

Instructional Leadership, Teamwork of Teachers, and School Effectiveness: A Path Model on School Culture in Public Schools

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Abstract:- This study determined the best fit model on the relationship between instructional leadership, teamwork of teachers and school effectiveness on school culture. The quantitative approach using the correlational technique and analysis were utilized in this study with a sample of 400 teachers coming from the Public Elementary Schools of Governor Generoso, Division of Davao Oriental using purposive sampling technique. Sets of adapted survey questionnaires were used in obtaining data from the respondents which were subjected for content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results revealed that the levels instructional leadership was rated very high, teamwork of teachers was rated as high, school effectiveness was rated very high. While school culture was rated high. Moreover, a significant relationship existed between these variables. The relationship between instructional leadership and school culture was significant. Also, the relationship between school culture and teamwork of teachers was significant, and the relationship between school effectiveness and school culture was also significant. The extent of influence of predictor variables on school culture was proven in the study.

Keywords:- Educational Management, Instructional Leadership, Teamwork of Teachers, School Effectiveness, School Culture, Philippines.

I. INTRODUCTION

School culture encompasses the collection of norms, values, beliefs, rituals, and ceremonies that shape the identity of a school. A positive culture is characterized by an informal network and grapevine that facilitate the exchange of information. This is reinforced by values that prioritize teacher development, a sense of responsibility for student learning, and the cultivation of a caring atmosphere. Peterson (2023) reiterated that the problem lies in toxic school cultures, which exhibit conflict-ridden teacher relationships, a lack of confidence in students' potential for success, and an atmosphere of pervasive negativity. In the context of school effectiveness, we draw from both research and established theories to understand the challenges in education. A significant issue is the persistent achievement gap related to students' socioeconomic backgrounds.

Research by Coleman, as seen in his 1966 report "Equality of Educational Opportunity," demonstrates the impact of family and economic factors on school culture. In addition, sociological theories like Pierre Bourdieu's theory of cultural capital explain how a school's access to resources can be influenced by their culture. It is crucial to address these disparities to improve school culture and ensure that the school is effective for all students to have equal educational opportunities.

The study of school culture holds immense importance as it directly influences various facets of the educational ecosystem. A positive school culture not only enhances student academic performance but also contributes to the satisfaction and effectiveness of the teaching staff. Moreover, it plays a pivotal role in teacher retention and recruitment, as schools with a positive culture are more likely to attract and keep talented educators. Beyond the school walls, a healthy culture fosters community engagement, building trust and collaboration between the school and its surrounding community. Emphasizing student well-being, effective leadership, and the prevention of toxic cultures, the examination of school culture provides invaluable insights for creating inclusive and supportive educational environments. Additionally, it promotes innovation and adaptability, ensuring that schools can navigate and succeed in evolving educational landscapes. In essence, the study of school culture is instrumental in fostering a positive, dynamic, and effective learning environment that benefits students, teachers, and the wider community (Clark, 2019). Considering these various situations, the researcher aims to investigate the factors that may influence school culture.

This involves examining how school administrators' confidence in their interactions with colleagues, teachers, and students can contribute to improved school and academic performance. As of the present, the researcher has found several types of research assessing school culture, yet studies have yet to indicate school culture's level. Additionally, the research that focused on school culture centered on academic achievements (Bayar, 2021), students mental health (Jessiman, J. Spencer, L. Simpson, E. Kaluzeviciute, et.al. 2022), work engagement (Fu, Zhao, Wang, H. Ouyang, et.al 2022), performance among employees of cooperatives. (Sioting, Jr. R.N, & Guhao, Jr., E.S. (2023), Furthermore it focuses on Teachers' Beliefs,

Behaviors, and Instructional Practices (Hongboontri, 2014), facilitating changes (Mallinger, 2018), essential elements of school culture in global contexts (Taajamo, 2023).

Only a few academics have investigated school culture in the context of schooling (Schoen, 2005). There has been no research that emphasizes school culture using Path analysis, so this study aims to identify the best fit model for school culture. In this regard, this study has the primary objective of identifying the most suitable model for assessing school culture, to test the significant relationships between variables.

II. REVIEW OF RELATED LITERATURE

Bektas (2013) explained that establishing a unified culture within educational institutions, particularly schools, hinges upon the existence of a closely connected community of individuals. When there is a strong, collaborative culture in schools, individual goals are more likely to evolve into common objectives. A culture that is embraced by all members of the school community simplifies the achievement of both immediate and long-term goals. In this scenario, the leadership role of school administrators becomes crucial in fostering employee alignment with the school's culture. Additionally, based on earlier studies in a relevant field, by Malouf and Loosemore (2019), it has been shown that leadership style has a positive influence on the success of an organization. Furthermore, research study by Işık, Timuroğlu and Aliyev (2015) discovered a noteworthy and positive correlation between teamwork and school culture. Additionally, a favorable school culture is associated with increased effectiveness in assessing potential measures for enhancing organizational productivity. Within the educational context, considerable attention is given to school culture to optimize the pursuit of academic objectives and to assess the effectiveness of individual school initiatives. (Ismail, 2023), explained that the subject of school culture has generated much coverage over the years in many disciplines within the private and public sectors to increase education quality with a new trend of technology (Thompson, 2020).

