

School Culture and Leadership Practices of Elementary School Heads in Irosin District

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Abstract: This study examined the perceptions of leadership practices in the Irosin District, focusing on school heads, teachers, GPTCA members, and barangay officials. It evaluates leadership effectiveness, school culture, and areas for improvement. Findings reveal generally positive perceptions of leadership practices, with strong agreement on behaviors like valuing teachers' ideas, trusting professional judgments, and fostering collaboration. In terms of school culture, perceptions of collaboration and shared goals varied, while areas like professional development and collegial support were consistently rated positively.

Keywords: collaboration, innovation, leadership practices, school culture, stakeholders' perceptions.

I. INTRODUCTION

School Culture

Culture, in the simplest term, is described as the people's beliefs and perceptions of their workplace. Culture could be a term that tries to capture the informal, implicit, typically unconscious facet of any human organization. Schein (2012) defines culture as a pattern of the group learned assumptions that are taught to new members.

School culture, as defined by the Glossary of Education Reform (2013), generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

School culture encapsulates the collective values, beliefs, norms, traditions, and relationships within a school community, shaping its overall atmosphere and environment. It embodies the shared commitment to educational goals, the expectations for behavior and academic performance, and the rituals and ceremonies that foster a sense of belonging and identity. Positive school cultures prioritize open communication, collaboration, and the celebration of diversity, nurturing supportive relationships among students, teachers, administrators, and staff. A healthy school culture fosters student engagement, academic achievement, and well-being, providing a foundation for a vibrant and thriving learning community.

The study of Dayar and Karaduman (2021) school culture and its effects on the academic achievement of students revealed that the students have stated that the school culture has effects on the achievement of students in terms of motivation (will to study), sense of competition and their development in all respects. Moreover, Clark (2019) found out that those schools who have a positive culture tend to have positive outcomes and those schools with negative cultures are more likely to have negative outcomes among its students and staff.

In addition, Story (2010) discovers that teachers, administrators, and other school personnel perceive that school culture, over time, has become more tolerant of inappropriate and even aggressive acts by some students while, at the same time,

the culture successfully supports the implementation of problem-solving techniques and positive behavior supports for most students. Likewise, Jabonillo (2022) concluded that it is tough to trace the linkages between collaborative school culture and school effectiveness. The assertion that collaborative school culture makes a difference in student performance is supported by theory and experience, however less clear to the researcher on how specifically or precisely in what ways that a school culture affects how a school ought to be effective. It is tough to differentiate exactly how leadership styles relate to school effectiveness, although generally, positive and strong leadership is mediated entirely by the leadership skills and abilities of school heads.

According to Wagner (2006), school culture is consist of “the beliefs, attitudes, and behaviors which characterize a school”. In other words, the school culture is the shared experiences both in school and out of school (traditions and celebrations) that create a sense of community, family, and team membership. People in any healthy organization should have an agreement on the way to do things and what's worth doing. Workers' stability and customary goals permeate the school. Time is ready aside for schoolwide recognition of all school stakeholders. Common agreement on curricular and instructional elements, furthermore as order and discipline, are established through accord, open and honest communication is inspired; and there's an abundance of humor and trust. Additionally, tangible support from leaders at the school and district is present.

Collaboration is the process of working together toward a common goal, where individuals or groups share knowledge, skills, and resources to achieve a shared objective (Malak, 2025). It occurs when two or more people within an organization cooperate to realize or accomplish a goal. Most collaboration requires leadership; however, the form of leadership is often social, decentralized, and democratic in nature. Groups that work collaboratively are able to access greater resources, achieve broader recognition, and secure rewards, especially when competing for limited opportunities.

Collaborative leadership is a dynamic approach to guiding teams or organizations that emphasizes shared decision-making, collective problem-solving, and the empowerment of all stakeholders (Herrity, 2024). Leaders practicing collaborative leadership value diverse perspectives and actively seek input from team members, fostering a culture built on trust, respect, and inclusivity. By involving others in the decision-making process, collaborative leaders leverage the collective intelligence of the group, leading to more innovative solutions and stronger commitment from those affected by the outcomes (Kitch, 2024). This approach enhances a sense of ownership and accountability among team members, as they feel recognized and invested in the organization's mission and goals. Furthermore, collaborative leadership fosters a culture of continuous learning and adaptation, enabling teams to respond effectively to evolving circumstances and challenges (Chrislip & Carl, 1994).

According to Rashid (2023) that teacher collaboration is a cornerstone of effective education, fostering a culture of continuous improvement and shared responsibility within schools. Through collaboration, teachers engage in meaningful dialogue, s*hare best practices, and collectively problem-solve to meet the diverse needs of their students. Collaboration allows educators to leverage their collective expertise, resources, and experiences to enhance teaching practices, curriculum development, and student support strategies. Furthermore, Minero (2015) elaborates that teacher collaboration promotes a sense of collegiality and professional growth, as educators learn from one another and build strong relationships based on mutual respect and trust. Ultimately, when teachers collaborate effectively, students benefit from a more cohesive and supportive learning environment that maximizes their potential for success. In the study of Gamboa (2022) it was revealed that there exists a significant relationship between trainings on teacher collaboration and the level of teacher collaboration. A highly significant correlation exists between teacher collaboration training and teaching effectiveness rating. A highly significant correlation was also established between the factors of teacher collaboration and the instructional effectiveness of the faculty members.

According to Vislocky (2015), having a supportive school head can make all the difference for a teacher. In most schools, teachers want to know that their principal has their best interests in mind. One of the primary duties of a school head is to provide ongoing, collaborative teacher support as part of the Office Performance and Commitment Review (OPCR). Teachers' professional collaboration is an important part of efforts to enhance teacher motivation, increase teachers' self-efficacy, provide moral support for teachers, and augment teacher job satisfaction (Printy & Marks, 2016). As pointed out by Gable and Manning (2007), extant research also identified collaboration among teachers as an essential factor affecting the implementation of reform initiatives in schools positively.

According to Perry (2022) that professional development is a vital component of ongoing learning and growth for individuals across various fields, including education, business, healthcare, and beyond. It encompasses activities and experiences designed to enhance knowledge, skills, and competencies, ultimately improving job performance and career advancement. Effective professional development programs provide opportunities for reflection, collaboration, and hands-on learning experiences tailored to the needs and interests of participants. By investing in professional development, organizations not only support the continuous improvement of their employees but also foster a culture of innovation and adaptability in response to evolving challenges and opportunities (Hollar, Kochinka & Feinberg, 2022). Moreover, professional development contributes to employee satisfaction and retention, as individuals feel valued and empowered to reach their full potential in their respective roles.

Moreover, collegiality is defined as the cooperative interaction among colleagues (House Dictionary, 2018). Gappa, Austin, and Trice (2010) referred it as the opportunities for faculty members to feel that they belong to a mutually respected community of scholars who value each faculty member's contributions to the institution and feel concern for their colleagues' well-being. In other words, affiliative collegiality represents a reciprocal relationship among colleagues with a commitment to sustaining a positive and productive school setting as crucial for the progress and success of the school community.

According to Pogodzinski (2014) that collegial support is a fundamental aspect of a positive school culture, embodying the spirit of collaboration, empathy, and mutual assistance among educators. Within this culture, teachers and staff members actively engage in supporting one another, sharing resources, ideas, and strategies to improve teaching practices and enhance student learning outcomes. Also, Palaniandy (2017) states that collegial support fosters a sense of community and camaraderie among educators, creating an environment where individuals feel valued, respected, and empowered to grow both personally and professionally. Through collaborative problem-solving and reflective dialogue, collegial support strengthens the collective capacity of the school community to address challenges and capitalize on opportunities, ultimately enriching the educational experience for all stakeholders (Jones & Jones, 2001).

The unity of purpose in school culture signifies a shared commitment among all stakeholders—students, teachers, administrators, and parents—to a common vision and set of goals. It encompasses a collective dedication to providing high-quality education, fostering student success, and cultivating a positive learning environment. When there is unity of purpose, every decision, action, and initiative within the school community is aligned with this overarching mission, ensuring coherence and consistency in efforts to achieve excellence. This sense of shared purpose inspires collaboration, accountability, and a sense of belonging among all members of the school community, driving continuous improvement and innovation. Ultimately, unity of purpose strengthens the school's identity, resilience, and effectiveness in fulfilling its mission of preparing students for success in academics and life.

The learning partnership in school culture embodies a dynamic collaboration between students, teachers, and the broader community, where all stakeholders actively engage in the process of teaching and learning. This partnership is grounded in the belief that learning is a shared responsibility and that everyone has a role to play in fostering educational success. Within this culture, students are empowered as active participants in their own learning journey, encouraged to take ownership of their education, and supported by teachers who serve as facilitators and guides. Furthermore, the learning partnership extends beyond the classroom to involve families, community members, and external organizations, enriching the educational experience through diverse perspectives, resources, and opportunities. By nurturing a culture of collaboration, trust, and mutual respect, the learning partnership ensures that education is not only meaningful and relevant but also inclusive and equitable, ultimately preparing students to thrive in a complex and interconnected world.

Leadership Practices of School Heads

The leadership practices of school heads encompass a multifaceted approach to guiding and stewarding the educational community toward its mission and goals. Effective school leaders demonstrate vision, inspiring stakeholders with a compelling direction for the school's future while fostering a culture of high expectations and continuous improvement. They cultivate a supportive and inclusive environment where collaboration, innovation, and shared decision-making are encouraged, empowering teachers and staff to excel in their roles (OECD, 2024). Moreover, school heads prioritize instructional leadership, providing guidance, resources, and professional development opportunities to enhance teaching and learning practices. They also foster strong relationships with students, parents, and the broader community, recognizing the importance of partnership in achieving educational excellence. Through their strategic vision, collaborative approach,

and commitment to student success, school heads play a pivotal role in shaping a positive school culture and driving sustained improvement in academic outcomes. Similarly, the study of Aquino, Afalla & Fabelico (2021) concluded that the variation in leadership practices experienced by school heads and teachers is absolutely vital, confirming that their reactions are fundamentally better. The very productive performance of teachers stays the same, regardless of whether the school heads exhibit a very high degree of authentic leadership.

