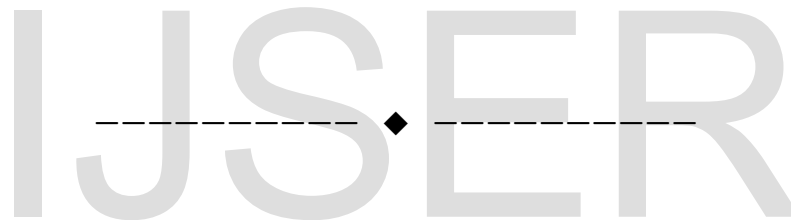


The Mediating Effect of School Culture on the Relationship between Teacher Leadership and School Effectiveness

Marilyn J. Celeste, Rey G. Doble

Abstract— This study aimed to see if school culture had a mediating effect on the link between teacher leadership and school effectiveness among 300 public school teachers in the Division of Davao del Sur. This study used a descriptive correlation technique to create a non-experimental design. Mean, Pearson r , and Path Analysis were the statistical methods employed. Employed data sources are validated research instruments on school culture, teacher leadership, and school effectiveness. The findings demonstrated strong correlations between teacher leadership and school effectiveness, teacher leadership and school culture, and school culture on school effectiveness using Pearson r . The study's findings revealed a partial mediation on the effect of school culture on the relationship between teacher leadership and school effectiveness using path analysis. Furthermore, it is noteworthy that around 16% of the total impacts of school culture on school efficiency are mediated by the mediator variable, teacher leadership, and approximately 84 percent of the full effects are said to be mediated by other variables not included in the model. This means that teacher leadership has an impact on school effectiveness, which affects school culture.

Index Terms— educational management, mediating effect, Philippines, school culture, school effectiveness, teacher leadership



1 INTRODUCTION

Parents favor schools that enroll high-achieving students, and these schools produce greater short- and long-term improvements in student outcomes. Modern societies require high-quality education. Schools have become more responsive due to their ability to provide appropriate learning practices for pupils in a sparkling and ever-changing world, as 21st-century education demands that learners be better prepared in primary education to be prepared with the essential knowledge, skills, principles, and behaviors (Magulod, 2017). Learners in primary education who have a strong foundation for learning will be more innovative and competitive in higher education and will eventually contribute to national advancement. As a result, the current task for all school administrators is to pool their resources and work together to make schools a viable learning environment for all kids. This could be a beneficial move for schools with low school effectiveness. Schools must find the numerous characteristics that will assist students in attaining human flourishing based on the premise that schools can make a difference in students' lives. (Abdulkadiroğlu, Pathak, Schellenberg & Walters, 2020).

The relevance of school leadership as a fundamental component of effective schools has been highlighted as a critical

element of effective schools. It emphasized the importance of the principal's involvement in the turnaround of inefficient schools, especially for schools in poor areas. Essentially, an effective school is one that competent teachers in a safe environment direct. Apart from safety, it is also critical that pupils feel at ease while at school. The learning atmosphere should also be welcoming, open, clean, and vibrant. Given the importance of education in achieving success, it is critical to guarantee that each student receives the most essential education possible. This is critical since these students will be entering professional professions and, in some cases, teaching the next generation. (Abdullahi & Abdulkareem, 2015; Bernardo, Ganotice & King, 2015; Ring & West, 2015).

Teacher leadership has recently become a focus of educational research aimed at bettering educational practices and school effectiveness. One of the essential aspects of school performance and student learning is strong teacher leadership. One of the most common conclusions from studies of effective school leadership is that leadership authority does not have to be centralized in the person of the leader, but can be distributed throughout the school, particularly among the teaching staff. The school's internal capacity to maintain and support developmental activities and the type of school culture will determine

sustainability. Sustaining improvement will require the ability of many people to lead and the kind of school culture. Teacher leadership and school culture are critical in shaping a school's quality. Furthermore, school culture is thought to be a predictor of academic success. (Day, Gu & Sammons, 2016; Dou, Devos & Valcke, 2017; Duan, Du & Yu, 2018).

Even though several studies have been completed on the association among teacher leadership and school culture, no research has been done on the mediating effect of school culture on the relationship between teacher leadership and school effectiveness. None of the existing studies or research in the field of education can address this question. In other words, this research is a brand-new concept that hasn't been thoroughly investigated. To address this gap in the literature, the researcher is going to make a study on the relationship among these variables such as teacher leadership, school culture and school effectiveness.

Objectives of the Study

The study aims to determine the relationships between teacher leadership and school effectiveness as mediated by school culture. Further, the study aims:

1. To assess the level of teacher leadership in terms of:
 - 1.1 school culture,
 - 1.2 teacher leadership work,
 - 1.3 teacher leadership demand, and
 - 1.4 teacher leader supply.
2. To evaluate the level of school effectiveness in terms of:
 - 2.1 instructional leadership,
 - 2.2 clear and focused mission,
 - 2.3 positive school climate,
 - 2.4 high expectations,
 - 2.5 frequent monitoring of student progress,

2.6 time on task, and

2.7 positive home/school relations.

3. To ascertain the level of school culture.
4. To determine the significant relationship between teacher leadership and school effectiveness, teacher leadership and school culture, and school culture and school effectiveness.
5. To determine if the mediating effect of school culture on the relationship between teacher Leadership and school effectiveness is significant.

Hypothesis

The following null hypotheses were evaluated at a significance level of 0.05:

1. There is no significant relationship between teacher leadership and school effectiveness; teacher leadership and school culture; and school culture and school effectiveness.
2. School culture does not significantly mediate the relationship between teacher leadership and school effectiveness.

Review of Related Literature

This section contains a collection of literature and studies from many writers that have made significant contributions to this research. It has the following parts: Teacher leadership, school effectiveness and school culture and correlation between measures. The readings offered will help readers learn about and comprehend the factors in this study. The variables in this study are teacher leadership, school effectiveness and school culture. Teacher leadership is by Teacher Leadership and Readiness Surveys, Finster (2016) with indicators such as *school culture*, *teacher*

leadership work, teacher leadership demand, and teacher leader supply. School effectiveness is adapted from School Effectiveness Questionnaire by Fadael (2011) with indicators such as *instructional leadership, clear and focused mission, positive school climate, high expectations, frequent monitoring of student progress, time on task, and positive home/school relations.* School Culture is Questionnaire of School Culture, Doble (2015) with indicators of school culture include *collaborative leadership; teacher collaboration; professional development; collegial support; unity of purpose; and learning partnership.*

The last part is the correlation between measures which shows the relationship between and among the variables.

Teacher Leadership

The conceptual confusion regarding teacher leadership is problematic for various reasons because it hampers academics' capacity to communicate with one another. Hence, a "teacher leader" is defined as someone who joins in school-level decision-making in one study, as an instructional coach providing growth-oriented feedback to colleagues in another, as someone who conducts her action research in another, and as someone who has a commanding voice in promoting for transformation in national instruction policy in yet another. Teacher leadership is growing increasingly popular in the educational sector. Teachers fantasize about making a difference outside of their classrooms and having an authentic influence on how their profession is molded. Addendum, teacher leadership must cope with the current changes that teachers confront and teach students to deal with, and instructors must enhance their abilities and take on additional leadership duties. In this approach, these teachers bring brilliant ideas and suggestions to school and district concerns and allow others to do the same. Their opinions may be heard in several contexts, and fresh and imaginative projects are established (Berg & Zoellick, 2019; Crippen & Willocks, 2019; Sawalhi & Chaaban, 2019).

In addition, it is also employed in the context of more significant concerns, such as school reform

and lowering teacher attrition. Government agencies must acknowledge support for teachers' leadership potential. Hence, the function of the teacher is being investigated by professional organizations, institutions, and private organizations leader. In general, intrinsic rather than extrinsic reasons inspire teacher leaders. The lack of tangible markers for teacher leaders, such as a title, salary, or time allocation, can operate against individuals who have the capacity to lead. It also means that defining someone qualifies as a teacher leader is never easy (Lovett, 2018; Ross, 2019; Wenner & Campbell, 2017).

Moreover, teacher leadership has to be considered by a principal. It must be cultivated and strengthen for formal and informal leadership positions within the school. Teacher leaders must collaborate with every decision and plan of the principal. Thus, many instructors wonder how they can continue to teach while establishing and committing to leadership roles and duties within the school community. That is why over the last decade, scholarly interest in teacher leadership has grown as a result of its ability to develop internal capacity for long-term school development. Furthermore, it is reported that up to 80% of youngsters in low-income nations are projected to be unable to read and comprehend a simple text by the age of ten. (Bellibaş, Gümüş, & Kılınç, 2020; Pineda-Báez, Bauman, & Andrews, 2019; Webber, n.d.).

Besides that, teacher leadership is regularly positioned around portrayals of the exercises and parts of educator leaders. Educator pioneers are the individuals who lead inside and past the study hall, yet additionally add to impact the improved instructive act of instructors. Successful educator pioneers usually hold various physiognomies, capability in various zones, and work in a school. Today's teaching requires a more complicated set of duties and responsibilities to successfully engage students and prepare them for rapidly changing cultures (Al-Taneiji & Ibrahim, 2017; Bagley & Margolis, 2018; Berry, 2015).

Teacher leadership makes and regulates an effective group, outfitting others with significant assets

to improve understudy accomplishment. The formal and casual functions of educator pioneers remember participating for school-wide dynamic. They encourage the expert development of different educators and cultivate shared work plans. Teachers today take on roles that were long thought to be solely the realm of principals: they serve as peer coaches and instructors, lead course of study teams, and model good teaching techniques (Badiali, 2018; Berry, 2019; Cansoy & Parlar, 2017).

When teacher leadership is available, it is unavoidable that long-term change and increased learning opportunities occur. Teacher leaders provide individual or group assistance in curriculum instruction, classroom management, professional development, mentoring, data coaching, and nonstop improvement activities. Suppose teacher leaders can assist in the transformation of school cultures, everyone benefits. Therefore, teacher leaders advocate change in and out of the classroom (Cheng & Szeto, 2016; Cherkowski, 2018; Cooper, Stanulis, Brondyk, Hamilton, Macaluso & Meier, 2016).

Teacher leadership utilizes proof and information for dynamic; perceiving openings and stepping up to the plate; assembling individuals around a typical reason; marshaling assets, and making a move. Educator pioneers screen progress, continue the responsibility of others and foresee antagonism. To create and maintain deeply functional instruction frameworks that aid all pupils equipped with the vital information, aptitudes, and capabilities to thrive in both work and society, an increase in the number of teacher leaders is required (Allen, Grigsby & Peters, 2015; Cosenza, 2015; Cranston & Kusanovich, 2015).

Moreover, teacher leadership is how a teacher handles various circumstances. A teacher leader has nine personality traits such as a profound obligation to student learning; positive thinking and excitement; liberality and quietude; boldness and readiness to face challenges; certainty and conclusiveness; the resistance of equivocality; imagination and adaptability; steadiness; and hard work. Despite the inescapable

concession of developing and extending the leadership abilities of classroom educators, it is smothered by an absence of structures and proficient development ways (Crippen & Willows, 2019; Demir, 2015; Eltemamy, 2018).