A. Instructional Leadership

Kouzes and Posner (2023) highlighted that instructional leadership refers to a leadership style that emphasizes the importance of shared leadership, cooperation, and mutual influence among team members and leaders. It involves building a shared vision, encouraging open communication, and fostering a climate of trust and collaboration within an organization. Kouzes and Posner's research and writings underscore the significance of instructional leadership in achieving collective goals, fostering innovation, and enhancing team effectiveness.

The first indicator for the variable is *principal monitor*. Principal monitor as described by Ayene (2018), refers to a systematic process of overseeing and evaluating various aspects of an organization's activities or processes. Monitoring involves the continuous collection of data and information to ensure that goals and objectives are being

met, that resources are being effectively utilized, and that corrective actions are taken when necessary to maintain or improve performance.

Classroom instruction is the second indicator. It refers to the process by which teachers plan and deliver lessons, interact with students, and create learning environments to promote student understanding and achievement. It encompasses all activities and strategies employed by teachers to facilitate learning within a classroom setting (Danielson, 2020).

The third indicator is shared leadership. as explained by Pearce and Conger (2019), shared leadership is an approach characterized by the distribution of leadership responsibilities and decision-making authority among multiple individuals or team members within an organization. It emphasizes the collaborative and collective nature of leadership, where leadership roles are not confined to a single designated leader but are shared and fluidly transitioned among team members based on their expertise, strengths, and the needs of the situation.

Formal collaboration is the fourth indicator. Fullan (2021), relayed that formal collaboration is a structured and intentional approach to cooperation and teamwork within an organization, often facilitated and supported by formal mechanisms and structures. It involves the establishment of clear roles, responsibilities, and processes for collaboration to achieve specific goals or objectives.

The fifth indicator is frequency of collaboration on instruction. This typically refers to the rate or regularity with which educators or instructional teams come together to collaborate on various aspects of teaching and learning. This collaboration can involve discussing curriculum, sharing teaching strategies, analyzing student data, and making instructional decisions collectively (Rokeach, 2023).

Collaboration on instructional policy is the sixth indicator. Collaboration on Instructional Policy refers to the collaborative process in which educators, administrators, and other stakeholders work together to formulate, revise, and implement policies that pertain to teaching methods, curriculum development, and educational practices within a school or educational system. This collaborative effort aims to ensure that instructional policies align with the educational goals, needs, and values of the institution or system (Pearce and Conger, 2019).

B. Teamwork of Teachers

Salas, Dickinson, Converse, and Tannenbaum, (2022) explained that teamwork is a concept that is often discussed in the context of team dynamics in various academic disciplines. Different authors and researchers may use various terms and approaches to discuss attitudes and behaviors within teams. Additionally, it can be described as the shared beliefs, values, and emotional dispositions held by members of a team that influence their cooperative behaviors and interactions within the team. This concept is often associated with enhancing team, cohesion,

communication, and overall performance (Marks Mathieu, & Zaccaro, 2021).

Its first indicator is *coordination*. Coordination in teamwork refers to the dynamic process of harmonizing individual and collective efforts to achieve shared objectives. It encompasses a range of activities, including task allocation, information sharing, resource management, and effective communication. Coordination fosters cohesion within teams, enabling them to adapt to changing circumstances and navigate complexities (Smith, 2019).

Decision-making as defined by Thompson (2019), refers to the collaborative process through which team members evaluate various options, reach a consensus, and make choices that impact the team's goals and actions. It involves the integration of diverse perspectives, information sharing, and the application of collective expertise to arrive at well-informed and effective decisions. This process is fundamental for steering the team towards successful outcomes and achieving its shared objectives.

The third indicator is *leadership*. Farh and Chen (2018) explained that leadership within teamwork involves the proactive and adaptive guidance provided by designated leaders or team captains. It encompasses the facilitation of effective communication, goal setting, role definition, and the creation of an environment that promotes collaboration and the meaningful contributions of team members. Effective leadership in teamwork not only ensures the team's progress toward its shared goals but also enhances cohesion and the utilization of each member's unique strengths.

Interpersonal adaptability is the fourth indicator. Interpersonal adaptability, as refers to the ability to modify one's behavior, communication style, and approach in response to the unique characteristics, needs, and preferences of different individuals. It involves the skillful adjustment of interpersonal strategies to foster positive interactions and build productive relationships (O'kane, 2023).

The fifth indicator is *communication*, as posited by Hackman (2022), encompasses the exchange of information, ideas, and feedback among team members. It involves verbal and non-verbal interactions, active listening, and the clear conveyance of messages, both within and across teams.

C. School Effectiveness

It refers to the extent to which a school achieves its goals. When researchers delve into the body of literature concerning school effectiveness (Thompson, 2020). Consequently, its first indicator is *school climate effectiveness*. It refers to how well a school accomplishes its educational goals, including student achievement, engagement, and overall positive learning outcomes. It's a multifaceted concept that considers factors such as teaching quality, school climate, leadership, and community involvement. Research on school effectiveness aims to understand the most effective practices for improving (Ozgenel, 2020).