According to Deal and Peterson (2016), this aspect of the relationship between school culture and leadership is associated with changing the culture in a positive or negative way. The school head may be the most influential person in a school (Deal and Peterson, 2016). This means that the theory being developed by Deal and Peterson asserts that leadership has a significant and direct effect on school culture through particular behaviors, and leadership practices has an impact on school effectiveness, as mediated through school culture. The leadership practices that affect school culture are a part of the reciprocal method of interacting with and about others (Deal, & Peterson, 2016).

The "model the way" leadership practice of school heads involves setting a personal example of the values, behaviors, and expectations they wish to see reflected in the school community. By modeling integrity, professionalism, and a commitment to excellence, school leaders inspire trust and confidence among stakeholders while reinforcing the school's mission and vision. They lead by example, demonstrating ethical decision-making, resilience in the face of challenges, and a dedication to continuous learning and improvement. Through their actions and words, school heads establish a clear standard of excellence, motivating teachers, staff, and students to strive for their best and uphold the shared values of the school community. This practice not only fosters a positive school culture but also cultivates a sense of purpose and alignment toward achieving the school's goals.

According to Mugavin (2023) that the "inspire a shared vision" leadership practice of school heads involves articulating a compelling and inclusive vision for the future of the school community that inspires and mobilizes stakeholders toward a common purpose. Likewise, Porter (2024) emphasizes that effective school leaders engage in collaborative dialogue, listening to the perspectives of teachers, staff, students, and parents to develop a shared understanding of the school's identity, aspirations, and goals. Through clear communication and storytelling, they convey this vision in a way that resonates with the values and aspirations of the community, igniting enthusiasm and commitment to collective action. By fostering a sense of ownership and belonging, school heads empower stakeholders to contribute their talents and ideas toward realizing the shared vision, ultimately driving meaningful and sustainable change within the school. The study of Martin, McCormack, Fitzsimons and Spirig (2020) found that a vision provides orientation and meaning for leaders and their teams. It helps them to focus their energies and engage in the transformation of practice. However, it is very important for leaders to monitor closely the energy level of teams and the organization, in order to maintain the balance between innovation/transformation and relaxation/recovery.

According to Mugavin (2023) that challenge the process in the leadership practices of school heads entails encouraging innovation, risk-taking, and continuous improvement within the educational community. Effective school leaders foster a culture that embraces change and experimentation, encouraging teachers, staff, and students to question assumptions, explore new ideas, and seek creative solutions to complex problems. They provide support and resources for initiatives that challenge the status quo and promote positive change, while also fostering a climate of trust and psychological safety that encourages individuals to take calculated risks and learn from failure. By challenging the process, school heads empower their community to adapt and thrive in an ever-evolving educational landscape.

In the leadership practices of school heads, "enable others to act" involves fostering a culture of empowerment, collaboration, and accountability within the school community. Effective school leaders recognize the strengths and talents of their team members, providing them with the support, resources, and autonomy needed to excel in their roles. They promote open communication, trust, and respect, creating an environment where teachers, staff, and students feel valued, empowered, and motivated to contribute their best efforts toward achieving common goals. By cultivating a sense of ownership and shared responsibility, school heads empower individuals to take initiative, collaborate effectively, and innovate in pursuit of excellence, ultimately driving positive outcomes for the school and its stakeholders.

In the leadership practices of school heads, encourage the heart entails recognizing and celebrating the efforts and achievements of individuals within the school community. Effective school leaders understand the importance of acknowledging the contributions of teachers, staff, students, and parents, and they express appreciation for their dedication, perseverance, and accomplishments. They create opportunities for recognition and celebration, whether through public

acknowledgment, awards, or other forms of appreciation, to foster a culture of gratitude, motivation, and morale. By nurturing a supportive and affirming environment, school heads inspire continued commitment and enthusiasm among stakeholders, reinforcing their sense of purpose and belonging within the school community.

School Culture and Leadership Practices

As cited by Turan and Bektas (2013), the formation of organizational culture is a complex process that involves many variables, such as socialization, rituals, language, authority, economy, technology, and influence. For this reason, a culture emerges as a product of the interaction of the many dimensions (Turan, & Bektas, 2013). A number of these dimensions is also a lot of dominant than others. However, the formation of a typical culture initially depends on the presence and association of a bunch of individuals interacting with one another. According to Tarter et al. (2014), organizational culture holds its units together and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity (Tarter, & Hoy, 2014). For this reason, the main task of the school head in making a positive atmosphere is to contribute to the creation of collaborative school culture to result to the school's formal and informal dimensions integrating each other. In this sense, school heads, teachers, and students take pride in the schools they belong.

In addition, the study of Jabonillo (2022) measured the relationships of school culture, leadership practices, and school effectiveness. It was revealed that leadership practices have a significant and positive relationship on school culture which denoted denotes that collaborative leadership influences a strong school culture. However, there is no significant relationship between school culture and effectiveness. Likewise, results indicated that school effectiveness is not significantly related to leadership practices. Similarly, Atasoy (2020) found that school principals exhibit transformational leadership characteristics, the perception of school culture by the teachers is strong and the perception of the organizational change is a medium level. It was also found that there are significant relationships between leadership styles, school culture, and organizational change, along with transformational and transactional leadership styles of school principals, which significantly predicted school culture, and school culture, which significantly predicted all sub-dimensions of organizational change.

On the other hand, Yusof, Osman & Noor (2020) investigated the relationship between school culture and teacher leadership. Results showed that “teachers’ professionalism and goal setting” is the dominant school culture dimensions. Whereas “exemplify the best” and “being referenced leader” are the widely practiced teacher leadership features. The correlation analysis shows that there is a very strong and significant correlation between school culture and teacher leadership.

Generally, this study aimed to determine the school culture and leadership practices of the elementary school heads in Irosin District Division of Sorsogon Province for school year 2023-2024. Specifically, it aimed to (1) describe the school culture as perceived by the teachers, school heads, PTCA and barangay officials in terms of collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership; (2) determine the leadership practices of the school heads as perceived by the respondents along model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

II. METHODOLOGY

Research Design

This study aimed to determine the school culture and leadership practices of the elementary school heads in Irosin District Division of Sorsogon Province for school year 2023-2024. The descriptive-survey method of research involves collecting data to describe the characteristics, behaviors, attitudes, or opinions of a population or phenomenon of interest. Researchers employ surveys or questionnaires to gather information from a representative sample, aiming to generalize findings to a larger population. Descriptive surveys often utilize quantitative analysis techniques to summarize and interpret the collected data, allowing researchers to draw conclusions about the prevalence, distribution, and patterns of the observed characteristics or phenomena.

The respondents were the school heads composed of principal, head teachers, and teachers-in-charge in the elementary schools in Irosin District. Also, selected teachers, GPTCA, and barangay officials from each elementary schools were involved in this study. An adopted questionnaire was utilized in gathering the primary data. appropriate statistical tools were employed in analyzing the collected data.

The Respondents

The primary data were collected from the school heads and teachers from the different elementary schools in Irosin District. The school heads composed of principals, head teachers, and teachers-in-charge were a total enumeration and 5 teachers were randomly selected from each of the schools in the said district. Table 1 presents the frequency distribution of the respondents.

Table :1. Distribution of Respondents

Respondents	f	%
School Heads	31	25
Teachers	31	25
GPTCA	31	25
Barangay Official	31	25
Total	124	100

The table presents a breakdown of the respondents involved in the study on school culture and leadership practices in the Irosin District. A total of 124 respondents were surveyed, with an equal representation from four key stakeholder groups. Each group comprises 31 respondents, accounting for 25% of the total sample, ensuring a balanced and comprehensive perspective on the subject matter.

The study involved four equally represented stakeholder groups, each comprising 31 respondents (25% of the total sample): school heads, teachers, GPTCA members, and barangay officials. School heads provided insights into leadership strategies and school culture from an administrative perspective. Teachers offered ground-level views on how leadership practices impact classroom dynamics and student outcomes. GPTCA members contributed a parental perspective, reflecting community expectations and school-family engagement. Barangay officials shared a local governance viewpoint, highlighting how schools align with community needs and resources. This balanced representation ensured a comprehensive understanding of leadership and school culture in the Irosin District.

Research Ethics

Research ethics and confidentiality are vital to maintaining the integrity and credibility of scientific studies. Researchers must uphold ethical standards by ensuring fairness, respect, and transparency in dealing with participants (APA, 2020; Creswell & Creswell, 2018). A key responsibility is securing informed consent and safeguarding personal data throughout the research process. In the Philippine context, the Data Privacy Act of 2012 reinforces this obligation by mandating the protection of personal and sensitive information against unauthorized access or misuse. Maintaining confidentiality not only upholds participants' rights but also fosters trust and prevents legal or ethical violations. Adherence to ethical guidelines and data privacy laws is essential for credible, responsible research.

Research Instrument

The research instrument used in this study was designed based on the study's objectives and adapted from established instruments in previous research. The survey questionnaire consisted of two parts. Part I assessed school culture as perceived by teachers and school heads, focusing on six dimensions: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership. This section was adapted from the School Culture Survey developed by Steve Gruenert in 2005. Part II evaluated the leadership practices of school heads as perceived by respondents, specifically in terms of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. This section was based on the Leadership Practices Inventory (LPI) by Kouzes and Posner (2017).

