpreted as very satisfactory. It also suggests that, even as innovation and growth are occurring, there are opportunities to refine innovative methods and projects that support ongoing development within the organization.

According to Bush & Glover (2018), teacher productivity, financial performance, job satisfaction, and innovation and growth are among the most important indicators of how well a school is doing. Strong financial performance ensures that resources are used effectively to support educational programs. On the other hand, teacher productivity improves instruction and enhances school outcomes. Also, schools can adapt more effectively to changing educational goals when they focus on growth and new ideas. High levels of job satisfaction also help teachers stay motivated, committed, and on the job. These interconnected factors illustrate how effective leadership strategies and methodologies contribute to a sustainable educational environment that enhances organizational efficiency.

Part II. Tests of Correlations Between Variables

The findings presented in Table 16 indicate a strong and significant relationship between leadership practices and methods and the school ecosystem, including organizational culture, teacher involvement, the external environment, and technology adoption. Every correlation coefficient is positive and significant at the 0.01 level (2-tailed), indicating that changes in leadership styles are associated with changes across every part of the school ecosystem.

Table 16 Correlation between the Perceived Leadership and Practices and the School Ecosystem

	School Ecosystem			
	Organizational Culture	Teacher Engagement	External Environment	Technological Adoption
Leadership Practices				
Leadership Styles;	.765**	.791**	.766**	.705**
Decision-Making Processes;	.790**	.811**	.780**	.723**
Communication Techniques; and	.748**	.786**	.753**	.739**
Resource Management	.812**	.830**	.839**	.759**

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

Specifically, there are significant relationships between leadership styles and the external environment ($r = .766$), organizational culture ($r = .765$), teacher engagement ($r = .791$), and technological adoption ($r = .705$). These results suggest that positive school cultures, teacher motivation, the development of external connections, and the integration of technology in the classroom are all greatly aided by effective leadership styles.

However, the findings demonstrate that good leadership has a significant and favorable impact on various facets of the institution. Teacher involvement, school culture, outside relationships, and technology use all improve when leadership does. The strongest correlation is with teacher engagement, which indicates that effective leaders support and encourage educators. In addition, they are crucial in fostering a positive school climate, fostering relationships with the community, and encouraging the use of technology in the classroom. Overall, the results point to the importance of excellent leadership in improving the effectiveness and responsiveness of schools.

Likewise, relationships between decision-making processes and all school ecosystem indicators are significant, with teacher engagement showing the strongest correlation ($r = .811$). This implies that teachers' sense of commitment and involvement are increased by participatory, well-structured decision-making procedures, which, in turn, strengthen the school environment.

In addition, the results indicate that a school's overall environment is significantly influenced by the decisions made within it. Clear, well-organized, and teacher-involved decision-making processes produce superior results in all facets of the school. The strongest correlation, in particular, is with teacher involvement ($r = .811$), indicating that when instructors are involved in

decision-making, they feel more driven, appreciated, and dedicated. In addition to increasing their participation, this sense of involvement contributes to a more encouraging and supportive school climate. All things considered, the findings demonstrate how crucial inclusive and organized decision-making is to building the school community.

The correlations between communication techniques and organizational culture ($r = .748$), teacher engagement ($r = .786$), the external environment ($r = .753$), and technological adoption ($r = .739$) show that effective, transparent, and clear communication plays a significant role in fostering collaboration, cooperation, and the successful implementation of innovations in the classroom.

Also, the findings highlight how crucial good communication is to enhance several facets of the educational setting. Stronger teacher connections, a better school culture, and increased teacher engagement are all facilitated by clear, honest, and transparent communication. Additionally, it facilitates the introduction and use of new technology in the classroom and fosters stronger ties with the outside world. All things considered, these results imply that effective communication fosters a more cooperative, encouraging, and creative learning environment in which instructors and the school can develop.