Further, *school administration effectiveness* is the second indicator. It pertains to the efficiency and competence of school leaders and administrators in managing educational institutions. Gamage (2023) reiterated that high-quality leadership and administrative practices can positively impact student achievement, staff morale, and the overall functioning of a school.

In connection, *teacher effectiveness* is the third indicator. It refers to the ability of educators to positively impact student learning and development. Effective teachers possess a combination of skills, knowledge, and teaching strategies that lead to improved student outcomes. This includes the ability to engage and inspire students, adapt teaching methods to individual needs, and create a supportive and inclusive classroom environment (Mastrokourou, 2022).

Additionally, *relationship with the local community effectiveness* is the fourth indicator. It points to the extent to which the school successfully engages and collaborates with the community it serves. Daly (2023) explained that effective community engagement involves open communication, partnerships with local organizations, and involving community members in school activities and decision-making processes. Research in this area explores how community-school relationships can enhance student learning, promote a sense of belonging, and contribute to overall school success.

Furthermore, *educational practices effectiveness* is the fifth indicator. It means the impact and efficiency of the teaching and learning methods employed within an educational setting. The goal is to identify and promote practices that enhance the overall quality of education and support the diverse needs of students (McCloskey, 2023).

In addition, *students' sense of belonging to the surrounding environment* is the sixth indicator. It refers to students' feelings of attachment, inclusion, and connectedness to the school or community they are a part of. Bolster (2021) reiterated that efforts to enhance students' sense of belonging often include creating inclusive policies, providing support for diverse student populations, encouraging peer relationships, and involving students in decision-making processes. These practices help create an environment where students feel valued, accepted, and connected to their surroundings, ultimately contributing to their overall success and well-being.

D. School Culture

The dependent variable is which refers to the collective set of values, beliefs, norms, traditions, and practices that collectively shape the social and educational environment within an educational institution (Deal & Peterson, 2016). It encompasses the attitudes and behaviors exhibited by students, teachers, administrators, and various stakeholders within the school community. School culture is regarded as a critical factor in shaping the overall identity, mission, and priorities of a school. It plays a pivotal role in influencing

teaching and learning processes, shaping interpersonal relationships, and ultimately impacting student outcomes.

The first indicator is *core values*. These relate to fundamental beliefs and guiding principles that serve as the foundation for an individual's or organization's identity, behavior, and decision-making. Pressman (2023) explained that to create a positive and supportive learning environment, it's crucial for a school to integrate fundamental values like respect, honesty, integrity, care, fairness, creativity, collaboration, trustworthiness, and responsibility into the daily routines. This can be accomplished through the adoption of various strategies and practices.

In continuation, *agreement* is the second indicator. It refers to a state of concord or harmony resulting from a mutual accord or understanding between individuals, groups, or entities. Also, it is deliberately recognizing the influential elements within the school, which encompass the fundamental beliefs, standards, values, and institutional regulations that teachers, administrators, students, and parents have traditionally adhered to and embraced (Cramp, 2019).

The third indicator is *coordination and integration*. It refers to the harmonization and synchronization of activities, tasks, or efforts among various individuals or departments. It implies that different aspects of the school, such as teaching methods, policies, and interpersonal relationships, work together cohesively to create a unified and effective educational environment. (Trein, Biesbroek Bolognesi & Cejudo, 2021).

Creating change is the fourth indicator. It refers to the intentional and systematic process of initiating, leading, and managing transformations within an organization. John P. Kotter (2021) reiterated that it involves strategically planning and implementing modifications to organizational structures, processes, cultures, and practices to adapt to evolving circumstances, achieve new goals, and improve overall performance. His work emphasizes the importance of effective leadership, communication, and a structured approach in successfully navigating and facilitating change within organizations.

The fifth indicator is *customer focus*. Customer Focus, as articulated by Peter Drucker (2019), is a strategic orientation and organizational philosophy that places the customer at the center of business activities. It involves a commitment to understanding and addressing customer needs, preferences, and expectations by aligning products, services, and processes accordingly. Drucker's perspective underscores the pivotal role of customer focus in driving business success, fostering long-term relationships, and sustaining competitive advantage.

The final indicator is *organizational learning*. Organizational Learning, as conceptualized by Argyris and Schön (2021), is the process by which organizations acquire, share, and apply knowledge to improve their performance

and adapt to changing environments. It involves the collective acquisition of insights, skills, and best practices that contribute to enhanced decision-making, problem-solving, and innovation within the organization. Argyris and Schön's pioneering work highlights the importance of continuous learning at both the individual and organizational levels for sustained growth and effectiveness.

E. Correlation between Measures

Instructional leadership can be influenced by a school's culture (Nazi, 2017). Sufean (2014) reiterated that extensive literature suggests a connection between leadership and culture in all types of organizations. Within educational institutions, instructional leadership is widely emphasized as the most pivotal form of leadership closely associated with the professional culture in schools. According to (Ali, Sharma, & Zaman, 2016), the underperformance of government schools in Pakistan can be ascribed to factors such as inadequate leadership at the national level and a shortage of budgetary allocations.