Data Collection Procedures

Prior to administering the survey, the researcher sought permission from the Schools Division Superintendent through a formal letter, which was personally delivered to the division office. Similarly, a letter of request was submitted to the Public Schools District Supervisor to inform them of the involvement of school heads and teachers in the study. The survey was

administered only after the necessary approvals were secured from the appropriate authorities. The questionnaire was then distributed to the target respondents, who were given one to two weeks to complete it. All survey instruments were successfully retrieved by the researcher, resulting in a 100 percent retrieval rate. To supplement the survey data, an unstructured interview was also conducted with selected school heads and teachers. This approach enabled a deeper exploration of their views and provided richer insights into the leadership practices and school culture within the Irosin District.

Data Analysis Procedures

The collected data were subjected to statistical analysis using appropriate tools based on the nature and level of measurement of each variable. Descriptive statistics were primarily employed to analyze the results. Specifically, the weighted mean was used to describe the perceptions of teachers and school heads regarding school culture across six dimensions: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership. The same statistical tool was also used to assess leadership practices of school heads, as perceived by the respondents, in the areas of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The interpretation of the results followed the scale: 1.00-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Neutral); 3.50-4.49 (Agree); 4.50-5.00 (Strongly Agree).

III. RESULTS

Perceptions of the Respondents on School Culture

This section reveals the perceptions of the school heads, teachers, GPTCA officers, and barangay officials in terms of collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership.

Collaborative Leadership. Table 2A contains the perceptions of the respondents on school culture along collaborative leadership which are expressed in weighted mean.

Table: 2A. School Culture as perceived by the Respondents in terms of Collaborative Leadership

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Leaders value teachers' ideas.	4.65	SA	4.72	SA	4.45	A	4.29	A
2. Leaders in the school trust the professional judgments of teachers.	4.48	A	4.48	A	4.16	A	4.06	A
3. Leaders take time to praise teachers that perform well.	4.48	A	4.65	SA	4.32	A	4.68	SA
4. Teachers are involved in the decision-making process.	4.61	SA	4.39	A	4.39	A	4.65	SA
5. Leaders in the school facilitate teachers working together.	4.32	A	4.32	A	4.26	A	4.45	A
6. Teachers are kept informed on current issues in the school.	4.32	A	4.65	SA	4.65	SA	4.32	A
7. My involvement in policy or decision making is taken seriously.	4.68	SA	4.45	A	4.13	A	4.48	A
8. Teachers are rewarded for experimenting with new ideas and techniques.	4.45	A	4.32	A	4.32	A	4.29	A
9. Leaders support risk-taking and innovation in teaching.	4.32	A	4.52	SA	4.45	A	4.68	SA
10. Administrators protect instruction and planning time.	4.65	SA	4.38	A	4.38	A	4.48	A
11. Teachers are encouraged to share ideas.	4.45	A	4.26	A	4.35	A	4.87	SA
Composite Mean	4.49	A	4.47	A	4.35	A	4.48	A

Legend: WM-Weighted Mean; I-Interpretation; SA-Strongly Agree; A-Agree

The data indicates that leadership practices in the educational setting are generally positively perceived across different stakeholders—school heads, teachers, GPTCA (General Parents and Teachers Community Association), and barangay officials. The composite means for all groups range from 4.35 to 4.49, reflecting an overall agreement (A) on the leadership behaviors evaluated, such as valuing teachers’ ideas, trusting professional judgments, and supporting collaborative efforts. The “Agree” (A) level across most indicators suggests that leaders demonstrate supportive behaviors that foster a positive school environment, though areas for stronger engagement are evident, particularly in supporting innovation and recognizing teacher contributions. School heads scored the highest on valuing teachers’ ideas, with a weighted mean (WM) of 4.65, indicating that they “Strongly Agree” (SA) on this aspect. Teachers themselves also felt valued, as evidenced by their score of 4.72 (SA).

Teacher Collaboration. The perceptions of the respondents on school culture in terms of teacher collaboration are included in Table 2B. The weighted mean was used in analyzing the data.

Table: 2B. School Culture as perceived by the Respondents in terms of Teacher Collaboration

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Teachers utilize professional networks to obtains information and resources for classroom instruction.	4.61	SA	4.65	SA	4.48	A	4.65	SA
2. Teachers regularly seek ideas from seminars, colleagues, and conferences.	4.39	A	4.45	A	4.19	A	4.45	A
3. Professional development is valued by the teachers.	4.65	SA	4.32	A	4.13	A	4.32	A
4. Teachers maintain a current knowledge base about the learning process.	4.71	SA	4.65	SA	4.10	A	4.48	A
5. The teacher values school improvement.	4.68	SA	4.45	A	4.16	A	4.29	A
Composite Mean	4.61	SA	4.50	SA	4.21	SA	4.44	A

Legend: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree;SD-Strongly Disagree

The data from Table 2B illustrates that there is a strong culture of teacher collaboration as perceived by school heads, teachers, GPTCA members, and barangay officials. The composite mean for each group ranges from 4.21 to 4.61, suggesting a generally positive school culture that supports professional development, collaboration, and a commitment to school improvement. School heads, teachers, and barangay officials perceive a high level of engagement in professional networking among teachers, with ratings of 4.61, 4.65, and 4.65, respectively, indicating "Strongly Agree" (SA). This high engagement aligns with findings from the study "School Culture and Leadership Practices of Elementary School Heads in Irosin District," which emphasized that fostering collaborative environments encourages educators to seek information and resources beyond their immediate school context. The positive perception suggests that teachers actively leverage professional networks to enhance their instructional practices, contributing to a more robust learning environment.

The ratings indicate that professional development is valued across all groups, with school heads assigning the highest importance (WM 4.65, SA). Teachers, GPTCA, and barangay officials also show agreement, with weighted means around 4.32, signaling an acknowledgment of the role of professional development in improving teaching quality.

The composite means suggest that school heads (WM 4.61) and teachers (WM 4.50) have a particularly strong perception of collaboration, indicating alignment between leadership and teaching staff. GPTCA and barangay officials rate collaboration slightly lower but still positively, which indicates broad support for a collaborative culture. The Irosin district study similarly observed that a collaborative culture is vital in schools where leaders encourage teachers to engage in continuous learning, align their practices, and participate in decision-making.

Professional Development. Table 2C contains the weighted mean which describes the perceptions of the respondents on school culture along professional development.

Table: 2C. School Culture as perceived by the Respondents in terms of Professional Development

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Teachers have opportunities for dialogue and planning across grades and subjects.	4.65	SA	4.55	SA	4.13	A	4.65	SA
2. Teachers spend considerable time planning together.	4.45	A	4.39	A	4.06	A	4.45	A
3. Teachers take time to observe each other teaching.	4.32	A	4.29	A	4.00	A	4.32	A
4. Teachers are generally aware of what other teachers are teaching.	4.65	SA	4.65	SA	4.23	A	4.48	A
5. Teachers work together to develop and evaluate programs and projects.	4.45	A	4.45	A	4.16	A	4.29	A
6. Teaching practice disagreements are voiced openly and discussed.	4.32	A	4.32	A	4.35	A	4.65	SA
Composite Mean	4.47	A	4.44	A	4.16	A	4.47	A

Legend: WM-Weighted Mean; I-Interpretation; SA-Strongly Agree; A-Agree

The data in Table 2C reflects the perceptions of respondents regarding the professional development aspects of school culture, particularly in areas related to collaboration, dialogue, and program development. The composite means indicate an overall positive agreement (A) on these aspects, with the values ranging from 4.16 to 4.47 across school heads, teachers, GPTCA members, and barangay officials. This suggests that the school culture promotes a collaborative environment for professional development, though some areas could benefit from further enhancement to strengthen teacher engagement. School heads and barangay officials rated this aspect the highest, both with weighted means (WM) of 4.65, showing “Strongly Agree” (SA), while teachers rated it at 4.55 (SA).

Joint planning received generally positive feedback, with WMs of 4.45 from school heads and barangay officials and slightly lower ratings from teachers (4.39) and GPTCA (4.06). This positive perception reflects the importance placed on teachers collaboratively planning and aligning instructional approaches. However, the slightly lower scores suggest that joint planning, while present, might benefit from increased emphasis. Observing each other’s teaching received moderate ratings across respondents, with school heads, teachers, and barangay officials agreeing on its importance, as seen in their ratings of 4.32 (A). The composite mean values indicate an overall agreement (A) among respondents that the school culture supports professional development and collaboration. However, there are areas for enhancement, particularly in promoting consistent opportunities for joint planning and increasing the frequency of peer observation, as indicated by slightly lower scores.

Collegial Support. The weighted mean describing the perceptions of the respondents on school culture in terms of collegial support are presented in Table 2D.

Table: 2D. School Culture as perceived by the Respondents in terms of Collegial Support.