Furthermore, teacher leadership is receptive to their inward signals, perceiving how their emotions influence them and their school and network execution. Mindful educators are ready to talk straightforwardly about their directing vision. Educators with high mindfulness ordinarily know their constraints and qualities and display a funny bone about themselves. It fills in as a foundation of a well-working educational system, particularly given the ever-advancing needs of the teaching profession (Fairman & Mackenzie, 2015; Gul, Demir & Criswell, 2019; Hairon, Goh & Chua, 2015)

Additionally, teacher leadership consolidates three primary territories of movement. To begin with, through instructing, coaching, driving working gatherings; second, improved learning and educating; and third, the turn of events and demonstrating compelling types of educating. Indeed, every educator is a pioneer somehow just as pioneers who are self-recognizing. This kind of authority rises above officially characterized parts in the structure. Each instructor, any educator, eventually in their profession, turns into an educator chief (Hairon, 2017; Hamzah, Noor & Yusof, 2016; Harris & Jones, 2019).

Also, teacher leadership educator authority alludes to the dynamic cycle of an instructor in instructing and learning in the homerooms. It also incorporates affecting their contemporaries, pupils and school network to improve the nature of educating besides figuring out how to improve pupils' accomplishments. An educational leader participates in the everyday work of instruction. A teacher leader determines the school's atmosphere and culture aside from its classroom function (Heikka, Halttunen & Wani-ganayake, 2018; Hovardas, 2016; Hunzicker, 2018).

Furthermore, self-aptitudes acquired in the workplace can be used to frame teacher leadership. The majority of the new teaches have an abundance of

information and expert abilities. Be that as it may, instructor initiative abilities are less focused and dominated by new educators. Indeed, teacher leaders are in charge of improving school culture. Having a powerful position outside of the classroom is a must. (Jacobs, Gordon & Solis, 2016; King, 2017; Lai & Cheung, 2015; Lotter, Yow, Lee, Zeis & Irvin, 2020; Lowery-Moore, Latimer & Villate, 2016;).

Moreover, teacher leadership functions principally as far as companion coaching to investigate and evaluate novel thoughts. Teacher leaders offer basic helpful criticism to guarantee enhancements in instructing and learning are accomplished. In any case, one of the fundamental obstructions is the top-down authority model that rules in numerous schools. Instructor initiative is needy after giving up capacity to educators and how educators acknowledge the impact change. This incorporates regard, joint effort, and shared trust. The instructor pioneer should be patient and non-compromising when requested guidance (Levin & Schrum, 2016; Li, 2015; Lin, Lee & Riordan, 2018; Lovett, 2018; Nguyen, Harris & Ng, 2019).

On the other hand, teacher leadership may be embedded when school administrators build relationships with staff and promote leadership and autonomy throughout the school. It will take empowerment and encouragement of teachers to become leaders and empower authority and independence to produce and sustain teacher leadership. To produce and support educator initiative will require the strengthening and consolation of instructors to become leaders. All in all, instructor administration expects time to be saved for initiative work, including time for the proficient turn of events and collective work (Margolis & Strom, 2020; Miles, 2016; Palmer, 2018; Pang & Miao, 2017; Parlar & Cansoy, 2017).

Furthermore, educational authority can persuade partners to change and do things they would not typically contemplate if not for the pioneer's influence. Instructor pioneers lead both inside and outside of the classroom, connect with and add to a network of educator students and pioneers, and influence oth-

ers to enhance their teaching practices. Moreover, educator administration is described as a type of aggregate initiative. Educator pioneers create skill by working cooperatively rather than conventional ideas of authority. The significant point is that instructor chiefs are master educators following the standards of developmental authority (Pineda-Báez, Bauman & Andrews, 2020; Poekert, Alexandrou & Shannon, 2016; Printy & Liu, 2020; Scales & Rogers, 2017; Schott, van Roekel & Tummers, 2020; Sebastian, Huang & Allensworth, 2017).

Moreover, teacher leadership stretches out past teaming up or partaking in dynamics. An instructor chief accepts the capacities potentially attempted by senior administration. The administration of educators shifts from several levels of control to peer control. The force base in the teacher-leadership model is dispersed, and the positions are distributed within the instructional network. A significant component of this administration approach is the accentuation of colleague methods of working. It includes shared trust and backing that offer all the more straightforwardly to authoritative viability and improvement (Sebastian, Allensworth & Huang, 2016; Sfakianaki, Matsiori, Giannias & Sevdali, 2018; Shen, Wu, Reeves, Zheng, Ryan & Anderson, 2020; Sinha & Hanuscin, 2017; Smith, Hayes & Lyons, 2017; Smylie & Eckert, 2018).

Finally, teacher leadership requires moving endlessly from the conventional top-down administration, teacher leaders assume liability and acknowledge levels of responsibility. Instructor initiative should be made accessible to all, in any case, a few educators will wind up as pioneers. In contrast, others are simple experts, making a two-level framework. Skilled classroom educators must develop their skills, coach others, and advance professionally now more than ever before, all while keeping one foot firmly inside the classroom. (Tsai, 2017; Valdez, and Broin, 2015; Weiner, & Woulfin, 2018).

Teacher leadership, on the other hand, is critical in today's generation. A principal's many respon-

sibilities necessitate the assistance of someone to assist him in operating a school. As a result, works of literature on teacher leadership adhere to the concept of leadership as a sharing of responsibilities, obligations, and the training of future leaders. This aligns with the 21st-century leadership abilities that today's leaders must master. Furthermore, this research study is unusual because it focuses on teacher leadership and school culture in resolving issues related to school performance.

School Effectiveness

School effectiveness alludes to how school contrasts in understudies' presentation are credited to adaptable school factors. It builds up moldable variables that are overwhelming and generalizable across various settings. School adequacy can be estimated through semi test configuration known as the relapse irregularity (RI) plan. The RD configuration has been created and advanced to assess school viability in ongoing instructive adequacy research (Duan, Du & Yu, 2018; Finn & Wright, 2016; Fleckenstein, Zimmermann, Köller & Möller, 2015).

Generally, school effectiveness is depicted as the logical way to decide with decide the causal impact of pliant states of tutoring. Various strands of school adequacy have been created and are presently progressively consolidated into more integrative methodologies. The information base of school viability is talked about dependent on the outcomes from meta-examinations and worldwide similar evaluation contemplates (Deppeler & Ainscow, 2016; Egalite & Kisida, 2016; Scheerens, 2015).

The school effectiveness research applies logical techniques in building up which pliable instructive conditions are related with yield markers. Cutting-edge school viability research coordinates different exploration conventions. It is guided by staggered applied models at the hierarchical and school level. The primary sign of a successful school should be student achievement. However, students' personal growth should be included in assessing efficient and effective schools (Abdullah, Yiing & Ling, 2016; Caughy, Mills, Brinkley & Owen, 2018; Chin & Chuang, 2015).

Similarly, school effectiveness is a multifaceted topic and evolves with each generation of students. When consistency across grade-level is brought into the image will, in general, be on the low side since school adequacy is very reliant on the specialized exploration nature of applied instructive examination. School effectiveness and school improvement conjoin as a result of their shared interest. The significant point of school adequacy is consistently interfaced with policy-making. School viability has highlighted school improvement requirements (Allen, Grigsby & Peters, 2015; Bellei, Vanni, Valenzuela & Contreras, 2016; Botha, 2016).

However, school effectiveness is confronted with a socially fragile issue relating to the inquiry whether instruction should focus on greatness or whether the essential objective of training is to decrease instructive disparity and accomplish informational value. The last thought advances social equity by expecting to decrease the distinctions in instructive accomplishment between understudies of assorted financial foundation or understudies with various capacities. Contemporary examination on instructive adequacy joins the two methodologies (Amanchukwu, Stanley & Ololube, 2015; Arar & Nasra, 2020; Baum & Riley, 2019).

School effectiveness has various models in clarifying and figuring out what makes schools viable. By and large, a few connections of successful schools have been proposed, for example, an unmistakable school mission created in the arrangement between and shared by the head and the instructors. High standards are shared by the school staff that understudies can succeed and that educators can help them succeed (Ali, 2017; Allen, Grigsby & Peters, 2015; Al-trichter & Kemethofer, 2015).

Additionally, school effectiveness fortifies the school mission and vision through viable instructional pioneers. Understudies are given chance and time to learn. Instructors have clear assumptions about what to educate and a satisfactory chance to instruct. The school climate is protected and systematic. Nonetheless, progress endeavors have hiss because

assessment was not interpreted of sufficiently for instructive practice. The frequency, relevance, and quality of teacher professional development can also have an impact on school effectiveness (Al-Harthi, & Al-Mahdy, 2017; Allen, Grigsby & Peters, 2015; Ali & Yangaiya, 2015).

However, school adequacy is confronted with a socially sensitive issue relating to whether training should focus on greatness or whether the essential objective of instruction is to decrease instructive imbalance and accomplish instructive value. The last thought advances social equity by intending to lessen the distinctions in instructive accomplishment between understudies of assorted financial foundation or understudies with various capacities. Contemporary examination on instructive viability consolidates the two methodologies (Amanchukwu, Stanley & Ololube, 2015; Arar & Nasra, 2020; Baum & Riley, 2019).

Indeed, school effectiveness has various models in clarifying and figuring out what makes schools powerful. By and large, a few corresponding compelling schools have been proposed, for example, an unmistakable school mission created in the arrangement between and shared by the head and the instructors. Elevated standards are shared by the school staff that understudies can succeed and that educators can help them succeed (Ali, 2017; Allen, Grigsby & Peters, 2015; Altrichter & Kemethofer, 2015).

Additionally, school effectiveness fortifies the school mission and vision through compelling instructional pioneers. Understudies are furnished with circumstance and time to learn. Educators have clear assumptions about what to instruct and satisfactory opportunities to educate. The school climate is protected and systematic, and collaboration and regard are invigorated. Be that as it may, many progress endeavors have fizzled because exploration results were not interpreted satisfactorily into rules for instructive practice (Al-Harthi & Al-Mahdy, 2017; Allen, Grigsby & Peters, 2015; Ali & Yangaiya, 2015).

Likewise, school effectiveness is influenced by sure self-teach relations, for example, parental association in school. Understudy progress is now and again observed, and the outcomes are utilized to improve their exhibition. The focal point of compelling schools is on instructing, learning, and the study hall level; utilization of information for dynamic; student results; schools' inward conditions; upgraded consistency through the usage of dependable projects; and pulling switches to influence all levels, both inside and past the school (Ahmad, 2016; Alanoglu & Demirtaş, 2016; Aldridge & Fraser, 2016).

Research on school effectiveness has been progressively scrutinized for its unnecessarily tight spotlight on the estimation of school information. The securing of information in school subjects is the main instructive goal of state-funded training. By itself, the school adequacy database would not result in changes in instructional practice; instead, the school improvement planning measure is at the center of the concept. (Burušić, Babarović & Velić, 2016; Collins, & Gillies, 2016; Creemers & Kyriakides, 2015).

In the post-present-day culture, operationalization of school effectiveness alludes to the issue of how to best quantify the impacts of schools' and educators' attributes on understudies' instructive accomplishment. Great operationalization of school adequacy is a methodological test of the relative multitude of studies in this field. At the same time, the precision of their decisions and the grip of the logical discoveries generally rely upon the accomplishment of the operationalization (Abdullahi & Abdulkareem, 2015; Baroody, 2017; Caro, Lenkeit & Kyriakides, 2016).

Moreover, school effectiveness changed and was created after some time. Subsequently, suppose there is a characterized standard of accomplishment, fundamentally at the public or a local level. In that case, an appraisal can be made on whether the typical presentation of a specific class or school is above or beneath that particular norm. School viability tends to be called instructor, and school impacts are dependent

on unpredicted learning pick up (Carter, 2016; Dahiru, Pihie, Basri & Hassan, 2017; Feng & Jih-Lian, 2016).