On the other hand, the result of the study by Iqbal, Rehmat, Atia, et.al (2022) revealed that the allocation of authority stands out as the most critical aspect of school culture influencing teachers' teamwork performance.

In conclusion, the impact of school culture on school effectiveness was substantial, as indicated by a study's findings. The results imply that a positive and collaborative school culture plays a crucial role in enhancing school effectiveness. Moreover, they underscore the significance of fostering a positive and collaborative school culture that empowers all members to collaborate towards shared objectives, thereby enhancing overall school effectiveness. These findings affirm the existing proposition that a positive school culture is indispensable for achieving school effectiveness, providing additional clarity to the comprehension of school culture as a pivotal component of an effective educational institution (Ismail, et.al 2022).

III. MATERIALS AND METHODS

The research utilizes a quantitative non-experimental design, specifically employing the correlation technique. The study is structured to offer dependable insights into the research questions, aiming to describe characteristics such as leadership, teamwork, effectiveness, culture, and relationships.

The current study opts for a non-experimental quantitative approach, as it focuses on path analysis to explore the impact of instructional leadership, teacher teamwork, school effectiveness, and school culture. This method is suitable since it does not involve manipulating variables; instead, it identifies and examines them as they naturally unfold in a real-world setting.

The descriptive survey proves valuable in establishing factual foundations for scientific judgments, offering essential insights into the nature of objects and individuals. It significantly contributes to the development of

instruments used for measuring various aspects, playing a crucial role in quantitative research as data-gathering tools. In the current investigation, the descriptive-correlational survey method is deemed appropriate, as it involves detailing and determining both independent and dependent variables (Creswell, 2008).

A mediating variable operates between causal factors and an outcome, influencing the relationship between dependent and independent variables. Its role is to mediate the impact of X on Y, with the aim of estimating how a variable affects the relationship between the two. A mediator is assumed to cause the outcome, not the other way around. One reason for testing mediation is to comprehend how the initial variable influences the ultimate outcome (Baron & Kenny, 1986).

These findings pertain specifically to the circumstances within the public schools of Governor Generoso, Davao Oriental. The scope limits the potential generalizability of the results and the sample; hence, while there may be shared characteristics, the findings may not be universally applicable to other educational systems.

The research setting chosen was the public schools of Governor Generoso, District, Davao Oriental. The scope restricted the potential for broad applicability of the findings and the sample; thus, despite potential commonalities, the results may not be widely applicable to other educational systems.

The respondents are situated in the Municipality of Governor Generoso, Davao Oriental, where the public schools of Governor Generoso District are located. Governor Generoso is classified as a second-class municipality in the province.

The respondents consisted of 400 public school teachers from public schools in Governor Genheroso District. Additionally, both the respondents' location and the study's execution are situated in the Municipality of Manay, Davao Oriental, Philippines.

Furthermore, the researcher considered specific criteria for inclusion and exclusion when selecting respondents for the study. Teacher respondents are regular instructors in public elementary schools within Governor Generoso with plantilla numbers registered with the Department of Education. Teachers willingly agreed to participate and were authorized by their school administrators to partake in the survey. Those teachers who voluntarily provided informed consent were included in the survey, while those who expressed refusal were excluded from the study. Additionally, the researcher took into account teachers who opted to withdraw or back out during the actual administration of the survey questionnaires.

The data collection employed by the researcher was organized into four segments. The initial part of the questionnaire focused on instructional leadership, demonstrating high consistency with a Cronbach Alpha

result of .888. This segment included subscales such as principal monitor, classroom instruction, shared leadership, formal collaboration, frequency of collaboration on instruction, and collaboration on instructional policy. The questionnaire used in this section was adapted from the work of Kouzes and Posner (2023).

The second set of instruments aimed to gauge teachers' teamwork and was derived from the study conducted by Pearce and Conger (2019). The Cronbach Alpha result of .667 indicated a high level of consistency among the items. This section emphasized key indicators, including coordination, decision-making, leadership, Interpersonal adaptability, and communication.

The third set of instruments consisted of an adapted questionnaire school effectiveness developed by (Thompson, 2020). This section covered six factors of School effectiveness exhibited a consistency with a Cronbach Alpha result of .592. The indicators are school climate effectiveness, school administration effectiveness, teacher effectiveness, relationship with the local community effectiveness, educational practices effectiveness and students' sense of belonging to the surrounding environment.

The fourth set of instruments has a Chronbahvh alpha of .891. It was adapted from (Deal & Peterson, 2016), as depicted by indicators, core values, agreement, coordination and integration, creating change, customer focus, and organizational learning The survey questionnaire, validated for use in this study, is included in the appendices for reference. The items in this section were categorized under six pre-determined domains: declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, and evaluating.

Additionally, pilot testing has been conducted to ensure the questionnaire's validity, using Cronbach's alpha to assess instructional leadership, teamwork of teachers, school effectiveness and school culture. The Cronbach's alpha consistency coefficient typically ranges from zero to one, with no lower limit. A higher Cronbach's alpha coefficient indicates greater internal consistency among the items in the scale (Gliem & Gliem, 2003). If necessary, adjustments will be made to enhance the questionnaires' validity.