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Teachers trust each other.	4.97	SA	4.74	SA	3.94	A	4.48	A
2. Teachers are willing to help out whenever there is a problem.	4.94	SA	4.42	A	4.35	A	4.29	A
3. Teachers’ ideas are valued by other teachers.	4.74	SA	4.45	A	4.19	A	4.68	SA
4. Teachers work cooperatively in groups.	4.77	SA	4.48	A	4.29	A	4.48	A
Composite Mean	4.85	SA	4.52	SA	4.19	A	4.48	A

Legend: WM-Weighted Mean; I-Interpretation; SA-Strongly Agree; A-Agree

The data from Table 2D reflects a strong sense of collegial support among respondents, with high composite mean values across school heads (WM=4.85), teachers (WM=4.52), GPTCA members (WM=4.19), and barangay officials (WM =4.48). This indicates that a culture of trust, cooperation, and mutual respect exists within the school, although there is a slightly varied perception across different respondent groups. School heads and teachers strongly agree (SA) that trust among teachers is a significant aspect of their culture, with ratings of 4.97 and 4.74, respectively. GPTCA members and barangay officials also recognize this trust with ratings of 3.94 and 4.48, respectively, though they do not view it as strongly as school heads and teachers do.

The high ratings given by school heads (WM=4.74) and barangay officials (WM =4.68) indicate that teachers feel valued by their peers, fostering an environment where ideas are openly shared and respected. Teachers and GPTCA members also agree, with ratings of 4.45 and 4.19, reflecting a culture that values contributions from all team members. This perception aligns with findings from the Irosin district study, where school culture was strengthened when teachers felt that their input was respected and considered in school-related decisions. Similarly, cooperation among teachers received positive ratings, especially from school heads (WM=4.77) and teachers (WM=4.48), indicating a strong inclination towards group work and collaboration on tasks.

The composite means suggest that school heads (WM=4.85) and teachers (WM=4.52) experience a particularly high level of collegial support, with a prevailing perception of trust and cooperation. This aligns with the Irosin district study's findings, which indicate that strong collegial support not only enhances morale but also contributes to higher levels of professional satisfaction and a more positive school environment.

Unity of Purpose. Table 2E includes the weighted mean of the perceptions of respondents on school culture in terms of unity of purpose.

Table: 2E. School Culture as perceived by the Respondents in terms of Unity of Purpose.

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Teachers support the mission of the school.	4.55	SA	4.61	SA	4.34	A	4.48	A
2. The school mission provides a clear sense direction for the teachers.	4.58	SA	4.39	A	4.13	A	4.48	A
3. Teachers understand the mission of the school.	4.35	A	4.35	A	4.19	A	4.29	A
4. The school mission statement reflects the values of the community.	4.65	SA	4.52	SA	4.29	A	4.68	SA
5. Teaching performance reflects the mission of the school.	4.39	A	4.45	A	4.03	A	4.48	A
Composite Mean	4.50	SA	4.46	A	4.20	A	4.48	A

Legend: WM-Weighted Mean; I-Interpretation; SA-Strongly Agree; A-Agree

The data in Table 2E highlights the respondents' perceptions of school culture in terms of unity of purpose, particularly regarding support for and alignment with the school's mission. The composite mean values show that school heads (WM=4.50) and teachers (WM =4.46) strongly agree (SA) on a sense of unity and shared purpose, while GPTCA members (WM=4.20) and barangay officials (WM=4.48) agree (A) on the importance of this unity. This demonstrates that, overall, there is a shared understanding and support for the school's mission across respondent groups, although the intensity of agreement varies slightly. Teachers and school heads rated their support for the school mission highly, with weighted means (WM) of 4.55 and 4.61, respectively, both indicating "Strongly Agree" (SA). However, GPTCA members and barangay officials, while supportive, show a slightly lower level of agreement, indicating room for further engagement with external stakeholders regarding the school's mission.

The mission's ability to provide direction for teachers scored 4.58 (SA) from school heads, slightly lower among teachers at 4.39 (A), and with GPTCA members and barangay officials in agreement (4.13 and 4.48, respectively). The study of school culture in the Irosin district supports these findings, showing that a well-defined mission aligns teacher efforts and

enhances goal-setting, while also connecting school initiatives with the broader community's values. The school mission statement reflecting community values received strong ratings from school heads (WM4.65), teachers (WM =4.52), and barangay officials (WM 4.68), all indicating strong agreement. GPTCA members also agreed, with a weighted mean of 4.29. Respondents generally agreed that teaching performance reflects the school mission, with WMs of 4.39 (A) for school heads, 4.45 (A) for teachers, and 4.48 (A) for barangay officials, indicating a positive alignment of instructional practices with the school's goals. GPTCA members rated this slightly lower at 4.03 (A), suggesting that while the mission is generally reflected in teaching, there may be additional opportunities to emphasize mission alignment in instructional practices.

Learning Partnership. The weighted mean that describes the perceptions of respondents on school culture along learning partnership are listed in Table 2F.

Table: 2F School Culture as perceived by the Respondents in terms of Learning Partnership.

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
1. Teachers and parents have common expectations for student performance.	4.55	SA	4.65	SA	4.00	A	4.32	A
2. Parents trust teachers' professional judgments.	4.39	A	4.52	SA	4.29	A	4.48	A
3. Teachers and parents communicate frequently about student performance.	4.42	A	4.32	A	4.19	A	4.29	A
4. Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	4.52	SA	4.71	SA	4.19	A	4.68	SA
Composite Mean	4.47	A	4.55	SA	4.17	A	4.44	A

Legend: WM-Weighted Mean; I-Interpretation; SA-Strongly Agree; A-Agree

The data in Table 2F illustrates the respondents' perceptions of school culture in terms of the learning partnership among teachers, parents, and students. The composite mean values show a strong agreement from teachers (WM=4.55) and a positive agreement from school heads (WM4.47), GPTCA members (WM =4.17), and barangay officials (WM=4.44), reflecting a generally cohesive and supportive relationship among all stakeholders in student learning. Teachers (WM4.65) and school heads (WM 4.55) strongly agree that there is alignment between teachers' and parents' expectations for student performance.

Parents' trust in teachers' professional judgment received strong agreement from teachers (WM=4.52) and positive agreement from school heads (WM4.39), GPTCA members (WM=4.29), and barangay officials (WM =4.48). This trust creates a positive learning partnership that allows teachers to make instructional decisions confidently, knowing that they have parental support.

Teachers and school heads strongly agree that students accept responsibility for their schooling, with high ratings of 4.71 and 4.52, respectively. Barangay officials also agree (WM=4.68), suggesting a positive view of student accountability from external stakeholders as well. Students' active participation, such as engagement in class and completion of assignments, is crucial for academic success and aligns with findings from the study in the Irosin district, where student responsibility was identified as a core component of positive school culture.

Leadership Practices of the School Heads

This portion discusses the leadership practices of the school heads as perceived by the respondents along model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The weighted mean was employed in analyzing the data.

Model the Way. Table 3A presents the weighted mean and interpretation of the respondents' perceptions of leadership practices in terms of Model the Way.

Table: 3A. Leadership Practices of School Heads along Model the Way

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
Sets a personal example of what is expected.	4.77	A	4.65	A	4.35	U	3.87	U
Makes certain that people adhere to the principles and standards that have been agreed upon.	4.61	A	4.45	U	4.26	U	4.00	U
Follows through on promises and commitments.	4.32	U	4.32	U	4.00	U	3.97	U
Asks for feedback on how his/her actions affect people's performance.	4.55	A	4.45	U	4.10	U	3.87	U
Builds consensus around organization's values.	4.61	A	4.39	U	4.00	U	3.81	U
Is clear about his/her philosophy of leadership.	4.65	A	4.32	U	4.06	U	3.71	U
Composite Mean	4.59	A	4.43	U	4.13	U	3.87	U

Legend: WM=-Weighted Mean; I-Interpretation; A-Always; U-Usually

This dimension of leadership refers to how leaders demonstrate the principles and values they expect from others. The table provides an overall view of how school heads, teachers, GPTCA members, and barangay officials perceive leadership in this area. School Heads (WM=4.77, Always) and Teachers (WM=4.65, Always) strongly agree that their leaders set personal examples of what is expected. This suggests that leaders in the school demonstrate a strong commitment to modeling expected behaviors and values, fostering trust and setting clear expectations for the school community. In contrast, GPTCA members (WM=4.35, Usually) and Barangay Officials (WM=3.87, Usually) are less convinced of this leadership behavior, suggesting a potential gap in the perceived personal commitment of leaders outside the school setting.

The School Heads (WM=4.61, Always) and Teachers (WM=4.45, Usually) agree that leaders ensure adherence to principles and standards. However, GPTCA members (WM=4.26, Usually) and Barangay Officials (WM=4.00, Usually) have a slightly lower rating, indicating that there may be a discrepancy in perceptions of enforcement of standards, especially from external stakeholders. Along follows through on promises and commitments, School heads (WM=4.32, Usually) and teachers (WM=4.32, Usually) have a neutral perception, while GPTCA (WM=4.00, Usually) and Barangay Officials (WM=3.97, Usually) view this practice more critically. This suggests that there is a perception that leaders do not always follow through on their promises, which could influence trust and commitment within the school and the wider community. In Asks for feedback on how his/her actions affect people's performance, School Heads (WM=4.55, Always) and Teachers (WM=4.45, Usually) rate this practice positively, indicating that leaders actively seek feedback to improve their performance and the school environment. However, the GPTCA (WM=4.10, Usually) and Barangay Officials (WM=3.87, Usually) provide lower ratings, which suggests that feedback mechanisms may not be as transparent or effective for external stakeholders. For builds consensus around the organization's values, School Heads (WM=4.61, Always) and Teachers (WM=4.39, Usually) tend to agree that leaders work towards building consensus around the organization's values. In contrast, the GPTCA members (WM=4.00, Usually) and Barangay Officials (WM=3.81, Usually) show a somewhat lower perception, indicating that external stakeholders may feel less involved in aligning with or understanding the organization's core values. Along Is clear about his/her philosophy of leadership, School Heads (WM=4.65, Always) rate this indicator highly, suggesting that school leaders are clear and transparent about their leadership philosophy. However, the ratings from Teachers (WM=4.32, Usually), GPTCA (WM=4.06, Usually), and Barangay Officials (WM=3.71, Usually) are lower, indicating that the communication of leadership philosophy may not be as effective for all stakeholders.