Additionally, school effectiveness depends on unpredicted accomplishment. The simple pointer of the adequacy of instructive climate is the inconstancy of understudies' presentation that has not been clarified with different variables, aside from those identified with instructors and schools. In this methodology, understudies' experience pointers, for example, financial status, perspectives, inspiration, age, sex, or identity, are utilized to anticipate school accomplishment succeed (Dijkstra, Geijssel, Ledoux, van der Veen & ten Dam, 2015; Freeman, Simonsen, McCoach, Sugai, Lombardi & Horner, 2016; Gamazo, Olmos-Migueláñez & Martínez-Abad, 2016).

Similarly, school effectiveness depends on the estimation of the learning pick up over the long run and the impact of qualities of instructors and schools dependent on learning pick up. The contrast between understudies' accomplishment estimated at a first and second point in time becomes a proportion of understudies' advancement, henceforth a basis of instructive viability. The school improvement arranging measure is impacted by the setting of the school and establishments, for example, research discoveries, and, thus, impacts intermediate results at the instructor and school levels, just as understudy outcomes (Goddard, Goddard, Sook Kim & Miller, 2015; Granvik Saminathen, Brolin Låftman, Almquist & Modin, 2018; Scheerens, 2015).

School effectiveness impacts instructors and schools inside a particular period. The progress is individualized concerning their experience. Continuously, an emphasis on homeroom improvement and its effects on understudy achievement took over. It doesn't stop with the usage of improvement needs, yet additionally gives unequivocal consideration to staff advancement, association, initiative, coordination, request and reflection, and collective arranging (Gray, 2016; Hallinger, Wang, Chen & Liare, 2015; Jamaludin, Alias, Mohd Khir, DeWitt & Kenayathula, 2016).

In essence, school effectiveness alludes just to the incomplete impact of instructive climate on understudies' exhibition. It is connected only to the noticed time-frame. Since the understudies go to instructive establishments during a more extended time-frame, it is conceivable to make complete decisions about impacts of schools or instructors on instructive accomplishment (Dijkstra, Geijssel, Ledoux, van der Veen & ten Dam, 2015; Feng & Jih-Lian, 2016; Harris, Adams, Jones & Muniandy, 2015).

Happy teachers are a clear indicator of a successful school. Furthermore, teachers are constantly enthused to come to work. School activities are simple because the school leader is guiding them when these teachers' minds are full of directions and clarity. Without a doubt, the related pieces of literature on school effectiveness offered here provide insight, particularly into its effects on learning. Teachers are taught to be diligent in their work in an efficient school. They intended to provide their clients with a good, high-quality education. As a result, this new study on the mediating effect of school culture on the relationship between teacher leadership and school success is added to the literature. The study proposes a new approach to addressing difficulties and challenges related to school effectiveness, as predicted by school culture and teacher leadership.

School Culture

Convictions, observations, relationships, viewpoints, and decisions that shape and impact each component of a school's capacity are generally referred to as "school culture." It also encompasses a school's understanding and celebration of racial, ethnic, etymological, and social diversity, as well as the physical and emotional well-being of students, the organization, and public spaces, and how much a school understands and celebrates racial, ethnic, etymological, and social diversity. It is mind boggling and significant. It can be identified in terms of students' accomplishments and the career advancement of staff. It influences everything in schools (Aasebø, Midtsundstad & Willbergh; 2017; Ab Talib, Don,

Daud & Raman, 2015; Alemán, Freire, McKinney & Bernal, 2017).

The school culture practiced at one school against another is not the same since a different element of a school culture emerges from both conscious and unconscious points of view, features, relationships, and practices. Along with the school's network, the arrangements that administer how it works, or the philosophies upon which the institution was created, understudies, guardians, educators, overseers, and further members leverage to the way of life at their school (Bloomfield & Fisher, (2016; Cansoy & Parlar, 2017; Carey, 2018).

School culture is tremendous because without social help, changes would not be fruitful, and learners will fall flat in learning. It signifies that school culture is an important part of the process of improving and upgrading the school. Hence, school culture can significantly affect school performance, group accomplishment and cooperation and encourages a promise to staffs and student learning (Ali, Sharma & Zaman, 2017; Bloomfield & Fisher, 2016; Brown, 2015).

Indeed, school culture has emerged as a central theme in several initiatives to change schools and improve educational performance. School culture also shapes social examples, biases, and other factors that influence future actions, leading to a roadblock to change and progress. As a result, school culture should be monitored regularly to ensure that it remains positive. If a school's culture is deteriorating, it must improve its way of life by implementing initiatives. (Bell, Summerville, Nastasi, Patterson & Earnshaw, 2015; Buchanan, 2015; Campbell & Kane, 2018).

In a similar vein, the culture of the institution must be modified and updated. However, if this is done frequently, nothing will be accomplished. This means that, before making any changes to the school culture, the school administration must plan carefully and exhaustively so that the cultures that emerge are of high quality, acceptable to all members, and long-lasting. Forming a positive school culture is conducive to professional satisfaction, morale, and effective-

ness (Allen, Grigsby & Peters, 2015; Assouline, Lupkowski-Shoplik & Colangelo, 2018; Bektas, Çogaltay, Karadag & Ay, 2015).

Also, school culture changes need the contribution of instructors in dynamic either in building up a positive or negative school culture. Various analysts, instructors, and essayists have attempted to characterize the significant features of positive and negative school cultures. There are several research, articles, and books available on the subject. When anticipating a change, educators should likewise be contemplated to develop a feeling of collegiality and make a feeling of belongingness among the school network (Ali, 2017; Anttila & Väänänen, 2015; Avci, 2016; Chen, Wang & Neo, 2015).

However, the school culture of homegrown schools is at a moderate level. According to research, schools should be monitored. Positive adjustments made because a strong school culture can aid in the development of a generation of students, families, and instructors who work together to achieve each school's vision, mission, and goals. They will benefit from a more stable culture. Social components in general will contribute altogether too enthusiastic states, such as joy and despondency or satisfaction and disappointment (Arifin, 2015; Carlson, 2017; Daniati, 2019).

In like manner, school culture impacts life and learning in the school building. Its impact is greater than nation's leader, the state division of instruction, the educational committee, or even the head, educators and guardians can have. Because of the critical pretended by school culture in upgrading adequacy, the distinguishing proof of this culture has been the focal point of numerous investigations. School culture enhances the effectiveness of the identity of this culture (Deal & Peterson, 2016; Dwyer, 2016; Eisenhart, 2018).

Change is much more challenging to implement when there isn't a supportive school culture in place. Unquestionably, school culture is included common essential presumptions, standards and qualities that

adapt to its issues of outside transformation and inside mix. These parts make up the persona' of the school, which radiates from relational communications between singular instructors and gatherings of educators and their normal observations and shared implications. School culture is indispensable for development (Espinoza-Herold & González-Carriedo, 2017; Eisenhart, 2018; Fraise & Brooks, 2015).

As outlined, school culture mindfulness achieves change, the current culture should be reconsidered and rebuilt by considering what is thought about a given culture. The significance of instructor cooperation is the most grounded positive component in the given school culture. Likewise, school culture urges instructors to impart, share skills and work together more collegially and profitably. In this way, a positive school culture requires consistent correspondence and sharing of ability (Allen, Grigsby & Peters, 2015; Francis, Blue-Banning, Turnbull, Hill, Haines & Gross, 2016).

Since school culture includes change, in this way, school supervisors are urged to give time to teachers to participate in close-to-home issues and create holding. It advances proficient associations which encourage spirit, eagerness, and viability of educators. It additionally causes them to become more open to groundbreaking thoughts. Frequently oblivious practices, mentalities, and convictions, endeavors to change school societies might be a more probable experience (Freire & Branco, 2019; Furner & McCulla, 2019; Galloway & Conner, 2015).

In a similar vein, school culture should highlight of every organization. Because of that, expanding the comprehension of existing school societies as a rule can assist with recognizing the center components of the school's way of life and fill in as an outline to distinguish those components of their way of life which may be created. Because all school societies are new, it is critical to explore and understand the fundamental causes of previous social situations (Gruenert & Whitaker, 2015; Hanuliaková, Porubčanová & Hasajová, 2016; Harris & Kemp-Graham, 2017).

In addition, positive school culture is one in which efforts are turned into positive experiences for both staff and students. When a school has a positive culture, instructors are enthusiastic about working since they can see the big picture. Students are better able to learn. Then again, school culture that is negative when it has disconnected staff. This prompts conditions that serve grown-ups more than the students. Harmful school culture is where the reason for teaching has been lost, where negative qualities and misery rule. Poisonous school culture is a climate where school staff neglects to sort out what's expected to develop (Howard, 2018; Kiral & Kacar, 2016; Klevan & Villavicencio, 2016).

Conversely, a positive school culture-expanded student learning. There is a mutual feeling of direction, solid correspondence, and good collegial connections among the staff. These schools commend customs, improvement, difficult work, and offer help for one another. This also includes clear, open correspondence to avoid misconceptions and eliminate sensations of doubt or hostility. To include parents in a school culture, school programs become significant (Lesinger, Dagli, Gazi, Yusoff & Aksal, 2016; Lewis, Asberry, DeJarnett & King, 2016; Liderlik & ve Okulun, 2019).

School culture is how things are and regularly an amazing power that can either uphold nonstop improvement of educating and learning or impede it. It is an immediate impression of the head and authority team. Defining objectives is one way to get more positive feedback from employees. Praise for student achievements should be attainable on a larger scale (Loertscher & Koechlin, 2015; Mahmoudi, Brown, Amani Saribagloo, & Dadashzadeh, 2018; Sparks, 2016).

In any case, positive school culture is simpler to spot because each school is willing and anxious to exhibit what is working out in a good way and what they progress nicely. In schools with positive societies, they are predictable in successful schools. The school culture improved guidance. Factors like secu-

richness and scholarly desires improved school atmosphere. These outcomes expanded scholastic desires and diminished instructor turnover, both emphatically sway school culture (Malone, 2015; McIsaac, Read, Veugelers & Kirk, 2017; Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen & Kyndt, 2017).

However, this does not imply that rules should be established for every possible scenario. If all else is equal, focus on instilling good aspects in the classroom that encourage children to learn. Accordingly, school cultures that are more grounded have more satisfied teachers and higher school viability. Teachers in these schools are happier with their positions and are more ready to be answerable for school schedules and understudies' guidance (Ovenden-Hope & Passy, 2015; Özdilekler, Günsel, Dağlı & Gürbüz, 2017; Parlar, Cansoy & Kılınç, 2017).

Along these lines, school culture has a clear mission, vision and goals, viable school authority, educational plan arrangement, and effective instruction. This school has supportive leadership, high student engagement, explicit norms and purpose, and more remarkable adaptation to change, boosting academic expectations and reducing teacher turnover. Therefore, shared basic assumptions, norms and values influence a school culture (Mujiati, Suriansyah & Effenendi, 2019; Nevalainen, Kimonen & Alsbury, 2017; Ohlson, Swanson, Adams-Manning & Byrd, 2016).