Moreover, the researcher sought permission from the office of the Superintendent of Governor Generoso, Davao Oriental, to conduct the study across various public schools in the region.

Upon approval, a letter of endorsement was obtained to facilitate the administration of the survey questionnaire to the study's respondents. Additionally, the researcher submitted another letter to request permission from teachers in their respective schools in Governor Generoso, Davao Oriental. School Heads' approval was sought to distribute survey questionnaires to their teachers, with the researcher personally delivering the questionnaire, explaining the research tool, and clarifying its purpose.

Furthermore, the researcher collected the survey questionnaires after the respondents completed all items. Subsequently, all gathered data were tallied and tabulated for statistical analysis. The statistical results were then analyzed and interpreted, leading to the formulation of conclusions and recommendations based on the study's findings.

The statistical tools utilized by the researcher for data analysis and interpretation included the mean, employed to determine the level of professional commitment, teacher job satisfaction, and metacognitive awareness for addressing problems 1, 2, and 3. Pearson's r was used to assess the significance of relationships between professional commitment and teacher job satisfaction, professional commitment and metacognitive awareness, and

metacognitive awareness and teacher job satisfaction. Additionally, path analysis was employed to demonstrate mediation and strengthen the obtained results.

IV. RESULTS AND DISCUSSION

This section of the paper illustrates the presentation, analysis, and interpretation of the obtained data, aligning with the research objectives of the study. The presentation flow on the specified topics unfolds as follows: the assessment of instructional leadership's levels, teamwork of teachers' levels, school effectiveness levels and school culture levels; the examination of the correlations between instructional leadership and school culture; teamwork of teachers and school culture; and the exploration of the correlation between school effectiveness and school culture.

Table 1 Level of Instructional Leadership of School Heads

Indicators	SD	Mean	D.E
Instructional Leadership	0.723	4.32	Very High
Principal Monitor	0.573	4.38	Very High
Shared Leadership	0.729	4.33	Very High
Formal Collaboration	0.857	4.18	High
Instructional Policy	1.146	3.82	High
Overall	0.693	4.21	Very High

The instructional leadership development of school heads in public schools is shown in Table 1. It had a 4.21 total mean which is considered very high. This showed that school heads frequently display instructional management. The indicators of instructional management highlighted the

following mean ratings: instructional leadership with a 4.32 mean rating, principal monitor with a 4.38 mean rating, shared leadership with a 4.33 mean rating, formal collaboration with a 4.18 mean rating, and instructional policy with a

Table 2 Level of Teamwork of Teachers

Indicators	SD	Mean	D.E
Coordination	1.092	3.76	High
Decision Making	0.645	4.16	High
Leadership	0.637	4.23	Very High
Interpersonal	0.634	4.23	Very High
Adaptability	0.538	4.30	Very High
Communication	0.521	4.35	Very High
Overall	0.561	4.17	High

Table 2 shows that teachers in public schools work well together, with a high total mean score of 4.17. The individual aspects of teamwork, such as coordination (3.76), decision making (4.16) leadership (4.23), interpersonal (4.23), adaptability (4.30), and communication (4.35), all received high mean ratings. Overall, the teamwork of teachers is consistently strong, as reflected in these high metrics.

The high level of teamwork of teachers results from school facilitators ratings for Coordination, Decision Making, The school effectiveness in public schools is shown in Table 3. The total mean of 4.22, considered exceptionally high, indicates that 3.82 mean rating, labeled as high. These metrics were deemed to be very high.

Table 3 Level of School Effectiveness

Indicators	SD	Mean	D.E
School Climate Effectiveness	0.513	4.25	Very High
School Administration Effectiveness	0.665	4.21	Very High
Teacher Effectiveness	0.603	4.18	High
Relationship with the local Community Effectiveness	0.641	4.18	High
Educational Practices Effectiveness	0.610	4.28	Very High
Students' sense of belonging to the surrounding environment	0.600	4.21	Very High
Overall	0.526	4.22	Very High

There is a significant degree of instructional leadership. The very high level of instructional leadership resulted from the schoolteachers' assessment of the school heads' Instructional Leadership, Principal Monitor, Shared Leadership, Formal Collaboration, and instructional policy. The positive results on instructional leadership as perceived by teachers is consistent with Shaked (2023) who suggested that through instructional leadership, the principal actively engages in tasks such as establishing educational objectives, overseeing the school's curriculum, assessing, and supervising instruction, tracking student advancement, encouraging professional growth to improve teacher skills, and cultivating connections.

Leadership, Interpersonal, Adaptability, and communication that were met. These manifestations, are congruent with the ideas of Tuckman, (1965); Sparks, (2013); Pfeffer, and Sutton (2000); and DuFour, Eaker, & Many, (2010) that highlighted the continuous enhancement of teaching and learning relies on proficient leadership and teaching teams. Competent teams enhance leadership, elevate the quality of teaching and learning, foster positive relationships, boost job satisfaction, and offer a platform for mentoring and supporting new educators and administrators.

effectiveness. The very high level of school effectiveness as a result from the educators ra-school heads play a pivotal role in fostering school effectiveness. The mean ratings for various indicators of school effectiveness are as follows: school climate effectiveness (4.25), school administration effectiveness (4.21), teacher effectiveness (4.18), relationship with the local community effectiveness (4.18), educational practices effectiveness (4.28), and students' sense of belongingness to the environment (4.28), all rated as very high. These metrics are characterized as very high, underscoring the overall effectiveness of the school.