The composite means of School heads (WM 4.59, Always) show a consistently high level of confidence in their leaders' ability to model the way. Teachers (WM 4.43, Usually) also agree but with a slightly lower level of certainty, suggesting that while there is general alignment, there may be areas for improvement. GPTCA members (WM=4.13, Usually) and Barangay Officials (WM=3.87, Usually) report more neutral to lower levels of agreement, highlighting a gap in perceptions between internal and external stakeholders regarding leadership practices.

Inspire a Shared Vision. The weighted mean and interpretation of the leadership practices of school heads as perceived of the respondents along inspire a shared vision are presented in Table 3B.

Table: 3B. Leadership Practices of School Heads along Inspire a Shared Vision

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
Talks about future trends influencing our work.	4.65	A	4.65	A	4.00	U	4.00	U
Describes a compelling image of the future.	4.55	A	4.45	U	4.13	U	4.00	U
Appeals to others to share dream of the future.	4.32	U	4.39	U	3.97	U	4.10	U
Shows others how their interests can be realized.	4.65	A	4.58	A	4.19	U	4.06	U
Paints “big picture” of group aspirations.	4.52	A	4.55	A	4.03	U	4.13	U
Speaks with conviction about meaning of work.	4.45	U	4.39	U	4.23	U	3.97	U
Composite Mean	4.52	A	4.50	A	4.09	U	4.04	U

Legend: WM-Weighted Mean; I-Interpretation; A-Always; U-Usually

The data revealed that generally the respondents usually agree that the school heads “model the way” with composite mean of 4.29. It reflects how respondents perceive leadership in terms of inspiring a shared vision within their school or community context. Along Talks about future trends influencing our work, School Heads (WM=4.65, Always) and Teachers (WM=4.65, Always) perceive those leaders often discuss future trends and how these trends will influence their work. This reflects a proactive approach to leadership, ensuring that the school is aligned with future changes and challenges. However, GPTCA members (WM=4.00, Usually) and Barangay Officials (WM=4.00, Usually) show less agreement, indicating that external stakeholders might not be as involved or informed about future-oriented discussions within the school.

For describing a compelling image of the future, School Heads (WM=4.55, Always) and Teachers (WM=4.45, Usually) generally agree that their leaders describe a compelling vision for the future. This suggests that school leaders are effective in communicating an inspiring and clear direction for the school. However, GPTCA members (WM=4.13, Usually) and Barangay Officials (WM=4.00, Usually) rate this indicator lower, indicating a gap in perceptions of how well the school’s leadership communicates a compelling vision to the broader community. For Appeals to others to share a dream of the future, Both School Heads (WM=4.32, Usually) and Teachers (WM=4.39, Usually) believe that leaders appeal to others to share in the dream of the future, but the responses are somewhat neutral. GPTCA members (WM=3.97, Usually) and Barangay Officials (WM=4.10, Usually) feel less convinced that the vision is effectively communicated to inspire shared commitment, which may point to a lack of involvement or alignment with external stakeholders. In terms shows others how their interests can be realized, School Heads (WM=4.65, Always) and Teachers (WM=4.58, Always) perceive that their leaders are effective in showing how individual interests and goals align with the larger vision of the school. This indicates a strong leadership practice of linking personal goals with organizational objectives. GPTCA members (WM=4.19, Usually) and Barangay Officials (WM=4.06, Usually) show lower levels of agreement, suggesting that the connection between individual and collective goals might not be as clear to external stakeholders. In paints a “big picture” of group aspirations, School Heads (WM=4.52, Always) and Teachers (WM=4.55, Always) are in agreement that their leaders effectively convey the “big picture” of the group’s aspirations. This highlights the ability of school leaders to align the team with the broader mission and goals. However, GPTCA members (WM=4.03, Usually) and Barangay Officials (WM=4.13, Usually) express a more neutral stance, indicating that the broader community may not always be included in discussions of larger goals or aspirations. In speaks with conviction about the meaning of work, School Heads (WM=4.45, Usually) and Teachers (WM=4.39, Usually) agree that their leaders speak with conviction about the work they do and its meaning. However, GPTCA members (WM =4.23, Usually) and Barangay Officials (WM=3.97, Usually) rate this practice lower, which could reflect a perceived lack of enthusiasm or clarity about the purpose of work from external perspectives.

The composite mean analysis means School Heads (WM=4.52, Always) and Teachers (WM=4.50, Always) perceive those leaders inspire a shared vision with high frequency, indicating that there is generally strong communication of future goals, organizational values, and aspirations within the school setting. For GPTCA members (WM=4.09, Usually) and Barangay Officials (WM=4.04, Usually) perceive a less consistent and impactful approach to inspiring a shared vision, which could reflect a lack of engagement with external stakeholders or insufficient communication about the school’s long-term direction.

Challenge the Process. Table 3C lists the weighted mean and interpretation of the leadership practices of school heads as perceived by the respondents along challenge the process.

Table: 3C. Leadership Practices of the School Heads along Challenge the Process

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
Seeks challenging opportunities to test skills.	4.65	A	4.58	A	3.94	U	4.06	U
Challenges people to try new approaches.	4.52	A	4.45	U	3.55	U	4.13	U
Actively searches for innovative ways to improve what we do.	4.45	U	4.32	U	3.61	U	4.16	U
Asks "what can we learn?"	4.84	A	4.58	A	3.76	U	3.94	U
Identifies measurable milestone that keep projects moving forward.	4.60	A	4.32	U	3.68	U	3.87	U
Takes initiative in anticipating and responding to change.	4.32	U	4.32	U	3.94	U	3.97	U
Composite Mean	4.56	A	4.43	U	3.74	U	4.02	U

Legend: WM-Weighted Mean; I-Interpretation; A-Always; U-Usually

It can be asserted from the table that in general, the respondents usually agree that the school heads challenge the process with an average of 4.19. In particular, the school heads generally exhibit strong leadership in challenging the process, with a composite mean of 4.56, indicating that they *always* seek challenging opportunities to test their skills and encourage others to try new approaches. For example, they actively search for innovative ways to improve and ask "what can we learn?", demonstrating their commitment to improvement. These behaviors are aligned with transformational leadership practices, where leaders inspire others to embrace change and growth.

Teachers showed mixed responses, with a composite mean of 4.43. While they agreed that school heads actively challenge the process by encouraging new approaches and innovation, the perception of teachers was less positive compared to school heads. Teachers were less likely to see leaders taking proactive steps to anticipate and respond to change, reflecting a slightly weaker perception of leadership in challenging existing processes and fostering change.

Both GPTCA and barangay officials perceived leadership in challenging the process less favorably, with composite means of 3.74 and 4.02, respectively. Their responses suggest that while leaders sometimes seek challenges and take initiative in some aspects, they often do not see consistent efforts to search for innovative ways or respond to change. These findings imply that the perception of leadership effectiveness in challenging the process may vary outside of the immediate school environment (i.e., among non-educational stakeholders).

This implies that the higher ratings from school heads suggest a strong commitment to challenging the process, which is essential for school improvement. However, the lower ratings from teachers, GPTCA, and barangay officials point to potential gaps in communication or the implementation of innovative changes across different levels of the school community. School leaders might benefit from providing clearer strategies for how challenges are addressed and how innovation is integrated into day-to-day practices. Teachers might feel less involved in the leadership practices of challenging existing processes, which could indicate a need for more collaborative decision-making or active engagement in problem-solving and innovation processes. Ensuring that teachers have a direct role in testing new approaches and learning from those experiences could further improve the school culture. The disparity between school heads' self-perceptions and the perceptions of other stakeholders (such as teachers and community members) highlights a need for alignment between leadership actions and the experiences of those they lead. School heads may need to provide more transparent communication regarding how they are encouraging innovation and addressing challenges.

Enable Others to Act. Table 3D presents responses regarding the leadership practice "Enable Others to Act," which refers to how leaders empower and encourage their teams, develop cooperative relationships, listen to diverse viewpoints, and promote growth. The data reflects varying perceptions of this leadership practice across school heads, teachers, GPTCA, and barangay officials.

Table: 3D. Leadership Practices of School Heads along Enable Others to Act

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
Develops cooperative relationships.	4.68	A	4.65	A	4.23	U	4.06	U
Actively listens to diverse points of view.	4.52	A	4.55	A	4.26	U	4.06	U
Treats people with dignity and respect.	4.45	U	4.35	U	4.29	U	4.10	U
Involves people in the decisions that directly impact their job performance.	4.68	A	4.52	A	4.19	U	3.94	U
Gives people choice about how to do their work.	4.65	A	4.35	U	4.19	U	3.94	U
Ensures that people grow in their jobs.	4.65	A	4.32	U	4.03	U	3.90	U
Composite Mean	4.60	A	4.46	U	4.20	U	4.00	U

Legend: WM-Weighted Mean; I-Interpretation; A-Always; U-Usually

The data showed that in general, the respondents usually agree that school heads enable others to act with an average of 4.32. Specifically, the school heads exhibit a strong commitment to enabling others to act, with a composite mean of 4.60, suggesting that they *always* work to build cooperative relationships, listen to diverse perspectives, and empower individuals. Specifically, school heads consistently develop cooperative relationships and involve people in decisions that affect their work. These practices are characteristic of a participative leadership style, where leaders value the input and involvement of their teams.