According to the literature on school culture, instructors must establish positive relationships with their coworkers to be more productive. As a result, teachers will develop a sense of trust and respect for one another, which will be advantageous to the success of all school activities. Collaboration and teamwork are essential. Furthermore, maintaining a healthy school culture is recommended to keep kids eager to learn and teach effectively. It is a vital aspect of a student's performance that a school leader should monitor every quarter. Thus, another critical study in the body of knowledge is the mediating effect of school culture on the relationship between teacher leadership and school success.

The extant works of literature on the association amongst teacher leadership and school effectiveness, teacher leadership and school culture, and the influence of school culture on school effectiveness perform an indispensable part in running a school today. These three variables are education sources in creating a positive school environment and especially in attaining successful plans. Secrets that are needful and must be considered in every school or organization. This new study solidly changes previously held beliefs about the role of school culture as a predictor of the link between teacher leadership and school effectiveness.

Thus, the researcher chose the above variables so that teachers will be opened with possibilities on how to improve teacher leadership, school culture and school effectiveness especially on an administrator who is considered the most important person in delivering this one.

Correlation between Measures

The influence of teacher leadership on school effectiveness was investigated using naturalistic inquiry methodology in this quantitative study. One of the essential parts of teacher leadership is their ability to inspire pupils, which is one of the most important indicators of school success. Students' motivation and learning success are influenced by a variety of factors. And students will be more motivated to learn if their teachers are well-led. Furthermore, common traits of excellent schools, such as good leadership and positive teacher-student connections, can be used to understand their possibly protective impact. According to studies on school leadership, both principal and teacher leadership are significant for school improvement or effectiveness (Nafia & Suyatno, 2020; Ramberg, Brolin Låftman, Fransson & Modin, 2019; Sebastian, Huang & Allensworth, 2017).

Furthermore, it is argued that teacher leadership is critical for school improvement or effectiveness and student progress. A teacher leader can also

demonstrate genuine interest in students' lives by visiting homes of students who are on the verge of dropping out; by seeking higher education, teachers can improve their image as specialists who make a modify; acquire reverence and conviction in the broader community by living a modest life, and display tolerance and reasonableness under challenging situations by abiding by the law. To increase the quality of school management, teacher leadership practice is highly significant as a reference to the school administration line. Because there is two-way contact via sharing thoughts and facts, teachers may be able to spark a better idea for fixing difficulties at school. This sparks school to be more effective and conducive for everyone, the learners, teachers, and stakeholders as a whole (Zamir, 2020; Cruz, n.d).

. In Sweden, school administrators have delegated responsibility for improving pedagogical methods to teacher leaders since the early 1980s. The legal scope for such delegation has grown since 2010. Nonetheless, long-term school improvement has eluded us. Research has shown that school leaders should think about how teacher leadership is presented to enhance school circumstances. Three ways to teacher leadership were discovered in a Hong Kong research study of school teachers. It was confirmed that varying levels of teacher-leader participation in professional inquiries result in distinct teacher leadership practices that can have various of consequences on teaching and learning practices and the efficiency of institution development actions (Lai & Cheung, 2015; Liljenberg, 2016).

Moreover, the importance of teacher leadership on school effectiveness was found among teachers in Shanghai, China. Teacher leadership is universally accepted as having a significant impact on student achievement. A study conducted in six Shanghai schools revealed that teacher leadership had a substantial outcome on school success, with three distinct roles emerging from leadership practices to promote school transformation. The data revealed a substantial link between teacher leadership qualities and school effectiveness. Hence, all of the research about teacher

leadership suggests that teachers who engage purposefully, collectively, and collaboratively can have a major impact on school policy and practice (Harris & Jones, 2019; Pang & Miao, 2017).

In fact, teacher leadership plays a vital role in school culture. Accordingly, teacher leadership may play a role in building a school culture that promotes everyone's well-being. Teacher leadership is viewed as a chance to increase our collective potential for well-being as a core component of school improvement in this approach. Thus, it is essential to know how much the school's culture is listening to its leader (Cherkowski, 2018; Gruenert & Whitaker, 2017).

In many settings, teacher leadership influences school culture. In Istanbul's Sisli District, 366 high school teachers participated in studying the association between school culture and teacher leadership. Teachers' judgments of school culture were task-oriented. In contrast, their perceptions of teacher leadership were centered on organizational development, according to the study's findings. All subdimensions of school culture and teacher leadership were shown to have positive and substantial associations. Another research project looked at the relationship between school culture and teacher leadership. A total of 194 teachers from 22 primary schools were selected to take part in the study. According to the findings of the correlation study, school culture and teacher leadership have a solid and significant association (Cansoy & Parlar, 2017; Yusof, Osman, & Noor, 2016).

And while teacher leaders have long been a vital element of a school's culture, they are gaining much-needed attention and momentum in school districts around the country. The need for this style of leadership is so great that a group of educators got together in 2008 to form the Teacher Leadership Exploratory Consortium (Demir, 2015; LaForgia, Pauling, & Sheley, 2016).

Moreover, teacher leadership and school culture support professional learning in school. This is proven by a study that teacher leadership increases school culture and professionalism. Besides, teacher

leaders who are empowered improve school culture. Thus, when teacher leaders collaborate with school administrators, the impact on school culture is palpable. You'll be able to successfully implement that change—and enhance results for teachers, leaders, and students—with Every Teacher a Leader (Levin & Schrum, 2016; WestEd, Center for the Future of Teaching & Learning, 2018).

As a result, there is compelling evidence that school culture has a major impact on student achievement. With this in mind, it was discovered that school culture and environment have a positively affect school effectiveness, leading to the conclusion that improving school effectiveness can be accomplished by a qualitative enhancement of the school culture and a conducive school climate. Another research project looked at the relationship between school culture and teacher leadership. A total of 194 teachers from 22 primary schools were selected to take part in the study. According to the findings of the correlation study, school culture and teacher leadership have a solid and significant association. The findings further conclude that school culture really impacts school effectiveness (Duan, Du & Yu, 2018; Manaf & Omar, C. M. Z. B. C., 2017).

Similarly, a research study at SJKT in Malaysia explains the importance of school culture and climate to school effectiveness. Sixty-five percent of the variance in school performance changes was due to the school culture component, which comprises unity of purpose, collaborative leadership, learning partnership, professional development, and teacher cooperation. As a result, both school culture and climate are significant factors in maintaining school effectiveness. Moreover, there were also strong favorable relationships between emotional intelligence, school culture, and school effectiveness. School culture was discovered to be able to moderate the impact of teacher concern innovation on school effectiveness (Bellibas & Liu, 2018; Koundyannan, Abd Kadir, Ramli Basri, & Ayub, 2020; Rahayu, Hakim & Ladamay, 2020).

A different research study discovered a significant association between school culture and school

effectiveness in another investigation. Another study in Pakistan found a substantial link between school culture and school effectiveness. The school culture was discovered to be developing, although the level of school efficiency was discovered to be moderate. This study found that school effectiveness can be achieved even when there is a low degree of instructional leadership and school effectiveness. As a result, it is hypothesized that if instructional leadership and school culture are elevated to a high level, school effectiveness will increase. The findings suggest that school culture can contribute to the stated secondary schools' increased efficacy. In the same vein, according to an evaluation of the recommendation on school effectiveness, differing levels of school accomplishment are connected to variances in school characteristics, particularly school culture (Ali, 2017; Pabalan & Pabalan, 2020).

Though, the local school's culture is a critical aspect in school improvement. But in another study conducted to 341 teachers in Turkey, the findings agree that school climate predicts school effectiveness. Furthermore, students and staff actively involved in school feel more favorable about the institution and its community. Some of our most powerful friends in altering education are educators who have the resources and expertise to create change inside their schools while emphasizing the importance of culture (Garrick, 2019; Nehez & Blossing, 2020; Özgenel, 2020).

The above literature is relevant to the study's variables of teacher leadership, school effectiveness, and school culture. The discoveries, readings, and research that are included are all closely related to the subject of study. Teacher leadership is defined as "school culture, teacher leadership work, teacher leadership demand, and teacher leadership supply," while school effectiveness is defined as "instructional leadership, clear and focused mission, positive school climate, high expectations, frequent monitoring of student progress, time on task, and positive home/school relations," according to the statements. To summarize, the cited works were extremely helpful in revealing probable connections between teacher leadership,

school effectiveness, and school culture. These could also be used to support the study's presentation, results, and conclusions.

Theoretical Framework

Teacher leadership is founded on the Behavioral Theory of leadership by Dr. Rensis Likert (1950), which states that leadership capability can be learned rather than being inherent. In other words, people can learn to become leaders through teaching and observation. The actions of leaders are the center of this leadership philosophy, not mental traits or interior feelings. This idea is founded on the concept of behaviorism, which states that behaviors can be conditioned to have a certain reaction to specific stimuli. Rather of looking for inborn attributes, this approach examines what leaders do by observing their responses to various situations, evaluating leadership success by analysis of their activities, and linking significant behaviors with success.

Besides, the theory's practical application is that a leader's behavior has an impact on their performance, and that different leadership behaviors may be suitable at different times. The best leaders are able to change their behavioral styles as needed and choose the most appropriate type for each occasion. Behavioral leadership theory believes that leaders are made, not born, which means that everyone can develop an operative leader if they can absorb and implement certain behaviors.

This is supported by the proposition of Ngang, Abdullah and Mey (2010) which reveals that each factor of teacher leadership and school effectiveness has a substantial relationship. Further, this premise is reinforced by the findings of the study of Hook (2006) which identified that the literature does not directly connects teacher leadership to school effectiveness.

School culture is anchored on Culture Theory by Harrison and Huntington (2001) which strengthens the expectation that markets work, not because they are comprised of autonomous individuals who

are free of social sanctions but because they are powered by social beings and their distinctive ideas, beliefs, values, and knowledge. It can contribute to understanding and promoting development where group relationships predominate and individualism is tempered.

Moreover, Culture theory's holistic perspective refers to the needs common to all people, and does not lend itself to easy action. But culture theory alone pays simultaneous and even attention to these needs and makes possible a focus on the whole and the parts, on contexts and contents, on values and value systems, and on strategic relationships between key variables, human beings and the natural environment. And so, it yields conceptual insights and practical benefits and allows informed choices and intelligent decisions to be made about the future. It enables individual to deal better with complexity and fragmentation, and the emphasis is on systems rather than on parts of systems (Sardar, 2004).

According to Yusof, Osman and Noor (2017), there is a very strong and significant correlation between teacher leadership and school culture. This is corroborated by Kansoy and Parlar's (2017) findings, which found that teachers' opinions of school culture were task-oriented, whereas their perceptions of teacher leadership were focused on organizational development. All subdimensions of teacher leadership and school culture were shown to have positive and substantial connections.

Finally, school effectiveness is based on Hargreaves' (2013) Capital Theory of School Effectiveness and Improvement. The master concepts of intellectual capital, social capital, and leverage are linked with the traditional concept of institutional outputs to outline school effectiveness and improvement. However, three concrete situations illustrate and demonstrate the theory's breadth and fertility: improvements in knowledge

economies, citizenship education, and teacher effectiveness, as well as the changing nature of school effectiveness

Hargreaves (2001) provides a capital theory of school improvement and success based on four concepts: outcomes, leverage, social capital, and intellectual capital. Hargreaves' argument creates a blueprint for educational innovation and development. A successful school model must be built on more than a set of characteristics linked to student achievement. In fact, Duan, Du and Yu (2018) found that school culture and school effectiveness were positively correlated. The findings of Manaf and Omar (2017), which refute the premise that there is no significant association between school culture and school effectiveness, back up this assertion.