Resource management has the most linkages of all the leadership styles, notably with the external environment ($r = .839$) and teacher engagement ($r = .830$). This shows how important it is to manage resources well, openly, and fairly to improve relationships with stakeholders, teacher effectiveness, and the school's flexibility to adapt to external demands and new technologies.

Moreover, the strongest relationships are with the external environment ($r = .839$) and teacher involvement ($r = .830$), demonstrating that resource management is an essential component of good leadership. This means that effective, equitable, and transparent management of resources, including time, materials, and support, improves relationships with stakeholders and supports teachers in doing their best work. Additionally, it enables the school to more effectively incorporate new technology and adapt to shifting external needs. To put it briefly, effective resource management not only helps instructors but also increases the school's responsiveness, adaptability, and growth potential.

According to Hallinger (2020), positive organizational culture, increased teacher involvement, improved responses to external factors, and the successful use of technology are all facilitated by inclusive and effective leadership. These interconnected elements show how leadership behaviors are closely linked to the development of an enjoyable learning environment, which, in turn, enhances organizational sustainability and performance.

The data in Table 17 show that organizational performance, as determined by teacher productivity, financial performance, job satisfaction, and innovation and growth, is significantly and favorably correlated with leadership styles and practices. Effective leadership practices are directly related to better organizational outcomes in schools, as evidenced by the statistical significance of all correlation coefficients at the 0.01 level (2-tailed).

Table 17 Correlation between the Perceptions of Leadership and Practices and the Organizational Performance

Leadership Practices	Organizational Performance			
	Teacher Productivity	Financial Performance	Job Satisfaction	Innovation and Growth
Leadership Styles;	.709**	.693**	.668**	.684**
Decision-Making Processes;	.698**	.702**	.676**	.716**
Communication Techniques; and	.728**	.672**	.726**	.723**

Resource Management	.730**	.732**	.713**	.723**
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** . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, there are significant relationships between leadership styles and innovation and growth ($r = .684$), work satisfaction ($r = .668$), financial performance ($r = .693$), and teacher productivity ($r = .709$). These findings imply that goal-oriented and supportive leadership styles support improved faculty well-being, improved financial management, increased teacher productivity, and an innovative culture.

In addition, the results indicate that leadership types strongly and favorably impact total school performance. Key outcomes such as teacher productivity, job satisfaction, financial management, and innovation are strongly correlated with effective, goal-oriented, and supportive leadership; all associations are statistically significant. Strong leadership fosters an innovative culture, improves resource management, and increases teacher motivation and engagement. In essence, schools run by capable and encouraging leaders are not only more successful and financially stable, but they also create a happy, creative, and rewarding environment for both teachers and students.

Every aspect of organizational performance is strongly correlated with decision-making processes, with innovation and growth showing the strongest correlations ($r = .716$). This suggests that informed and collaborative decision-making strengthens teachers' dedication, encourages innovation and ongoing development within the school system, and supports responsible financial management.

Also, the results demonstrate that inclusive and informed decision-making has a significant impact on academic achievement. It promotes improved financial management, increases teacher dedication, and fosters innovation and growth. To put it plainly, well-considered and cooperative choices enable schools to flourish and adapt more successfully.

Additionally, the results show a strong relationship between communication strategies and teacher productivity ($r = .728$), job satisfaction ($r = .726$), and innovation and growth ($r = .723$). This emphasizes the importance of communicating clearly, honestly, and consistently to boost teacher enthusiasm, enhance productivity, and promote novel and creative methods.

Moreover, the findings demonstrate how crucial effective communication is to a school's success. Teachers are more motivated, productive, and content with their work when leaders communicate in a straightforward, honest, and consistent manner. Effective communication also promotes creativity and the use of innovative teaching strategies. To put it simply, effective communication keeps everyone informed and involved, benefiting instructors and the school as an organization.

However, resource management shows the strongest correlations with most performance indicators, especially with teacher productivity ($r = .730$) and financial performance ($r = .732$). This emphasizes the importance of using resources effectively, transparently, and responsibly to maintain organizational effectiveness, increase staff happiness, and foster innovative projects.