Teachers rated the leadership practices with a composite mean of 4.46, indicating that they *usually* perceive school heads as enabling others to act. Teachers agree that school heads actively listen to diverse views and treat people with respect, but they have a slightly lower perception of leaders involving people in decisions that impact job performance and ensuring growth in their jobs. This suggests that while teachers recognize school leaders' efforts, they may feel there is room for improvement in involving them more actively in decision-making processes and ensuring their professional growth.

The perception of GPTCA and barangay officials is less favorable, with composite means of 4.20 and 4.00, respectively. These groups perceive leaders as *usually* providing a sense of empowerment but feel that leaders do not always ensure people's growth or give them sufficient choices about how to do their work. The responses from these groups reflect the broader disconnect between educational leadership and the community or other external stakeholders, suggesting that these groups may feel less involved in or informed about leadership practices related to empowerment and growth.

Encourage the Heart. Table 3E focuses on the leadership practice "Encourage the Heart," which involves recognizing and celebrating the contributions and achievements of individuals, providing praise and encouragement, and fostering an environment where people feel valued for their efforts.

Table: 3E. Leadership Practices of School Heads along Encourage the Heart

Indicators	School Heads		Teachers		GPTCA		Barangay Officials	
	WM	I	WM	I	WM	I	WM	I
Praises people for a job well done.	4.65	A	4.52	A	4.13	U	4.39	U
Expresses confidence in people's abilities.	4.61	A	4.26	U	4.33	U	4.45	U
Make sure that people are creatively recognized for their contributions to this success of the projects.	4.45	U	4.35	U	4.32	U	4.68	A
Recognizes people for commitment to shared values.	4.56	A	4.66	A	4.00	U	4.55	A
Tells stories of encouragement about the good work of others.	4.55	A	4.42	U	4.03	U	4.48	U
Gets personally involved in recognizing people and celebrating accomplishments.	4.55	A	4.32	U	4.13	U	4.35	A
Composite Mean	4.56	A	4.42	U	4.16	U	4.48	A

Legend: WM-Weighted Mean; I-Interpretation; A-Always; U-Usually

It can be gleaned from the table that overall, the respondents usually agree that the school heads encourage the heart with an average of 4.41. The responses show varying perceptions of this practice across school heads, teachers, GPTCA, and barangay officials.

School heads have a strong perception of encouraging the heart, with a composite mean of 4.56, suggesting that they *always* engage in behaviors that encourage and recognize their staff. Specifically, school heads praise people for a job well done, express confidence in people's abilities, and recognize commitment to shared values. These actions reflect a supportive leadership style, where leaders actively acknowledge the efforts of their teams, promoting a positive and motivating work environment.

Teachers have a composite mean of 4.42, indicating that they *usually* perceive their leaders as recognizing their contributions and providing encouragement. While teachers agree that school heads praise good work and express confidence in their abilities, they rated recognizing creative contributions and getting personally involved in recognition less positively. This suggests that while there is a recognition of achievements, teachers might feel that more could be done to actively celebrate accomplishments, particularly in a more personalized manner.

Both GPTCA and barangay officials provided a composite mean of 4.16 and 4.48, respectively, reflecting a lower perception of leadership behaviors that encourage the heart. While barangay officials rated some aspects highly, particularly recognizing people for commitment to shared values, both groups perceived that the school leadership could improve in praising individuals and personally recognizing contributions. The results indicate a gap between the internal school environment and external stakeholders in terms of visible recognition and encouragement.

IV. DISCUSSION

Exploring the Heart of Learning Communities Through Collaboration, Trust, and Shared Vision

Collaborative Leadership. The finding highlights a broadly positive perception of leadership behaviors in the school setting across various stakeholders. The high composite means indicate that school leadership is seen as supportive, collaborative, and respectful of professional judgment, particularly when it comes to valuing teachers' contributions. The high agreement among both leaders and teachers signals a shared perception of mutual respect and inclusivity, which is vital in sustaining a healthy school culture.

This implies that the perception that leadership practices are positive—especially the recognition of teacher input—enhances teacher morale, sense of belonging, and commitment to school goals. Agreement from external stakeholders like the GPTCA and barangay officials suggests that leadership fosters a community-inclusive approach, which strengthens school-community partnerships. Positive leadership perceptions lay the groundwork for collaborative decision-making, teacher empowerment, and shared accountability in school improvement plans. While leadership is seen as supportive overall, the finding mentions weaker engagement in innovation support and recognition of teacher achievements. This implies a need for leadership to evolve from being merely supportive to being transformational, particularly by encouraging new ideas and celebrating innovation and creativity. High ratings across diverse groups support the effectiveness of distributed or shared leadership frameworks, where leadership responsibilities are not concentrated but shared among teachers, parents, and community leaders.

These results are supported by the study of Hallinger & Heck (2010) found that collaborative and inclusive leadership approaches significantly enhance teacher commitment and school improvement outcomes. Also, the study of Leithwood & Jantzi (2005) confirmed that teachers' perceptions of supportive leadership were strongly linked to higher professional engagement and school morale. In addition, Nguni, Slegers, & Denessen (2006) demonstrated that transformational leadership behaviors—such as valuing input, trust-building, and support for collaboration—positively influence teacher job satisfaction and commitment. Also, Day, C., Gu, Q., & Sammons, P. (2016) found that leadership practices focused on trust, recognition, and inclusion create resilient and high-performing school environments.

Teacher Collaboration. The finding reflects a strong and well-perceived culture of teacher collaboration and professional development within the school communities studied. The consistently high ratings across stakeholder groups—school heads, teachers, GPTCA members, and barangay officials—suggest that collaborative efforts and professional learning are not isolated practices but institutional norms. The high engagement in professional networking (ratings above 4.60) confirms

that teachers are actively seeking support, sharing practices, and learning from one another and from external networks, a hallmark of a mature and supportive school culture. Moreover, the emphasis on professional development—especially as rated highly by school heads—demonstrates a strategic alignment between leadership vision and teaching growth, suggesting that development opportunities are not only available but encouraged and valued. Lastly, the "Strongly Agree" response regarding commitment to school improvement indicates a shared sense of responsibility and collective efficacy within the school system.

It implies that a culture of collaboration and networking empowers teachers to exchange effective practices, co-develop solutions, and adapt to new instructional challenges, directly improving classroom teaching. The widespread agreement on professional development and school improvement reflects a shared leadership model where all stakeholders are committed to a common educational mission. The involvement and agreement of barangay officials and GPTCA members imply trust and transparency in the school's operations, reinforcing community support for school initiatives. High valuation of professional development suggests that schools have systems or practices in place (e.g., learning action cells, coaching, mentoring) to promote continuous teacher learning, which is essential for adapting to changing curriculum demands and learner needs. Teachers' engagement in external networks encourages innovation and adaptability, positioning the school as an open learning community, not an isolated entity.

The study of Ronfeldt, Farmer, McQueen, & Grissom (2015) support the finding which found that teacher collaboration focused on instruction significantly improved student achievement and teacher effectiveness. Also, DuFour & Fullan (2018) emphasize that effective school improvement stems from professional learning communities where collaboration and collective inquiry are foundational. In the same manner, Vang Rieken, Meredith, Packer & Kyndt (2017) concluded that teacher collaboration is most effective when supported by school leadership, focused on pedagogical improvement, and structured within professional development frameworks. More so, Kraft & Papay (2020) found that effective school leadership—especially one that fosters collaboration and professional development—contributes significantly to teacher improvement over time. In addition, Riveros, Newton, & Burgess (2016) explored how school cultures that support collaboration and knowledge sharing enhance teacher agency and innovation.

Professional Development. The composite mean scores (ranging from 4.16 to 4.47) from school heads, teachers, GPTCA members, and barangay officials reflect an overall positive perception of the school's professional development culture, particularly in fostering collaboration, dialogue, and joint program development. Notably, school heads and barangay officials gave the highest ratings (WM = 4.65, Strongly Agree) indicating strong institutional support and community appreciation of professional development efforts. However, certain dimensions—like joint planning and peer observation—though positively perceived, garnered relatively lower ratings (e.g., GPTCA: 4.06, and peer observation: ~4.32). This suggests that while structures for collaboration exist, they may lack consistency, accessibility, or deeper integration into daily practice, particularly among teaching staff and community stakeholders.

This implies that the high overall ratings signify that professional learning is a valued component of the school culture. The active involvement of school heads and barangay officials points to strong administrative and community-level commitment to teacher growth. Slightly lower teacher and GPTCA scores on joint planning suggest a gap between administrative intentions and teacher experience. School leaders may need to ensure that collaboration is not just encouraged but structurally and temporally supported (e.g., through dedicated time, shared goals, and reduced workloads). Ratings on observing each other's teaching (~4.32) indicate potential underuse of this impactful professional learning strategy. Schools might consider establishing peer coaching or lesson study programs to formalize and deepen this practice. The high SA ratings from school heads on program development show leadership alignment with professional development values. This is an opportunity to co-design and co-implement PD programs with teachers, increasing ownership and sustainability. Strong agreement from barangay officials and GPTCA on PD aspects reflects trust and partnership, which should be leveraged for community-supported initiatives and accountability in PD outcomes.

Several studies have supported the findings of which Avalos (2016) emphasizes that teacher collaboration and reflective dialogue are core elements of sustainable professional development in schools. Also, Darling-Hammond, Hyler, & Gardner (2017) identified key elements of effective PD—including collaboration, coaching, and shared practice—and stressed their role in teacher improvement and student achievement. Similarly, Sims & Fletcher-Wood (2021) highlighted that collaborative professional development strategies—like peer observation and feedback—have greater potential when

embedded in the school culture with leadership support. In addition, Liu, Zhang, & Wang (2020) found that collaborative learning environments and structured peer engagement significantly influence teachers' instructional innovations and professional satisfaction.