As a result, these ideas have been chosen based on their shown results and findings. The literature correlations of these variables help bolster the study's conclusions. It ensures that the research is both valid and scientific. Furthermore, the propositions presented here are evidence supporting the current works of literature' findings that there are linkages between teacher leadership and school effectiveness, teacher leadership and school culture, and school culture and school effectiveness.

Conceptual Framework of the Study

Figure 1 depicts the research's conceptual framework. Teacher Leadership is taken from Teacher Leadership and Readiness Surveys with the following indicators: *school culture* refers to the sharing of common mission, vision and goals; *teacher leadership work* refers to mentoring new and struggling teachers, modeling valued services, designing staff development, shaping the curriculum and formulating standards for student behavior and evaluating teacher performance; *teacher leadership demand* refers to improving curriculum and instructional functions, professional development activities, mentoring programs, evaluations programs and administrative tasks; *teacher leader supply* refers to taking leadership position to improve school conditions (Finster, 2016).

On the other hand, school effectiveness is taken from School Effectiveness Questionnaire with indicators such as *instructional leadership*, *clear and focused mission*, *positive school climate*, *high expectations*, *frequent monitoring of student progress*, *time on task*, and

positive home/school relations. *Instructional leadership* refers to making of good instruction the most important school priority by the principal

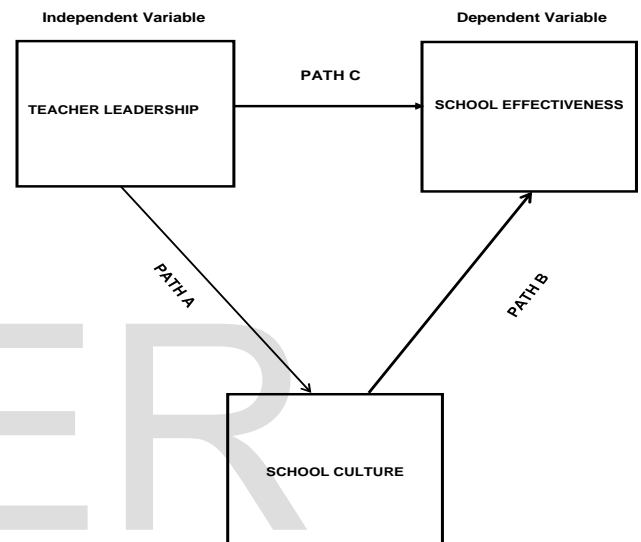


Figure 1. Conceptual Framework Showing the Variables of the Study

and teacher; *clear and focused mission* refers to the school's clearly expressed mission, which ensures that all members of the staff are aware of and committed to the school's goals, priorities, and assessment procedures, and accountability; *positive school climate* refers to a satisfaction of school programs by the parents and students where parents and students actively participate in all school activities; *high expectations* refers to teachers having high expectations for pupils and giving them engaging and interesting assignments to help them gain self-esteem, confidence, and academic achievement; *frequent monitoring of student progress* refers to a method for teachers to use student performance data to continuously assess their teaching efficacy and make more informed instructional decisions; *time on task* refers to how much time

students spend on school-related activities.; and *positive home/school relations* which refers to parent and teacher relationship especially when it comes to monitoring student progress (Fadael, 2011).

School Culture is adopted from School Culture Survey with the following indicators: *collaborative leadership* refers to valuing of teacher's ideas by the school principal and active involvement of teachers in the decision-making process; *teacher collaboration* refers to working cooperatively in groups; *professional development* refers to the encouragements for teachers to attendant-service training and learning

ideas from seminars and other colleagues; *collegial support* refers to assisting other teachers in the development of teaching materials; *unity of purpose* refers to the school's mission statement, which gives teachers a clear sense of direction in terms of current information, discourse, and planning, and *learning partnership* refers to parents' extended assistance in crafting a school/community relations plan centered on the academic mission (Doble, 2015).

The mediation model was also used to categorize the mediation hypothesis. If all of the stages are followed, variable M is deemed to completely mediate the X-Y interaction. The mediator variable explains how or why a relationship between two independent variables is discovered (Baron & Kenny, 1986; James & Brett, 1984; Judd & Kenny, 1981).

Consequently, the independent variable cannot directly impact the dependent variable in a mediation model; instead, it does so through a third variable known as the 'middle-man.' In fact, the mediator variable is frequently referred to as an intervening variable, which is a subtype of the mediating variable. As a result, the mediation model examines the relationship between the independent variable and the dependent variable, the relationship between the independent variable and the mediator variable and the relationship between the mediator variable and the dependent variable (Baron & Kenny, 1986).

Thus, these three variables have an essential contribution to the validity and reliability of this study.

Significance of the Study

Overall, the study's findings will contribute to the effectiveness of the school considering that it plays an important role in school every now and then. The frequent demand for school effectiveness justifies the need to conduct more research to be done in literature in the field of education today. This is significant because it is necessary to create an environment where learners can feel that they are safety physically and emotionally and to offer the support and energy required to keep the change going until it becomes ingrained in the school's culture.

On the other hand, education officials should look into initiatives and procedures if only to answer the needs of children and the community, which is the K-12 program's goal. It starts with official leadership, spreads through a core of teacher leaders, and eventually pervades the entire faculty, and hence the entire school community. Finally, our school has a collaborative atmosphere.

Definition of Terms

Teacher Leadership. As used in this study, it refers to a collection of skills demonstrated by teachers who teach and impact their pupils that extends beyond their classrooms to those within and outside their school and this is in terms of: school culture, teacher leadership work, teacher leadership demand, and teacher leader supply.

School Effectiveness. As used in this study, it refers to how a school is measured in terms of productivity and output and this in terms of: instructional leadership, clear and focused mission, positive school climate, high expectations, frequent monitoring of student progress, time on task, and positive home school relations.

School Culture. As used in this study, it refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promotes students' ability to learn. School Culture is taken from Questionnaire on School Culture, Doble (2015); and this in terms of: collaborative lead-

ership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership.

Chapter 2

METHOD

This section highlights the research design, research locale, the population and sample, the research instrument used, the process of collecting the data, statistical tools and the ethical consideration.

Research Design

The association among teacher leadership and school effectiveness, teacher leadership and school culture, and school culture and school effectiveness were investigated using a descriptive-correlation approach. To identify whether there is a connection among two variables, descriptive-correlational research was used. This is operated in this study to determine the link between and among the study's variables, as well as whether or not there is a strong correlation (Creswell & Poth, 2012). As a result, the amount of a relationship between two or more variables is controlled using descriptive non-experimental correlational design (Goertzen, 2017).

Descriptive or exploratory studies are used when little is known about a particular phenomenon. The researcher observes, describes, and documents various aspects of a phenomenon. Correlational designs involve the systematic investigation of the nature of relationships, or associations between and among variables, rather than direct cause-effect relationships. Correlational designs are typically cross-sectional. The direction, degree, amplitude, and intensity of the relationships or associations are investigated using correlations (Creswell, 2003).

Aside from that, this study utilized a testing of mediation in to examine the three variables in this study. In other words, it assessed the relationship between the predictor and the criterion variables and the relationship between the mediator and the criterion variables (Baron & Kenny, 1986). Thus, mediation analysis is a logistic or polynomial regression and more (Shrout & Bolger, 2002).

Research Locale

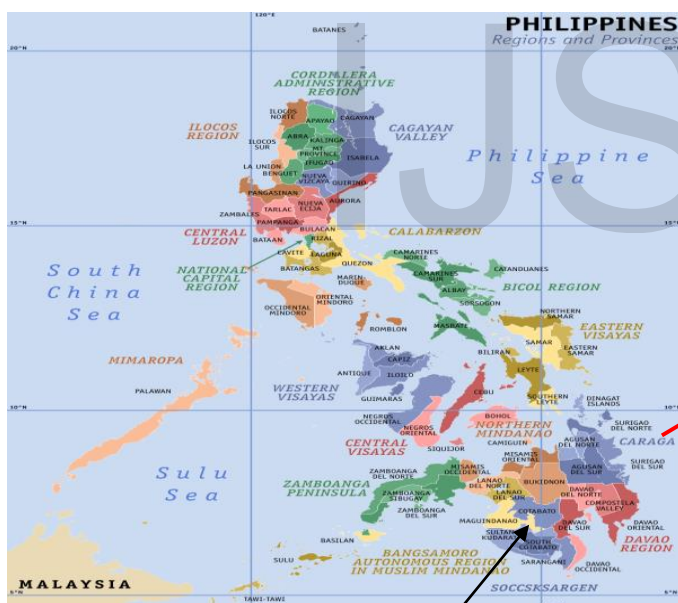
The study's geographical location is depicted in Figure 2 of the succeeding page. The study was conducted in the selected districts of Division of Davao del Sur. These selected districts are mostly situated just along the highways which are accessible to the researcher. For strict compliance of confidentiality, they are coded as follows: District 1, District 2, District 3 and District 4. Hence, Davao del Sur is found in southeastern Mindanao. It is confined on the north by Davao Province, on the east by Davao Gulf, on the west by Cotabato Province, Sultan Kudarat and South Cotabato, and on the south by the Mindanao Sea. Geographically, Davao City is in Davao del Sur. It is a highly developed city.

Regular cars ply the course from Davao City to General Santos. Buses leave from Manila to Davao City via Bicol, Samar, and Leyte daily. Buses from Cagayan de Oro are also accessible daily. Trips are also accessible from Manila and Cebu. Ferries going to Davao City from Manila via Cebu and Zamboanga city are also accessible. Since Davao del Sur has an auspicious environment and productive soil, it is primarily an agronomical province. It is commonly known as Coconut Country since coconut is its major commercial crop. Its rice and corn production is more than sufficient for its population. Other crops grown are bananas, cacao, ramie, coffee, fruits and vegetables.

The majority of the population are Visayan migrants. Cebuano is the most widely spoken language. Other prominent migrant groups are the Ilonggos and the Ilocanos. B'laans, Bagobos, Manobos and Tagacaolos occupied the slopes, and base of Mt.

Apo, and have developed their own cultures which have been preserved to this day. Thus, these schools are manageable and easy to get to by the researcher.

Figure 2. Geographical Location of the Study



DAVAO DEL SUR MAP

DAVAO DEL SUR MAP



Population and Sample

USE
<http://w>

This research study started on Friday, January 22, 2021. The respondents of the study were 300 public elementary school teachers in the selected districts of Division of Davao del Sur with the following code: D1 (District 1), D2 (District 2), D3 (District 3), and D4 (District 4). As a result, only full-time teachers were considered for the position. The principal, staff, and non-permanent teachers are not included in the study. In case the respondents find the study against their views and opinions, they will be given the freedom to back out without any form of consequence or penalty. Furthermore, the researcher used stratified random sampling procedure in selecting respondents per district. In stratified random sampling, researchers are permitted to extrapolate results from a sample to the entire population (i.e., statistical conclusions).

Research Instrument

A modified survey questionnaire was used in this study. It was subjected to validation from experts in the field and underweight pilot testing. This questionnaire is composed of teacher leadership, school effectiveness and school culture. The first part was teacher leadership taken from Teacher Leadership and Readiness Surveys, (Finster, 2016). The second part pertained from School effectiveness was adapted from School Effectiveness Questionnaire (Fadael, 2011). The last part was School culture adopted from School Culture Survey (Doble, 2015). Hence, comments are properly recorded and incorporated in the finalization of the said instrument and the overall mean validation of experts is 3.97 and described as *very good*. The content of the adapted standardized questionnaires was valid because they had already been evaluated and proved by the author before being modified to categorize the questions. With the support of expert validators, the questionnaire was prepared in a very complete form to give respondents ease and comfort in completing each question and comprehending the research study's goal.