There is also a significant degree of school effectiveness. The very high level of school Table 4 depicts the school culture in public schools, revealing a notably high total mean of 4.36. The indicators of school culture, as reflected in mean ratings, are as follows: core values (4.37), agreement (4.35), coordination and integration (4.41), creating change (4.38), customer focus (4.37), and organizational learning (4.36), all categorized as very high. These metrics underscore the prevalent and elevated nature of the school culture in public schools, deemed to be very high across the board.

Table 4 Level of School Culture

Indicators	SD	Mean	D.E
Core Values	0.587	4.37	Very High
Agreement	0.653	4.35	Very High
Coordination and Integration	0.596	4.41	Very High
Creating Change	0.633	4.38	Very High
Customer Focus	0.603	4.37	Very High
Organizational Learning	0.709	4.31	Very High
Overall	0.556	4.36	Very High

School culture yielded a very high level. This resulted in received excellent marks for Core Values, Agreement, Coordination and integration, -ting for School Climate Effectiveness, School Administration Effectiveness, Teacher Effectiveness, Relationship with the local Community Effectiveness, Educational Practices Effectiveness and Students' sense of belonging to the surrounding environment as aligned with the statement of Scheerens (2015) that school effectiveness utilizes methodologies to identify adaptable educational factors linked to outcome indicators that mirror the educational value provided. Contemporary school effectiveness integrates diverse approaches and is directed by multilevel conceptual models, distinguishing between school context, organizational aspects, and classroom levels.

Creating Change, Customer Focus and Organizational Learning. This manifestation supported the assertions made by number of authors including Ismail (2022); Dillion (2023); Sioting and Guhao (2023); that school culture is an

essential component of leadership which enables leaders to influence followers and other significant stakeholders. In informal leadership roles, within formal organizations or in statesmanship, the value of school culture in leadership endures across time and context variances, in addition, research has shown a consistent correlation between education system and school culture. Since interacting with stakeholders in a school system requires effective social skills, leaders must have a positive school culture.

Table 5 shows the considerable relations between instructional leadership and school culture in Davao Oriental. With an overall correlation value of 0.866, which is significant at 0.05 level of significance, the overall result demonstrated that instructional leadership has a tangible link with school culture. The null hypothesis is therefore disproved. This indicates a strong correlation between public schoolteachers' acumen on the instructional leadership of their school heads.

Table 5 Significance on the Relationship between Levels of Instructional Leadership and School Culture

Instructional Leadership	School Culture						
	Core Values	Agreement	Coordination and Integration	Creating Change	Customer Focus	Organi-zational Learning	Overall
Instructional Leadership	.741* (0.000)	.780* (0.000)	.805* (0.000)	.815* (0.000)	.804* (0.000)	.818* (0.000)	.900* (0.000)
Principal Monitors	.610* (0.000)	.582* (0.000)	.626* (0.000)	.585* (0.000)	.683* (0.000)	.643* (0.000)	.704* (0.000)
Shared Leadership	.694* (0.000)	.706* (0.000)	.734* (0.000)	.784* (0.000)	.705* (0.000)	.714* (0.000)	.820* (0.000)
Formal Collaboration	.663* (0.000)	.704* (0.000)	.668* (0.000)	.722* (0.000)	.667* (0.000)	.613* (0.000)	.761* (0.000)
Instructional Policy	.721* (0.000)	.616* (0.000)	.584* (0.000)	.517* (0.000)	.615* (0.000)	.523* (0.000)	.671* (0.000)
Overall	.804* (0.000)	.785* (0.000)	.784* (0.000)	.780* (0.000)	.797* (0.000)	.751* (0.000)	.866* (0.000)

Table 6 illustrates significant connections between teamwork of teachers and school culture in Davao Oriental. The substantial overall correlation value of 0.757, deemed significant at a 0.05 level of significance, establishes a clear connection between teachers' teamwork and school culture. Consequently, the null hypothesis is rejected, indicating a robust correlation in the perception of teamwork among public school teachers.

Table 6 Significance on the Relationship between Levels of Teamwork of Teachers and School Culture

Teamwork of Teachers	School Culture						
	Core Values	Agreement	Coordination and Integration	Creating Change	Customer Focus	Organizational Learning	Overall
Coordination	.654* (0.000)	.516* (0.000)	.469* (0.000)	.387* (0.000)	.494* (0.000)	.388* (0.000)	.544* (0.000)
Decision Making	.603* (0.000)	.520* (0.000)	.546* (0.000)	.489* (0.000)	.546* (0.000)	.448* (0.000)	.591* (0.000)
Leadership	.559* (0.000)	.525* (0.000)	.510* (0.000)	.492* (0.000)	.530* (0.000)	.402* (0.000)	.566* (0.000)
Interpersonal	.729* (0.000)	.769* (0.000)	.749* (0.000)	.709* (0.000)	.715* (0.000)	.701* (0.000)	.825* (0.000)
Adaptability	.521* (0.000)	.615* (0.000)	.660* (0.000)	.751* (0.000)	.488* (0.000)	.685* (0.000)	.705* (0.000)
Communication	.583* (0.000)	.582* (0.000)	.530* (0.000)	.517* (0.000)	.528* (0.000)	.440* (0.000)	.597* (0.000)
Overall	.745* (0.000)	.699* (0.000)	.681* (0.000)	.646* (0.000)	.659* (0.000)	.597* (0.000)	.757* (0.000)