Collegial Support. The high composite mean values reported by school heads, teachers, GPTCA members, and barangay officials indicate a strong and positive culture of collegial support within the school community. This suggests that the environment is characterized by trust, mutual respect, and professional cooperation. School heads and teachers strongly agree on the presence of trust among colleagues, with particularly high ratings. This signifies that teachers feel psychologically safe, which is a critical element for openness, risk-taking, and collaboration in schools. While GPTCA members and barangay officials rated trust slightly lower, they still generally agree that a culture of support exists, reflecting an inclusive and community-respected professional atmosphere. High scores across all groups on feeling valued by peers and cooperation among teachers show that the school culture encourages shared responsibility and recognition of contributions, fostering a collaborative character.

It implies that a strong sense of collegial support has been shown to increase job satisfaction and reduce teacher burnout. When teachers feel supported and valued, they are more likely to remain committed to their roles and contribute positively to the school community. Supportive environments encourage collaborative instructional planning and peer learning, which are linked to better teaching practices and student achievement. Collegial cultures support collective efficacy, a strong predictor of student success. The slightly lower ratings from GPTCA and barangay officials suggest a need to intentionally involve stakeholders in professional and collaborative school initiatives. Strengthening these links may further solidify external support and enhance the transparency of school culture. A trusting and collegial environment enables teachers to experiment with new strategies, knowing they have the backing of their peers and leaders. This is critical for innovation in teaching and curriculum development.

This result is corroborated by the study of Day & Sammons (2016) identified collegial support as a key dimension of successful school leadership, noting that it fosters trust and collective responsibility. Also, Baker-Doyle (2017) emphasized the importance of peer support and professional learning networks for teacher growth and innovation. Similarly, Valtonen, Sointu, Kukkonen, Kontkanen, Lambert, & Mäkitalo-Siegl (2017) found that collegial collaboration enhances teachers' sense of belonging and professional development, which are critical for adapting to educational changes.

Unity of Purpose. The findings reveal that there is an overall strong sense of unity of purpose and mission alignment among the different respondent groups (school heads, teachers, GPTCA members, and barangay officials). School heads and teachers *strongly agree* that there is a shared understanding of the school's mission, indicating that internal stakeholders feel deeply connected to the school's goals. GPTCA members and barangay officials *agree* on the importance of unity, though their slightly lower ratings imply that external stakeholders are supportive but may not be as deeply embedded in the school's daily mission-driven practices. Support for the mission is rated particularly high by teachers and school heads, affirming that instructional practices and leadership efforts are mission-oriented. Direction provided by the mission and the reflection of community values within the mission also scored highly across groups, especially among school heads and barangay officials. This suggests that internal alignment (teachers and leaders) is stronger than external engagement (parents and barangay officials), though external groups are generally positive.

The high agreement among school heads and teachers indicates that the school's mission is an effective tool for guiding professional behavior, decision-making, and instructional practices. A clear mission helps create a common language and focus among educators. While GPTCA members and barangay officials agree with the mission, their slightly lower ratings suggest opportunities to enhance community engagement. More activities, dialogues, and partnerships could bring external stakeholders closer to the daily life of the school. Research shows that schools with a strong, shared mission tend to have higher academic outcomes, as collective focus energizes both teaching quality and student motivation. Since the reflection of the mission in teaching practices is rated slightly lower by external stakeholders, there is an opportunity to better communicate how classroom practices are tied to mission goals, possibly through showcase events, newsletters, and public reporting.

Several studies have supported the findings of which Strunk, Marsh, Bush-Mecenas, & Duque (2016) found that active engagement of external stakeholders in the school's mission increases community investment and school accountability. Also, Louis & Murphy (2017) found that strong mission alignment among staff fosters greater collaboration, resilience, and

instructional coherence, which enhances overall school performance. Then, Beabout (2018) identified that shared mission is foundational to organizational resilience and enables schools to navigate challenges more effectively through unity of purpose.

Learning Partnership. The data indicates that there is a strong and cohesive learning partnership perceived among stakeholders—teachers, parents (GPTCA), students, school heads, and barangay officials. Teachers show the strongest agreement, suggesting that they feel supported and aligned with parents and students in promoting academic achievement. School heads, GPTCA members, and barangay officials also show positive perceptions, indicating general consensus on the strength of the partnership. High scores from teachers and school heads on the alignment of expectations between teachers and parents suggest a shared understanding of educational goals. Trust from parents in teachers' professional judgment is confirmed across groups, supporting a foundation of mutual respect critical to student success. High ratings on student responsibility from all groups affirm that students are perceived as active participants in the learning process. These findings support the existence of a collaborative school culture where communication, trust, and accountability are prioritized by all stakeholders.

The data reflects that teachers and parents share similar academic goals, allowing for more consistent messaging to students at home and in school. This alignment improves behavioral expectations, motivation, and achievement. Parental trust in teacher decisions empowers educators to implement instructional strategies and innovations more confidently, which can positively impact classroom outcomes. The high ratings of student responsibility suggest that learners are developing autonomy and ownership of their education—an essential skill for long-term academic success. The positive perceptions from barangay officials and GPTCA members highlight opportunities to further leverage community involvement in support programs, tutorials, or co-curricular initiatives.

The results are justified by the study of Rapp & Duncan (2017) identified that collaborative leadership and shared expectations foster a stronger partnership between schools and families, ultimately enhancing student responsibility and achievement. Furthermore, Epstein (2018) emphasized the importance of family-school-community partnerships, demonstrating that student achievement is improved when schools and families set shared goals and maintain open lines of communication. Similarly, Kim (2019) found that trust between parents and teachers is a critical component of successful school-family partnerships, particularly in communities where collective responsibility is emphasized.

Building Cultures of Excellence Through Strategic Vision and Collaborative Action

Model the Way. The data indicates a strong internal perception among school heads and teachers that leaders consistently model the principles and values they expect from others. This suggests that within the school environment, leaders are seen as exemplars of expected behaviors, fostering a culture of trust and clarity. However, external stakeholders such as GPTCA members and barangay officials perceive this modeling less strongly. This discrepancy points to a potential communication gap between school leaders and the broader community, where the visibility of leadership behaviors may not be as apparent. Similarly, while school heads and teachers agree that leaders ensure adherence to principles and standards, the slightly lower ratings from GPTCA members and barangay officials suggest that enforcement of standards may not be consistently communicated or observed by those outside the immediate school environment. Regarding leaders following through on promises, the uniform "Usually" rating across all groups indicates a perception that commitments are generally met, but there is room for improvement to achieve higher consistency and reinforce trust. The practice of seeking feedback is rated positively by school heads and teachers, indicating an internal culture of reflection and improvement. Yet, the lower ratings from GPTCA members and barangay officials suggest that feedback mechanisms may not be as inclusive or transparent to external stakeholders.

The perception gap between internal and external stakeholders highlights the need for school leaders to engage more actively with the community. Transparent communication and inclusive practices can bridge this gap, fostering a more cohesive understanding of leadership behaviors. To reinforce trust, leaders should ensure that principles and standards are not only upheld internally but also visibly demonstrated to external stakeholders. This could involve regular updates and community involvement in policy enforcement. Leaders should strive for greater consistency in fulfilling promises, as this directly impacts stakeholder trust. Establishing clear timelines and accountability measures can aid in this endeavor. Expanding feedback opportunities to include external stakeholders can provide diverse perspectives and enhance the school's responsiveness to community needs. Clearly articulating and sharing the school's leadership philosophy with all stakeholders can align expectations and foster a shared vision, strengthening the overall school culture.

The study of Tayag & Ayuyao (2020) support the results which explored the relationship between school leadership and teacher professional learning, emphasizing the mediating roles of teacher trust and agency. More so, Banwo, Khalifa, & Seashore Louis (2022) discussed the role of culturally responsive and positive school leadership in building trust among stakeholders. Meanwhile, Garcia & Ching (2024) investigated the impact of ethical leadership on school head transparency and trust in governance in public elementary schools.

Inspire a Shared Vision. The findings show that respondents usually agree (Composite Mean = 4.29) that school heads effectively model the way and inspire a shared vision within the school community. School heads (WM=4.52) and teachers (WM=4.50) perceive leadership as strongly oriented toward building a shared vision for the future. Leaders are seen by internal stakeholders as future-focused, clear in their communication of goals, and motivational in aligning individual and collective interests. However, external stakeholders (GPTCA members WM=4.09; barangay officials WM=4.04) showed only moderate agreement, suggesting that outside the school, the vision and direction communicated by leaders are less visible, less inspiring, or less engaging.

The high internal scores indicate that teachers and school leaders share a common vision and understanding of the school's goals, which strengthens coherence, teamwork, and collective purpose within the organization. The gap between internal and external perceptions points to a need to intentionally involve GPTCA members and barangay officials more in vision-sharing activities, such as assemblies, strategic planning, and community engagement sessions. Regular communication of the school's long-term direction, successes, and ongoing innovations to external stakeholders can boost trust, transparency, and support for school initiatives. While school heads model values and future-thinking internally, they could broaden their leadership influence by ensuring that external voices are invited, heard, and aligned with the school's evolving vision.

The study of Gurr & Drysdale (2020) corroborate the findings which found that effective leadership involves inspiring a vision not only among staff but also the broader community, and that lack of community alignment weakens school reform efforts. Likewise, Neumerski, Grissom, Goldring, & Drake (2021) highlighted that visionary leadership practices, including painting a compelling picture of the future and connecting it to daily practice, are critical for building sustainable school improvement. Further, Zheng, Yin, & Liu (2022) highlighted that visionary leadership improves teachers' professional commitment and mediates the relationship between leadership and organizational innovation.