The researcher used a 5-point Likert scale. For teacher leadership, the rating scale below was employed.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on teacher leadership is always observed.
3.40 - 4.19	High	If the items on teacher leadership is often observed.
2.40 - 3.39	Moderate	If the items on teacher leadership is sometimes observed.
1.80 - 2.59	Low	If the items on teacher leadership is seldom observed.
1.00 - 1.79	Very Low	If the items on teacher leadership is never observed.

Then, school effectiveness was rated using the scale below:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on school effectiveness is always observed.
3.40 - 4.19	High	If the items on school effectiveness is often observed.

2.40 - 3.39	Moderate	If the items on school effectiveness is sometimes observed.	Finally, result of the pilot testing showed an acceptable 0.76 Cronbach alpha level. Teacher leadership got a Cronbach alpha of 0.76, School Effectiveness got 0.75, and lastly School Culture got a Cronbach alpha of 0.76.
1.80 - 2.59	Low	If the items on school effectiveness is seldom observed.	Data Collection There were processes being followed in the data collection of the study. Under the new normal following the strict health protocols imposed by the government, changes were observed as to the distribution of letters and conducting of survey questionnaires to target participating schools. A request letter was written to the Department of Education, Schools Division Superintendent of the Division of Davao del Sur during the pre-administration of the conduct of the study. Then, another request letter was sent to the school heads requesting permission to conduct the study. Upon approval, the researcher launched the survey to the target respondents. Following the evaluation points in ethical consideration, modified survey questionnaires were supplied to the respondents, along with a note from the researcher defining voluntary participation, privacy, and secrecy as far as answering the questions in this research study are concerned. Before the respondents answered the survey questionnaires and signed the In-form Consent Form, or ICF, they had a preliminary conversation. Moreover, survey questionnaires were given to school heads and collected it after 1 week in each school. Addendum, face mask and face shield are worn in accordance with health guidelines of an IATF upon receiving the responded survey questionnaires wrapped in a long brown envelope. Hence, the research study was administered on January 22, 2021 in the coded 4 districts of Division of Davao del Sur. Finally, the data was statistically treated, analyzed, and interpreted, and the respondents' ratings were meticulously consolidated using MS Excel.
1.00 - 1.79	Very Low	If the items on school effectiveness is never observed.	
And the school culture was rated based on the scale below.			
Range of Means	Descriptive Level	Interpretation	
4.20 - 5.00	Very High	If the items on school culture is always observed.	
3.40 - 4.19	High	If the items on school culture is often observed.	
2.40 - 3.39	Moderate	If the items on school culture is sometimes observed.	
1.80 - 2.59	Low	If the items on school culture is seldom observed.	
1.00 - 1.79	Very Low	If the itemson school culture is never observed.	

Statistical Tools

The following statistical treatments were used to provide a more detailed interpretation and analysis of the data.

Mean. This term was used to characterize the amount of teacher leadership, the school culture, and the efficacy of teachers.

Pearson r. This was utilized to find a link between teacher leadership and school effectiveness, as well as between teacher leadership and school culture and school culture and school effectiveness.

Path Analysis. This was used to determine the degree of accuracy on the mediating effect of school culture on the relationship between teacher leadership and school effectiveness.

Ethical Consideration

The proponent of the study secured approval from the Cluster Ethics Research Committee of the University of Mindanao prior to the conduct of the research.

Confidentiality and Privacy. Prior to participating in the study, the participants were notified that their personal information would be kept private and confidential. They were then obliged to provide their identities in order to protect their privacy, and they were also notified ahead of time that the study's findings were confidential.

Voluntary Participation. The participation of the respondents was voluntary. The respondents were allowed to withdraw and or back out their consent at any time and terminate involvement without incurring any consequences.

Informed Consent Process. The participants were fully informed of what were asked of them, how the data were used, and what consequences if any there could be. The researcher secured clear, dynamic, signed consent from the participants before the actual conduct of the study. The informed consent process served as the contract that bound the researcher with the participants.

Recruitment. The sample was chosen using a stratified random sampling procedure by the researcher. The researcher gave the respondents a clear picture of the study's benefits due to its execution. As a result, no study questionnaires were distributed to respondents without prior approval from authorized command channels.

Benefits. Unprecedentedly, this research adds to the corpus of knowledge on the mediating effect of school culture

on the relationship between teacher leadership and school effectiveness as future reference of researchers. Moreover, it will be beneficial to education institution since the output would provide awareness on how to run a school effectively. Hence, the respondents were given certificates of participation after answering the survey questionnaires signed by the researcher and the research adviser.

Risks. The study might possibly lead to high risks or discomfort situations in the part of the respondents in terms of physical, psychological or socio-economic concerns when responding to the survey questionnaire. In case of its occurrence, the respondents were free to discontinue his or her participation for his or her comfort and willingness to participate was the outmost concern of the researcher.

Plagiarism. The study did not interpret data that are not correctly taken from the response of the respondents. It did not misrepresent ideas, opinions, situations, or labor done to fit a model or theoretical expectation as it does not claim or exaggerate the interpretation of the results. The data collection was supported with objective evidence such as photos, certificate of appearance, and the answered survey questionnaires. As a result, Turnitin, an internet-based plagiarism detection service, is employed to maintain academic integrity and prevent plagiarism in the sources used in this study.

Fabrication. The study did not interpret data that were not correctly taken from the response of the respondents. It did not misrepresent ideas, opinions or situations or any attempt to conform to a model or theoretical expectation as it does not claim or exaggerate the interpretation of the results. The data collection was supported with objective evidences such as photos, certificate of appearance and the answered survey questionnaires.

Falsification. Additionally, the researcher has not used any form of misrepresentation of someone else work as her own for the researcher has used paraphrasing in the information or data gathered from other researchers. Also, the author's full name and year of publication was cited every time the researcher quotes a piece of work.

Conflict of Interest (COI). The principal investigator has complied with the UMEREC COI in Research policy. Hence, the researcher ensured that the respondents that there was no conflict of interest while participating in the study. If in case COI was experienced by the respondents, they were given the freedom to withhold from their participation.

Deceit. In terms of deceit, the researcher did not use any misleading information by the provision of an informed consent. Once the respondents already knew what the study was about, they were free to participate based on their understanding of what happened during the study.

Permission from Organization/Location. The researcher sent request letter to the school head and or school principal of the selected senior high school of Davao del Sur for

the launching of the study to the target respondents. Prior to that an endorsement letter was also secured from Department of Education, Division of Davao del Sur and after that a letter was sent to the District Principal In charge of Sulop District allowing the researcher to conduct of this study.

Authorship. Finally, the researcher paid credit to all the people who contributed to the successful publication of the study especially to the adviser whose untiring effort and intellectual capability were used in facilitating the study, to the statistician who help in the interpretation of the data, to the school head and or school principal of the school where the study was conducted for their approval, and to the panelists who shared substantial contributions to the study leading to its publication.

Chapter 3

RESULTS

In this section, the data collected from respondents on teacher leadership, school effectiveness, and school culture is given, evaluated, and interpreted in light of the research objectives. The following is the sequence in which the following topics were discussed: level of teacher leadership; level of school effectiveness; level of school culture; correlations between teacher leadership and school effectiveness; correlations between teacher leadership and school effectiveness; correlation between school culture and school effectiveness; and the mediating of school culture on the relationship between teacher leadership and school effectiveness.

Level of Teacher Leadership

Shown in Table 1 is the level of *Teacher Leadership*. The standard deviation was less than 1.00, indicating that the replies were consistent. The overall

mean score was 3.79, which was considered high. Distinctively, the level of teacher leadership on the following indicators were as follows: *teacher leadership work* got an average of 3.85 with a descriptive level of *high*, *school culture* got a mean of 3.81 described as *high*, *teacher leader supply* got a mean of 3.76 also labeled as *high* and *teacher leadership demand* got a mean of 3.73 characterized as *high*. Data revealed that the teachers had manifested a good command of leadership in terms of *teacher leadership work*. This is an indicative of their *high* capability to mentor new and struggling teachers, model valued services, design staff development, shape the curriculum and formulate

Table 1

Level of Teacher Leadership

Indicators	SD	Mean	Descriptive Level
School Culture	0.48	3.81	High
Teacher Leadership Work	0.47	3.85	High
Teacher Leadership Demand	0.42	3.73	High
Teacher Leader Supply	0.44	3.76	High
Overall	0.42	3.79	High

standards for student behavior and evaluate teacher performance. Also, the level of teacher leadership in terms of *school culture* was *high*, indicating that leadership skill in sharing of common mission, vision and goals is often manifested. The data reflected that teacher leadership in terms of *teacher leadership supply* is often manifested which is an indicative of their *high* ability to take leadership position to improve school conditions. Lastly, the *high* level of *teacher leadership demand* indicated that school heads pursued in improving curriculum and instructional functions; pro-

professional development activities, mentoring programs, evaluations programs and administrative tasks.

Level of School Effectiveness

Shown in Table 2 is the Level of school effectiveness of public elementary schools in Davao del Sur. The overall mean score was 3.81 labeled as *high*. Particularly, the level of school effectiveness on the following indicators were as follows: *frequent monitoring of student progress* got a mean of 3.91 with an

Table 2

Level of School Effectiveness

Indicators	SD	Mean	Descriptive Level
Instructional Leadership	0.50	3.85	High
Clear and Focused Mission	0.53	3.89	High
Positive School Climate	0.46	3.83	High
High Expectations	0.48	3.50	High
Frequent Monitoring of Student Progress	0.46	3.91	High
Time on Task	0.43	3.89	High
Positive Home/School Relations	0.51	3.80	High
Overall	0.39	3.81	High

interpretation of *high*, *clear and focused mission* got a mean of 3.89 labeled as *high*,

time on task got a mean of 3.89 characterized as *high*, *instructional leadership* got a mean of 3.85 described as *high*, *positive school climate* got a mean of 3.83 considered as *high*, *positive home/school relations* scored 3.80

which was verbally described as *high*, and *high expectations* got a mean score of 3.50 also described as *high*. Data reflects the *high* level of school effectiveness in terms of *frequent monitoring of student progress* which implies the institution frequently employs student performance data to assess the efficiency of their training and make more informed instructional decisions. Furthermore, it was observed that *clear and focused mission* is *high* which means that the school's goals, priorities, assessment methods, and accountability are all described in the mission statement, and the staff shares a knowledge of and dedication to the school's goals, priorities, assessment procedures, and accountability.

Moreover, the level of school effectiveness in terms of *time on task* was *high*, indicating that the appropriate instructional time is often maximized. Also, the *high* level for *instructional leadership* indicated that the communication between teachers and the school head often occurs. Likewise, the *high* level of *positive school climate* means that the school often conducts rules and procedures in which discipline must be integrated and taught along with other skills. Further, *positive home/school relations* was also labeled as *high* indicating that school activities and events are often actively enjoined by the parents. Lastly, the data revealed that the school's level of effectiveness in terms of *high expectations* was *high*. It shows that the expectations are high but appropriate and achievable by everyone in the school.