The p value of 0.000 and correlation coefficient, r=0.866 both show a significant

The p value of 0.000 and correlation coefficient, r=0.757 both show a significant relationship between teamwork of teachers and school culture. Bransteter, (2021) explained that in educational environments characterized by a robust culture, teachers find motivation and active engagement in their interactions with students. There exists a collective commitment to student success, with teachers and staff taking shared responsibility for fostering student learning. Such a school culture significantly influences students' sense of belonging.

Relationship between instructional leadership and school culture. This is aligned with the findings of Hülya Şenol and Figen Yaman Lesinger (2017), that the culture within a school profoundly shapes its functioning,

encompassing communication methods and leadership styles.

The establishment of organizational trust in schools is intricately tied to school culture, involving key stakeholders such as principals, teachers, students, and parents.

Table 7 showcases meaningful associations between school effectiveness and school culture in Davao Oriental. The noteworthy overall correlation value of 0.796, considered significant at a 0.05 level, solidifies a distinct relationship between school effectiveness and school culture. As a result, the null hypothesis is refuted, indicating a strong correlation in the perception of public-school teachers regarding both school effectiveness and school culture.

Table 7 Significance on the Relationship between Levels of School Effectiveness and School Culture

School Effectives	School Culture						
	Core Values	Agreement	Coordination and Integration	Creating Change	Customer Focus	Organizational Learning	Overall
School Climate Effectiveness	.685* (0.000)	.704* (0.000)	.735* (0.000)	.684* (0.000)	.596* (0.000)	.626* (0.000)	.760* (0.000)
School Administration Effectiveness	.662* (0.000)	.738* (0.000)	.722* (0.000)	.675* (0.000)	.686* (0.000)	.648* (0.000)	.779* (0.000)
Teacher Effectiveness	.709* (0.000)	.753* (0.000)	.712* (0.000)	.680* (0.000)	.712* (0.000)	.700* (0.000)	.805* (0.000)
Relationship with the local community effectiveness	.635* (0.000)	.674* (0.000)	.700* (0.000)	.695* (0.000)	.622* (0.000)	.629* (0.000)	.747* (0.000)
Educational Practices Effectives	.523* (0.000)	.535* (0.000)	.488* (0.000)	.496* (0.000)	.404* (0.000)	.408* (0.000)	.537* (0.000)
Students' sense of belonging to the surrounding environment	.523* (0.000)	.520* (0.000)	.493* (0.000)	.464* (0.000)	.358* (0.000)	.398* (0.000)	.518* (0.000)
Overall	.716* (0.000)	.754* (0.000)	.739* (0.000)	.710* (0.000)	.650* (0.000)	.655* (0.000)	.796* (0.000)

The p value of 0.000 and correlation coefficient, $r=0.796$ both demonstrate a significant relationship between school effectiveness and school culture. This is congruent with the findings of Ismail (2022) that school culture is viewed as a network of meanings that permeate every facet of the educational institution, ultimately shaping its overall effectiveness.

Figure 1 shows the Path Analysis Model 3 in Standardized Solution. This portion provides analysis on the interrelationships among the variables of the study and assessment of model fit.