Therefore, the results imply that resource management is important for academic success. Effective, open, and responsible use of resources immediately increases teacher productivity and improves financial success. Additionally, effective resource management fosters the growth of creative projects and increases employee happiness. To put it briefly, schools that effectively manage their resources foster a more productive, joyful, and progressive environment for both teachers and students.

This is confirmed by Nguyen et al. (2021), who found that successful leaders who use strategic resource management, clear communication, and active decision-making create environments that maximize material and financial resources, encourage creativity, and boost

teacher motivation. Together, these strategies enhance organizational performance and foster the growth of a strong, productive school ecosystem.

Table 18 presents the correlation between the perceptions of the school system and organizational performance.

Each component of the school ecosystem, technological adoption, external environment, organizational culture, and teacher engagement, has a positive and significant relationship with important organizational performance indicators, such as teacher productivity, financial performance, job satisfaction, and innovation and growth, according to the correlation analysis. The fact that all correlation coefficients are significant at the 0.01 level (2-tailed) indicates a high degree of confidence in these associations.

Table 18 Correlation between the Perceptions of the School System and Organizational Performance

School Ecosystem	Organizational Performance			
	Teacher Productivity	Financial Performance	Job Satisfaction	Innovation and Growth
Organizational Culture	.845**	.782**	.787**	.814**
Teacher Engagement	.803**	.719**	.770**	.760**
External Environment	.784**	.776**	.776**	.782**
Technological Adoption	.748**	.739**	.706**	.748**

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

In addition, these elements have a significant impact in a public-school setting. All procedures work more smoothly when teachers actively participate in decision-making, the school maintains a good and supportive atmosphere, and technology is used in the classroom. Professional collaboration improves, students can gain from creative ways, and teachers become more motivated and content. This illustrates how focusing on these areas fosters an environment where educators and learners can flourish.

Organizational culture shows the strongest correlations across all performance metrics, specifically with teacher productivity ($r = .845$) and innovation and growth ($r = .814$). This implies that a positive, supportive, and clearly defined school culture is instrumental in improving teacher efficacy, stimulating innovation, and maintaining organizational development. Leadership strategies that foster common goals, cooperation, and trust are vital in enhancing overall school performance.

The importance of having a strong organizational culture is clear in the school in the Division of Lucena City. Teachers feel more capable and driven at work when the school fosters a pleasant, encouraging environment with clear principles and standards. New ideas and innovation flourish, and the school keeps expanding and getting better. Everyone collaborates more successfully under leadership that promotes trust, cooperation, and common objectives. This demonstrates that when a school focuses on creating a strong, supportive culture, both teachers and students benefit, and overall performance significantly increases.

Moreover, teacher engagement also demonstrates significant positive correlations with all

aspects of organizational performance, with correlation coefficients ranging from .719 to .803. The results suggest that committed teachers are more effective, more satisfied with their work, and more inclined to foster innovation and development. This emphasizes the need to implement leadership practices that enable teachers to recognize their roles and fully participate in decision-making.

Significant correlations between the external environment and organizational achievement are routinely observed, particularly for teacher productivity ($r = .784$), financial performance ($r = .776$), and job satisfaction ($r = .776$). This implies that schools are more likely to achieve better performance outcomes when they effectively address external factors, such as community support, organizational environment, and stakeholder collaborations. Therefore, it is crucial to have a flexible administration that combines external obligations with school practices.

Additionally, technological adoption, although exhibiting marginally weaker correlations than other ecosystem factors, continues to show strong and significant relationships with all performance metrics. Its most significant associations are with teacher productivity and innovation and growth (both $r = .748$). This indicates that effective technology integration enhances instructional effectiveness, fosters innovative approaches, and promotes sustainable development within the organization.