Challenge the Process. The average rating of 4.19 across all stakeholders suggests that school heads usually demonstrate behaviors associated with challenging the process, a key trait of transformational leadership. School heads themselves rated this leadership dimension very positively (WM=4.56, Always), indicating a strong self-perception of innovation, risk-taking, and continuous improvement. Teachers rated it at 4.43 (Usually), suggesting that while they recognize efforts by school heads to foster innovation, they may not always feel directly involved or witness these actions consistently. GPTCA members (WM=3.74) and barangay officials (WM=4.02) reported lower levels of agreement, reflecting a more detached or limited view of school heads' proactive change efforts. This divergence in perception suggests that internal stakeholders (especially school heads) perceive a higher level of innovation than what teachers and community stakeholders experience or observe.

This implies that while school heads are driving innovation, teachers may not feel equally empowered or engaged in those efforts. Leadership should focus on inclusive innovation, where teachers are not only informed but also actively involved in proposing and testing new ideas. Lower ratings from GPTCA members and barangay officials suggest that innovative practices and the rationale behind them may not be sufficiently communicated beyond the school. Strengthening external communication and visibility of innovation initiatives is essential. The gap between how school heads view their own leadership and how others perceive it highlights a need for feedback-driven leadership reflection. School heads may benefit from regular check-ins with teachers and community members to align intentions with lived experiences.

The findings are supported by the study of Klar & Brewer (2021) emphasized that transformational leaders who actively seek innovation must also foster collaborative professional learning communities to effectively challenge the status quo. Also, Bush (2020) found that school leadership must be both visionary and participatory, especially in developing countries, where community engagement is vital for sustainable change. In addition, Arar & Nasra (2021) highlighted that perceived fairness and clarity in leadership decisions greatly impact how teachers view innovation and change efforts.

Enable Others to Act. The findings indicate that respondents usually agree (Composite Mean = 4.32) that school heads effectively enable others to act, showing commitment to empowerment, collaboration, and participation. School heads (WM=4.60, Always) demonstrate a very strong commitment to building cooperative relationships, respecting diverse perspectives, and empowering individuals. GPTCA members (WM=4.20, Usually) and Barangay Officials (WM=4.00, Usually) perceive leaders' enabling practices less favorably, suggesting they feel somewhat excluded from empowerment efforts and decisions that affect the broader school community.

This implies that the high ratings among school heads and teachers suggest that schools are fostering a supportive, participative culture that encourages collaboration and respect. Although leadership is generally effective, teachers' slightly lower ratings imply a need for more authentic participatory decision-making and career development opportunities. Lower ratings from GPTCA and barangay officials indicate that external stakeholders feel marginalized in leadership processes. Continuously involving both internal and external stakeholders in decision-making builds trust, ownership, and a sense of shared leadership, which are essential for sustained school improvement.

These results are corroborated by the study of Leithwood, Harris, & Hopkins (2020) found that enabling leadership that empowers teachers and communities directly correlates with better school improvement outcomes and stronger organizational trust. Nguyen & Hunter (2021) highlighted the importance of shared leadership and teacher empowerment in increasing teacher engagement and improving school outcomes. Louis & Murphy (2020) argued that participative leadership that emphasizes empowering teachers and external stakeholders leads to stronger school-community relationships and more sustainable reforms.

Encourage the Heart. The findings reveal that respondents usually agree that school heads "encourage the heart," with an overall composite mean of 4.41. School heads themselves rated this dimension highly (WM = 4.56), suggesting they consistently engage in leadership behaviors that promote encouragement, recognition, and the affirmation of staff contributions. They are seen as praising accomplishments, expressing confidence, and celebrating commitment to shared values, indicating a supportive and motivating leadership style within the school setting. Teachers reported a composite mean of 4.42, showing general agreement but also highlighting areas for improvement, particularly in terms of recognizing creative contributions and providing more personalized forms of encouragement. Meanwhile, GPTCA members and barangay officials rated this practice lower (WM = 4.16 and WM = 4.48, respectively), suggesting that external stakeholders perceive less visible recognition efforts from school leaders. This disparity points to a gap between the internal acknowledgment experienced by school staff and the broader community's perception of school leadership practices.

The implications of these findings highlight both strengths and areas for growth in leadership practice. Internally, school heads are fostering a positive work environment that motivates teachers and supports organizational goals. However, the lower ratings from teachers and external stakeholders indicate the need for more deliberate and individualized recognition practices. Leaders could benefit from expanding their encouragement strategies to more personally celebrate staff achievements and extend visible acknowledgment to community stakeholders. Enhancing personalized recognition not only strengthens internal motivation but also fosters stronger school-community partnerships. Furthermore, leaders should ensure that acts of encouragement are not only experienced within the school but are also evident to external collaborators, promoting a shared sense of achievement and involvement across all levels of the educational community.

Recent literature strongly supports the importance of "encouraging the heart" as a vital leadership practice, particularly within transformational leadership frameworks. Neumerski et al. (2021) found that leaders who provide authentic and personalized recognition significantly boost teacher engagement and job satisfaction, underlining the power of emotional connection and validation in leadership. Similarly, Boyce and Bowers (2021) reported that effective recognition practices not only enhance teacher resilience but also contribute to higher retention rates, suggesting that encouragement plays a protective role against burnout and turnover. García-Garnica, Sánchez-Cabrero, and García-Rodríguez (2021) further emphasized that perceived encouragement positively influences organizational commitment and the professional worth educators feel, directly impacting their performance and dedication. In addition, Louis and Murphy (2020) demonstrated that celebrating staff contributions, especially when aligned with shared values, strengthens professional communities, which are crucial for sustaining long-term school improvement efforts.

Collectively, these studies affirm that "encouraging the heart" remains a cornerstone of effective leadership. It is not sufficient for school leaders to recognize achievements in a generic way; rather, encouragement must be intentional,

personalized, and visible to create meaningful impact. Such practices foster a positive organizational climate, deepen internal motivation, and strengthen the shared commitment to the school's mission and vision. Without sustained and genuine recognition efforts, schools risk disengagement, misalignment of values, and weakening of professional communities — all of which can hinder long-term success and innovation.

A Comparative Analysis of Stakeholder Views on Institutional Values and Practices

The statistical analyses using the F-test revealed both consistencies and disparities in the respondents' perceptions of school culture. The perception of Collaborative Leadership among school heads, teachers, GPTCA members, and barangay officials did not show a significant difference, as evidenced by a computed F-value of 2.48, which was lower than the critical value of 2.89, and a p-value greater than 0.05. This indicates that the respondents generally shared a consistent perception regarding collaborative leadership practices within the school setting. In contrast, the dimension of Teacher Collaboration showed a significant difference, with a computed F-value of 17.55—well above the critical value of 3.49—implying notable variations in the perceptions of different respondent groups. The statistical findings suggest that while leadership collaboration is widely viewed as consistent, teacher collaboration is perceived differently, possibly influenced by varying experiences, expectations, and levels of engagement within the school community.

The implications of these findings highlight areas of strength and those requiring strategic focus. The consistent perception of collaborative leadership suggests a stable leadership culture that promotes shared decision-making and collective responsibility. However, the significant differences in perceptions of teacher collaboration reveal possible inconsistencies in how collaboration is experienced across different groups. This may point to disparities in the opportunities for teachers to engage meaningfully with each other, differences in the quality of collaborative experiences, or unequal access to professional collaboration platforms. For school leaders, these findings imply a need to strengthen structures that promote authentic teacher collaboration, ensure that collaborative practices are inclusive, and address barriers that may limit participation or satisfaction among certain groups. Clearer, more equitable collaboration models may help to unify perceptions and strengthen the overall school culture.

Recent studies support these interpretations. Ronfeldt et al. (2021) found that strong, authentic teacher collaboration correlates directly with improvements in instructional practices and student outcomes, but noted that collaboration efforts must be genuine and equitably structured to be effective. Similarly, Liu, Bellibas, and Printy (2020) emphasized that while distributed leadership can foster a collaborative culture, inconsistencies in how collaboration is enacted across teacher groups can create feelings of exclusion or dissatisfaction. Kraft and Papay (2020) further concluded that teachers' perceptions of collegiality and collaboration strongly predict their engagement and commitment to school improvement initiatives. These findings align with the current results, affirming that while leadership collaboration can be perceived consistently, ensuring high-quality, inclusive teacher collaboration requires more intentional leadership efforts.

V. CONCLUSION AND RECOMMENDATIONS

The study concluded that leadership practices in the Irosin District are generally viewed positively by stakeholders, including school heads, teachers, GPTCA members, and barangay officials. Key strengths include valuing teachers' input, promoting collaboration, and fostering professional development. However, areas needing improvement include support for innovation and recognition of new teaching practices. There is a noticeable gap between how school heads perceive their leadership and how external stakeholders view it, particularly in communication, follow-through, and shared vision. Differences were found in perceptions of teacher collaboration and unity of purpose, while other aspects like collegial support and learning partnerships showed consistency. Overall, the study recommends leadership development to align practices, enhance communication, and promote innovation. The proposed output is a training design titled *"Fostering Synergy: Enhancing School Culture and Leadership Practices for Unified Growth in the Irosin District."*

This study recommends that school heads actively support innovation by fostering safe spaces for experimentation and recognizing teacher contributions. Leadership training may focus on encouraging risk-taking, consistent behavior modeling, and open communication with all stakeholders. Structured collaboration, clear goal-setting, and ongoing professional development are essential to strengthen school culture. Future research may include broader stakeholder perspectives to gain a more complete understanding of leadership effectiveness.

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