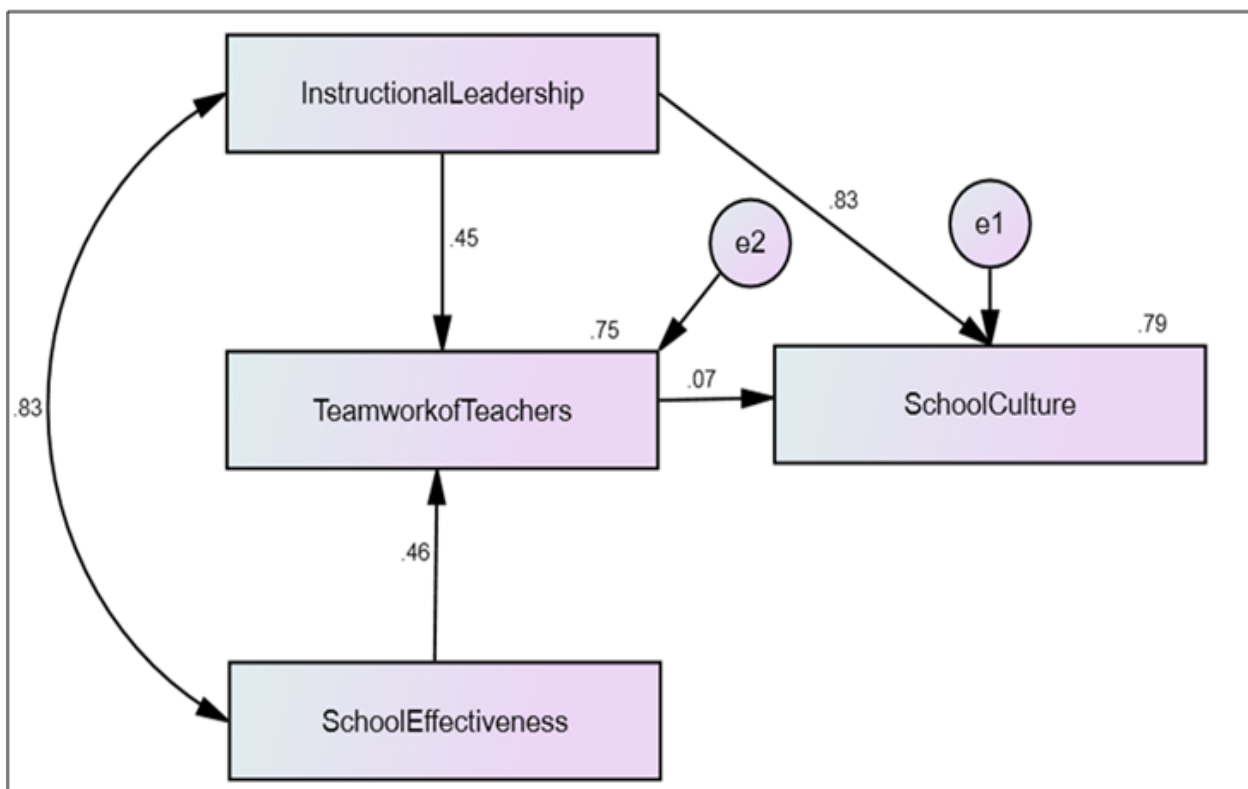


Fig 1 The Path Analysis

➤ Legend:

- Instructional Leadership
- Teamwork of Teachers
- School Effectiveness
- School Culture

Hence, it can be gleaned that 79% of the variance of school culture can be attributed to the combined influence of instructional leadership teamwork of teachers and school effectiveness.

It is a tested model depicting the interrelationships between the latent exogenous variables and its direct causal relation to the endogenous variable school culture. The findings indicate that both instructional leadership and teamwork have direct significant effects on school culture. Furthermore, instructional leadership and school effectiveness revealed a significant correlation with each other. Additionally, instructional leadership and school effectiveness have an impact on teamwork of teachers, with these, two exogenous variables directly influencing school culture. Moreover, the substantial improvement among indices were manifested.

As shown in the Appended Figure 1, the amount of variance explained by the combined influence of instructional leadership, teamwork of teachers and school effectiveness is 79%.

It could be stated that there is a best fit model that predicts the school culture in public school in Davao Oriental. On the aspect of sample size, this study has more than the minimum acceptable size of 200 for path analysis (Boomsma, 1982). The total sample of 400 indicates that the sample size used in this study is adequate to yield an appropriate model fit. Model 3 is a product of a seemingly more elaborated theory where there is a removal of weak influencing variables that are observed as not significantly linked to the other variables in other models.

The results suggest that both instructional leadership and teamwork of teachers play significant roles in enhancing school culture. Additionally, these same factors also contribute to the emergence of instructional leadership within the school context, with teamwork of teachers having a stronger influence on school effectiveness compared to school effectiveness. These findings provide insights into the relationships between leadership styles and cultures in the context of school's organizations. Which supports the proposition of several authors (Barr & Nathenson, 2022; Bass, 2015; Isebor, 2018; Kishore & Nair, 2013; Tehubijuluw, 2014) stating that instructional leadership play an important role in maintaining teamwork of teachers and also affirms the idea of some researchers (Alanoglu, 2014, Alanoglu & Demirtas, 2016, Pinar, 2021, Miles et al., 2002, Podsakoff et al. 2000 ; Somech & Ron, 2007; Van Der Vegt et al., 2003) showing that school effectiveness has positive influence on school culture.

V. RECOMMENDATIONS

➤ *The Researcher Suggests the following in Light of the Findings;*

First, public school heads may continue fostering a positive school culture, to make their schools a better place for teachers and students. They might routinely engage in creative practices at their specific areas of responsibility.

Second, practices could be examined to retain what serves best and stop what is not useful.

Third, teachers adopted cultures may be monitored and evaluated regularly. This will ensure that toxic environment is not being created. Fourth, to confirm the findings of this study, future researchers may conduct additional research, with the data from this study serving as their guide.

VI. CONCLUSIONS

Because the study goes through the process of model design, estimation, and evaluation, adopting a path analysis design increased the accuracy and thoroughness of this research. Public schoolteachers in Davao Oriental believed that there is a very high level of instructional leadership, high level teamwork of teachers, very high level of school effectiveness and very high level of school culture. The instructional leadership, teamwork of teachers, school effectiveness and school culture are significantly correlated. Model 3 most closely matches school culture of school heads. It passed all the requirements for a reasonable fit. Making it the most frugal model.

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