According to Leithwood et al. (2020), a substantial correlation exists between opinions about the educational system and organizational performance, encompassing critical aspects such as teacher effectiveness, financial outcomes, job satisfaction and innovation and development. Factors such as a positive organizational culture, high levels of teacher engagement, openness to the external environment, and effective technology implementation have been shown to affect the functioning of school systems and their ability to achieve objectives. Research indicates that organizations regarded as well-organized and supportive generally demonstrate greater levels of teacher passion, effective resource utilization, and innovation, thereby ultimately improving overall organizational performance.

Part III. Mediation Analysis of Variables

Table 19 Mediating Effects of the School Ecosystem on Leadership Practices and Organizational Performance

	coeff	SE	t	p	LLCI	ULCI
LP -- SE	0.8787	0.0250	35.2202	0.0000	0.8297	0.9278
LP -- OP	0.1372	0.0591	2.3213	0.0209	0.0209	0.2354
SE -- OP	0.7989	0.0602	13.2749	0.0000	0.6805	0.9174
Direct	0.1372	0.0591	2.3213	0.0209	0.0209	0.2354
Indirect	0.7021	0.0835			0.5284	0.8513
Total	0.8392	0.0330	25.4245	0.0000	0.7743	0.9042

LP-Leadership Practices

SE-School Ecosystem

OP-Organizational Performance

N=310

Model Summary for Organizational Performance

$R = .896$, $R^2 = .7950$, $F(2, 307) = 595.1880$, $p = .0000$

Model Summary for the School Ecosystem

$R = .8950$, $R^2 = .8011$, $F(1, 308) = 1240.4656$, $p = .0000$

The results of the mediation analysis in Table 19 show that the direct relationship between

leadership strategies and practices (LSP) and the school ecosystem (SE) is both beneficial and highly significant ($\beta = 0.8787$, $p < .001$), with a narrow confidence interval (LLCI = 0.8297, ULCI = 0.9278). This signifies that well-implemented leadership strategies and practices significantly impact the character and sustainability of the school ecosystem. Leaders who adopt effective strategies and practices significantly contribute to the development of a supportive, adaptable, and efficiently functioning school environment.

Moreover, the relationship between the school ecosystem (SE) and organizational performance (OP) is also beneficial and thus highly significant ($\beta = 0.7989$, $p < .001$). This finding indicates that an effective school ecosystem directly contributes to improved organizational performance, encompassing productivity, efficiency, and overall institutional results. The relatively high coefficient underscores the school ecosystem as a vital mechanism for achieving performance improvements.

Also, the relationship between the school ecosystem (SE) and organizational performance (OP) is also beneficial and thus highly significant ($\beta = 0.7989$, $p < .001$). This research suggests that a strong school ecosystem demonstrably improves organizational performance, encompassing operational efficacy and overall administrative effects. The relatively high coefficient underscores the school ecosystem as a vital mechanism for achieving performance improvements.

When analyzing the direct influence of leadership strategies and practices on organizational performance, the findings indicate a modest yet statistically significant effect ($\beta = 0.1372$, $p = .0209$). This suggests that leadership strategies and practices may have a direct impact on organizational performance; nevertheless, the extent of this influence is relatively limited when compared to the indirect effect mediated by the school ecosystem.

The mediation effect is supported by a significant indirect effect of leadership strategies and practices on organizational performance through the school ecosystem ($\beta = 0.7021$) and by the absence of a zero in the confidence interval (LLCI = 0.5284, ULCI = 0.8513). This analysis indicates that a substantial component of leadership's influence on organizational performance is realized through its capacity to mold and reinforce the school's administrative framework.

The overall effect of leadership strategies and practices on organizational performance is noticeable and highly significant ($\beta = 0.8392$, $p < .001$). This means that both direct and indirect influences are at play. The study of direct and indirect impacts clearly shows partial mediation, with the school ecosystem serving as the main link between leadership practices and organizational success.

Hallinger (2020) stated that leadership techniques have an indirect effect on organizational outcomes by influencing essential elements of the school ecosystem, such as organizational culture, teacher engagement, and the effective use of resources and technology. When effective leadership strategies create a supportive and collaborative environment, they help teachers do their jobs more effectively, generate new ideas, and make the school as a whole more effective. These findings emphasize the importance of viewing the school ecosystem as an intermediary that supports leadership initiatives, ultimately improving organizational performance.