Level of School Culture

Shown in Table 3 is the level of school culture of public schools in Davao del Sur. The overall mean score was 3.71 described as *high*. This implies that the school culture is manifested or felt most of the time. Particularly, the level of school culture on the following items was as follows: *utilizing professional networks to obtain information* got a mean of 3.95 which means *high*, *are being valued by a faculty* has a mean of 3.95 with an interpretation of *high*, *helping each other in varied school activities* has a mean of 3.95 considered as *high*, *sharing each other's learning material* scored 3.95

which was verbally described as *high*, *parents are having common expectations for students* has a mean of 3.95 described as *high*, *understanding the mission of the school* got a mean of 3.95 which means *high*, *parents and teachers are developing a plan for school/community relations that revolve around the academic mission* has a mean of 3.95 labeled as *high*, *teachers and parents are planning activities to help children perform better in school* has a mean of 3.95 also considered as *high*, *taking time to observe each other teaching* got a mean of 3.85 characterized as *high*, *are willing to help out whenever there is a problem* has a mean of 3.85 with a descriptive level of *high*, *extending assistance to other teachers in developing instructional materials* has a mean of 3.85 labeled as *high*, *having opportunities for planning* has a mean of 3.85 considered as *high*, *adhering the mission of the school* has a mean of 3.85 described as *high*, *the teachers and parents are frequently communicating about student progress* got a mean of 3.85 labeled as *high*, *teachers are implementing programs to help parents assist their children in being successful in school* has a mean of 3.85 also described as *high*, *the school principal is trusting the professional judgment of teachers* has a mean of 3.70 which means *high*, *spending considerable time planning together* has a mean of 3.70 considered as *high*, *the school principal is valuing teachers' ideas* has a mean of 3.69 which means *high*, *trusting each other* has a mean of 3.69 labeled as *high*, *the school principal is taking time to praise teachers who perform well* has a mean of 3.59 characterized as *high*, *ideas are being valued by other teachers* got a mean of 3.59 and categorized as *high*, *the parents are constantly attending homeroom meetings* has a mean of 3.58 described as *high*, *the leaders are facilitating teachers working together* has a mean of 3.49 labeled as *high*, *supporting the mission of the school* got a mean of 3.45 which means *high*, *are being kept informed on current issues in the school* has a mean of 3.44 characterized as *high*, *the teachers are being involved in the decision-making process* has a mean of 3.43 also labeled as *high*, *are being encouraged to attend in-service training* got a mean of 3.39 which means *moderate*, *are being required to conduct action research* has a mean of 3.39 characterized as *moderate*, *working cooperatively in groups* got a mean of 3.38 and categorized as *moderate*, *regularly seeking ideas from seminars and other colleagues* has a mean of 3.38

also labeled as *moderate*. Hence, it can be inferred that in school management, acceptance of responsibility and being answerable of one's actions is observed in school heads for which they have been held responsible for adhering to the school's curriculum, maintaining order, and carrying out different duties and obligations. Moreover, it can be gleaned that the school heads make sound decisions and are able to explain them based on professional, ethical and legal principles. Respondents believed that school leaders manage day to day activities conducive to the formation of trust and confidence to school stakeholders.

Furthermore, it can be inferred that appropriate review, monitoring and evaluation processes is evident most of the time. The school heads are able to

Table 3
Level of School Culture

Items	SD	Mean	Descriptive Level
The school principal is valuing teachers' ideas.	0.66	3.69	High
The school principal is trusting the professional judgment of teachers.	0.71	3.70	High
The school principal is taking time to praise teachers who perform well.	0.73	3.59	High
The teachers are being involved in the decision-making process.	0.82	3.43	High
The leaders are facilitating teachers working together.	0.86	3.49	High
Utilizing professional networks to obtain information.	0.83	3.95	High

Trusting each other.	0.66	3.69	High	Understanding the mission of the school.	0.83	3.95	High
Spending considerable time planning together.	0.71	3.70	High	Are being kept informed on current issues in the school.	0.91	3.44	High
Ideas are being valued by other teachers.	0.73	3.59	High	The parents are constantly attending homeroom meetings.	0.85	3.58	High
Working cooperatively in groups.	0.89	3.38	Moderate	The teachers and parents are frequently communicating about student progress.	0.71	3.85	High
Regularly seeking ideas from seminars and other colleagues.	0.89	3.38	Moderate	Parents and teachers are developing a plan for school/community relations that revolve around the academic mission.	0.83	3.95	High
Taking time to observe each other teaching.	0.71	3.85	High	Teachers are implementing programs to help parents assist their children in being successful in school.	0.71	3.85	High
Are being valued by the faculty.	0.83	3.95	High	Teachers and parents are planning activities to help children perform better in school.	0.83	3.95	High
Are being encouraged to attend in-service training.	0.83	3.39	Moderate				
Are being required to conduct action research.	1.04	3.39	Moderate				
Supporting the mission of the school.	0.78	3.45	High				
Are willing to help out whenever there is a problem.	0.71	3.85	High				
Helping each other in varied school activities.	0.83	3.95	High				
Extending assistance to other teachers in developing instructional materials.	0.71	3.85	High				
Sharing each other's learning material.	0.83	3.95	High				
Having opportunities for planning.	0.71	3.85	High				
Parents are having common expectations for students.	0.83	3.95	High				
Adhering the mission of the school.	0.71	3.85	High				
				Overall	0.37	3.71	High
				recognize their personal impact on group dynamics thus, establishing operative employed affairs with other school heads, teachers, parentages and adherents of the public.			
				Correlations between Teacher Leadership and School Effectiveness			
				The results of the test of the association between teacher leadership and school effectiveness			

were displayed in Table 6. The association was assessed at the 0.05 threshold of significance, as stated in the hypothesis. The null hypothesis was rejected with an entire correlation value of .920 and a probability value of 0.05. It implies that there is a strong link between teacher leadership and school effectiveness. The result means that teacher leadership is significant to school effectiveness.

Distinctively, result reveals that all indicators of teacher leadership are positively correlated on school effectiveness, since the probability value is less than 0.05 and the overall correlation value is .967 on *instructional leadership*, .947 on *clear and focused mission*, .860 on *positive school climate*, .086 on *high expectations*, .646 on *frequent monitoring of student progress*, .646 on *time on task* and .954 on *positive home/school relations*. Data shows the positive association of the two variables.

Table 6

Significance of the Relationship between the Teacher Leadership and School Effectiveness

Teacher Leadership	School Effectiveness							
	Instructional Leadership	Clear and Focused	Positive School Climate	High Expectations	Frequent Monitoring of Student Progress	Time on Task	Positive Home/School Relations	Overall
School Culture	.906* (0.000)	.952* (0.000)	.873* (0.000)	.251* (0.000)	.603* (0.000)	.595* (0.000)	.803* (0.000)	.897* (0.000)
Teacher Leadership Work	.973* (0.000)	.944* (0.000)	.863* (0.000)	.029 (0.559)	.673* (0.000)	.667* (0.000)	.970* (0.000)	.921* (0.000)
Teacher Leadership Demand	.889* (0.000)	.824* (0.000)	.751* (0.000)	.025 (0.609)	.601* (0.000)	.596* (0.000)	.956* (0.000)	.836* (0.000)
Teacher Leader Supply	.858* (0.000)	.826* (0.000)	.730* (0.000)	.002 (0.961)	.561* (0.000)	.561* (0.000)	.857* (0.000)	.793* (0.000)
Overall	.967* (0.000)	.947* (0.000)	.860* (0.000)	.086 (0.082)	0.646* (0.000)	.646* (0.000)	.954* (0.000)	.920* (0.000)

*Significant at 0.05 significance level.

Furthermore, data show that all indicators of school effectiveness are positively correlated on teacher leadership, since the p-value is <0.05 and the overall r-value is .897 on *school culture*, .921 on *teacher leadership work*, .836 on *teacher leadership demand*, and .793 on *teacher leader supply*. Hence the two variables are positively associated.

Correlations between Teacher Leadership and School Culture

Table 4 shows the results of the test of the association among teacher leadership and school culture. The association was assessed at the 0.05 threshold of significance, as stated in the hypothesis. School culture data in the indicator demonstrates that it is favorably connected with school culture. The r-value is .646, with a 0.05 p-value. Likewise, the other indicator which is *teacher leadership work* has an r-value of .694 with a p-value of <0.05. This shows that *teacher leadership work* is positively associated with school culture. *Teacher leadership* plays a big part in realizing the culture of school.

Table 4

Significance of the Relationship between the Teacher Leadership and School Culture

Teacher Leadership	School Culture
	Overall

School Culture	.646* (0.000)	value of 0.05, indicating rejection of the null hypothesis. It implies that there is a strong link between school culture and school effectiveness.
Teacher Leadership Work	.694* (0.000)	Distinctively, in the indicator <i>instructional leadership</i> , data show that it is absolutely connected with school culture. The r-value is .707 with a p-value of <0.05. This shows that school culture supports the development of school effectiveness. Planning and organization of instructional leadership somehow needs the school culture. Likewise, the other indicator which is <i>clear and focused mission</i> scored an
Teacher Leadership Demand	.706* (0.000)	
Teacher Leader Supply	.681* (0.000)	r-value of .692 with a p-value of <0.05. This shows that <i>clear and focused mission</i> is positively associated with school culture.
Overall	.726* (0.000)	

*Significant at 0.05 significance level.

Also, *teacher leadership demand* scored an r-value of .706 with a p-value of <0.05. Still, the result is positively correlated to school culture. It is safe to assume that teacher leadership demand has a great impact on the culture of the school. Lastly, teacher leadership supply was also found to be positively correlated to school culture scoring an r-value of .681 with a p-value of <0.05. This simply means that teacher leadership supply has a high relationship with school culture.

Because the overall r-value is .726 with a p-value of 0.05, the results show that teacher leadership is positively connected to school culture. As a result, the null hypothesis of no substantial association between teacher leadership and school culture is rejected.

Correlations between School Culture and School Effectiveness

The findings of the test of the association between school effectiveness and school culture are shown in Table 5. The indices of school effectiveness are positively connected to school culture, as shown in the table, with an overall r-value of .773 and a p-

Also, result reflects that *positive school climate* is positively correlated to school culture. The r-value is .653 with a p-value of <0.05. The indicator which is *high expectations* has an r-value of .069 with a p-value of <0.05. Still, the result is positively correlated to school culture. This implies that school culture has something in effect to the *high expectations*. Furthermore, *frequent monitoring of student progress* scored an r-value of .774 with a p-value of <0.05 which shows a positive correlation to school culture. In the same manner, *time on task* scored an r-value of .761 with a p-value of <0.05 still showed positive correlation to school culture. Lastly, *positive home/school relations* is also positively correlated to school culture taking an r-value of .691 with a p-value of <0.05. This also implies that transparency is important in the establishment of school culture.

Table 5

Significance of the Relationship between the School Culture and School Effectiveness

School Culture	School Effectiveness

	Instructional Leadership	Clear and Focused	Positive School Climate	High Expectations	Frequent Monitoring of Student Progress	Time on Task	Positive Home/School Relations	Overall
Overall	.707* (0.000)	.692* (0.000)	.653* (0.000)	.069 (0.161)	.774* (0.000)	.761* (0.000)	.691* (0.000)	.773* (0.000)

*Significant at 0.05 significance level.

On the Mediating Effect of School Culture

The regression study of school culture's mediating effect on the connection between teacher leadership and school effectiveness is shown in Table 7. As a result, the data in this table are the results of the AMOS analysis.