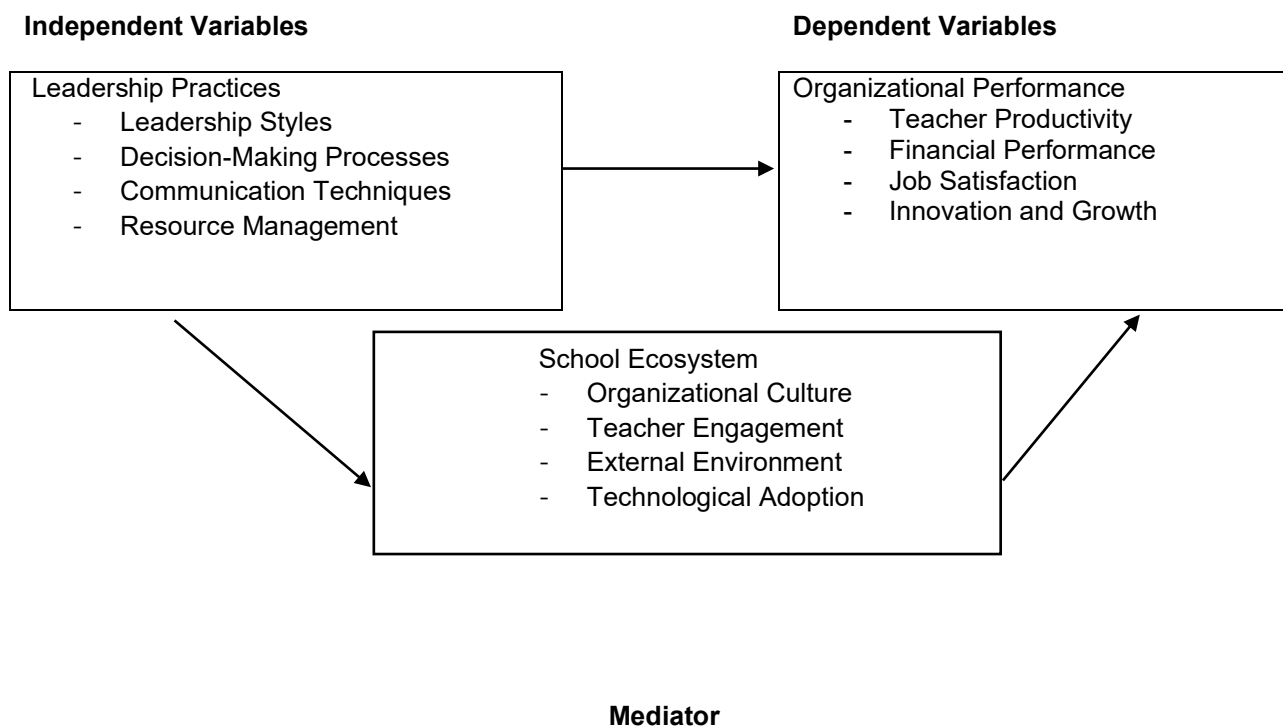


Figure 1. Integrated various leadership theories that explore how the school ecosystem on leadership practices can enhance organizational performance.

4. Recommendations

According to the study, the organization's total performance can be greatly enhanced and the public school system strengthened by using the school ecosystem to inform leadership practices and initiatives. Under the guidance of leadership practices within the school environment, this approach allows teachers to evaluate and reflect on their effectiveness as members of the organization. Additionally, because their active participation in school-related activities, programs, and projects supports the accomplishment of learning outcomes, stakeholders are essential to improving the learning environment in schools. By highlighting the significance of the school ecosystem in establishing leadership strategies that improve organizational performance, this study seeks to benefit different schools. Additionally, the researcher believes that the results of this study will stimulate additional research on the subject and could be useful as a resource for future researchers.

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