		ESTIMATES				
PATH		Unstand-ardized	Stand-ardized	SE	C.R.	P
TL → SC		.63	.73	.03	21.33	***
SC → SE		.23	.22	.03	8.582	***
TL → SE		.69	.76	.02	29.28	***

Path A (IV and MV) or Teacher Leadership and School Culture has an unstandardized regression coefficient of .632, standardized regression coefficient of .726, SE of .030 and a probability value less than 0.05. Below the significance level 0.05 implies that these two variables have significant relationship and low or small standard error means that the estimate is more precise. Path B (MV and DV) or School Culture and School Effectiveness got an unstandardized regression coefficient of .234, standardized regression coefficient of .222, SE of .027 and a p-value less than 0.05 which means there is a strong conclusion to say that School Culture and School Effectiveness are significant. And lastly, Path C (IV and DV) or Teacher Leadership and School effectiveness got an unstandardized regression coefficient of .694, standardized regression coefficient of .759, the computed standard error is .024 and a p-value less than 0.05. Mathematically, this supports the assumption that teacher leadership is associated with school effectiveness.

Table 7

Mediating Effect: Path Analysis (Partial Mediation)

X = TEACHER LEADERSHIP
Y = SCHOOL EFFECTIVENESS
M = SCHOOL CULTURE

Figure 3. The Mediating Effect of School Culture on the Relationship between Teacher Leadership and School Effectiveness

In addition, Figure 3 depicts the result of the mediating effect computation. It shows the effect size of path correlation coefficients of the three variables used in this study. At the 0.05 level, the route analysis gave a p value of less than 0.05, which is significant. This implies that the relationship between teacher leadership and school success among public school teachers is influenced by school culture. Furthermore, the causal link between teacher leadership and school effectiveness has been dropped from a significant beta coefficient value of 0.920 to 0.694, which is still significant, at the conclusion of school culture, the mediator variable. The total impact value of the raw correlation between teacher leadership and school success is 0.920. The direct impact value of 0.694 represents the extent of the relationship between teacher leadership and school success when school culture is included in the regression. The indirect value of 0.143 indicates how much of the initial link between teacher leadership and school effectiveness has been transmitted to school culture. ($a*b$), where "a" signifies the path between the independent and mediator variables and "b" denotes the path between the mediator and dependent variables. Divide the indirect effect by the total effect to get the ratio index; in this case, 0.143 divided by 0.920 equals 0.16. The mediator variable appears to mediate around 16 percent of the overall influence of the independent variable on the dependent variable. In comparison, the other 84 percent seems to

be mediated by other factors not included in the model.

Furthermore, three conditions must be considered for a third variable to operate as a mediator (Baron and Kenny, 1986). These are grouped as Steps 1 to 3 in Table 7. The fourth and last step is the most important. Teacher leadership, as an independent variable (IV), significantly predicts school effectiveness, the dependent variable in Step 1 (Path c) (DV). Teacher leadership (IV) strongly indicates school culture in step 2 (Path a), the mediator (MV). School culture (MV) is a crucial predictor of school effectiveness in step three. Step 4 shows that teacher leadership and school culture have a substantial impact on school effectiveness.

Further mediation effect study through AMOS is necessary as a matter of triangulation, involving the Path Analysis to assess the significance of the intervening variable. Furthermore, complete mediation will be attained if the IV's effect on the DV becomes non-significant at the end of the analysis. It signifies that the mediating variable is responsible for all of the impact. Only partial mediation is accomplished if the regression coefficient is significantly lowered in the final stage but remains significant. It means that while the MV mediates part of the IV, other components are either direct or mediated by factors outside the model. After adjusting MV, the influence of IV (teacher leadership) on DV (school effectiveness) is dramatically reduced in this situation (school culture). As a result, only partial mediation was used because the effect was still strong.

Moreover, it cannot be stated that school culture is the whole explanation for teacher leadership's ability to influence school effectiveness because it is only a partial mediation. This indicates that school culture is only one of the reasons how teacher leadership can influence school effectiveness.

Chapter 4

DISCUSSION

This chapter presents data on the mediating effect of school culture on the relationship between teacher leadership and school effectiveness.

Level of Teacher Leadership

The level of teacher leadership of public-school teachers is high, obtained based on the respondents' responses in teacher leadership work, school culture, teacher leader supply, and teacher leadership demand.

The high level of achievement in teacher leadership work reflects the teachers' excellent command of being a role model or mentor to other struggling veteran teachers, modeling valued practices to peers, designing staff development and in-service programs, shaping the curriculum, setting student behavior standards, and providing professional development to other teachers. Ife and Campbell (2017) claimed that mentoring struggling teachers play a substantial part in developing their values, beliefs, and teaching skills. It can also significantly impact their conduct and the decisions they make later in their careers. Orientation, training and guiding, personal support, and offering feedback are all roles of mentoring. In short, there is a strong indication that respondents have believed that their leaders are persistent in the pursuit of stated objectives and show equitable regard for circumstantial evidence. Consequently, it makes them think that their leader makes morally sound decisions and serve as respectable example.

Likewise, the respondents had a high rating in school culture, which denotes that teachers have always shared a vision of the mission or purpose of the

school, intervening their weaknesses by gaining new knowledge and skills, taking the initiative to make improvements, valuing and respecting the ideas and opinions of others, collaborating with others on instructional and student-related matters, participating in every decision-making and working as a team.

Previous research by Nguyen, Harris, and Ng (2019) showed that when school cultures focus on strengths, collaboration, productivity, communication, relationships, improvement, and kindness, students are far more likely to succeed if they have a sense of purpose and support. Furthermore, it leads respondents to believe that their leaders are constantly working to build a safe, caring, responsive, and positive school culture to ensure that students have the possibilities to succeed throughout their lives. Consequently, it makes them believe that their leaders appreciate and acknowledge the hard work that teachers and support staff put in. Similarly, these findings support the study of Sinha and Hanuscin (2017), who verbalized that the belief about teacher leadership was related to a measure of school effectiveness. Thus, believing teacher leadership as a spiritual leadership that is more important to consider in carrying responsibilities of a leader. Similarly, the findings support the point-of-view of Cosenza (2015), who found out that influential school leaders have clear clarity of priorities and application of the same under any circumstances.

In the same manner, teachers exhibit a high level in terms of *teacher leader supply* which denotes that most of the time, respondents find their leaders to have the ability to take on a teacher leadership position for recognition by peers and administrators and additional compensation, eager to provide instructional pedagogy training to other educators, willing to mentor new or struggling teachers and lead professional development activities, managing the additional responsibilities and responsibilities that come with being a leader, as well as taking on a leadership role to improve the school's current conditions in terms of curriculum, instruction, mentoring, and professional development; and providing stimulation to other teachers.

This finding is by the idea of Lai & Cheung (2015), who found out that teacher leaders believe that a leader must adapt quickly to change and lead professional development activities. Teacher leader makes them think that their leaders are often quickly insightful without apparent factual support. Consequently, it makes them believe that their leaders who commit to selfless ideals are likely to succeed as leaders. Thus, acknowledging teacher leadership as spiritual leadership is more important to consider in carrying responsibilities of a leader who can motivate others to support their vision. This is in line with the idea of Cooper, Stanulis, Brondyk, Hamilton, Macaluso & Meier (2016), who stated that a leader must possess teacher leader supply to plan for the future with foresight. Further, leaders who cannot express belief in possibility do not tend to pioneer new ideas for positive solutions. Additionally, this supports Sebastian, Huang & Allensworth (2017) study, which found out that influential school leaders are those who find alternatives to optimize outcomes.

Finally, as indicated by the teacher leader's involvement in improving curricular functions, instructional functions, professional development activities, mentorship, evaluation functions, and administrative obligations, public school instructors have a high supply of teacher leaders. Furthermore, respondents typically believe that their leaders lack ego when it comes to attaining common goals and the ability to put the interests of others ahead of one's own. Respondents may also believe their leaders have a low opinion of their importance. Frequently they think their leader is who they say they are.

This result has been linked to the proposition of Demir (2015) that a teacher leader sees others as legitimately valuable despite differences and behaves appropriately to the situation. Moreover, it has been found out in the study of Sebastian, Allensworth & Huang (2016) that teacher leaders should know how to consider the feelings of their subordinates. This implies that a teacher leader shows consideration toward others consistently, displays sincere concern for the feelings of others, expresses thanks for the efforts

of others; and demonstrates a spirit of benevolence toward others as what was often demanded for as a teacher leader.

Level of School Effectiveness

Public school teachers are perceived highly on their school effectiveness. This demonstrated the school's capacity to excel in frequent student progress monitoring, a clear and focused mission, time on task, instructional leadership, a pleasant school atmosphere, positive home/school interactions, and high expectations.

To begin with, public school teachers perceived that teachers manifested highly in terms of frequent monitoring of student progress, which is evident in the teachers efforts of monitoring pupil's performance regularly; monitoring pupil's performance using formative and summative tests; reporting student's progress to parents regularly; using assessment data of pupil's performance, and progressing to improve the school's program and modifying instruction and to promote learning; informing pupils about their progress especially on academic achievements; applying basic skill to pupils in school, and integrating basic skills to consistently monitored in instruction. Likewise, frequent monitoring of student progress entails those curricular standards/objectives of the school are met. The respondents strongly believe that teachers plan and organize learning objectives and learning targets with appropriate standards in their schools.

This finding is consistent with the postulation of Mitchell (2015), a school that effectively maintains that children are encouraged to achieve objectives and reach standards established for them. It implies that teachers should align instruction and assessment depending upon individual needs. Moreover, teachers adjust instruction based on assessment data/results. They may also be provided with training and workshops towards instructional improvement. Hence,

school heads must be responsible enough in developing and enhancing the instructional program of the school.

In the same manner, the findings support Scheerens (2015), Parra (2018), Shi and Tsai (2016) studies who verbalized that school effectiveness is very much affected by the shaky governance, a lack of incentives to leverage productivity improvement, organizations that prioritize continuity over continuous improvement, and insufficient quality controls on inventions are all factors that contribute to innovation failure and proper use of student's time. Therefore, teachers may be experts if they will teach and know it well to achieve quality performance. Other authors described school effectiveness as the school's overall performance in terms of the instructional program, learning community, learning atmosphere, organizational structure, and leadership. For this reason, the findings are in parallel to the proposition of Alanoglu & Demirtas (2016), Alm, Laftman, Sandahl & Modin (2019), Feng & Jih-Lian (2016), Ramberg, Brolin Laftman, Fransson & Modin (2019) and Strand (2016) that it goes beyond the inclusion of leadership skills and leaders' sense of efficacy; societal change has stimulated new pressures on schools and those who lead them.

Another contributory factor to a high level of school effectiveness is clear and focused mission indicated that the respondents could believe most of the time in aligning the goals and objectives of the school plan to DepEd every school year; reviewing the school plan periodically by the school head during Parent-Teacher Association meetings; involving teachers in school planning to develop and review the school's mission and goals and motivating teachers to communicate instructional purposes to students. They strongly believe that clearly defined systems and structures operating for administration are done appropriately in their school.

In a similar vein, this finding is by the idea of Liou, Marsh & Antrop-González (2017), who found out that an effective school practices effective management of budget process and record keeping. Thus,

if the school has a systematic approach, all employees are engaged in developing campus improvement plans that result in improved student learning. Moreover, when all teachers are engaged in assessing school programs and needs, they are more likely to feel involved and responsible in their duties and responsibilities as a catalyst of change. It implies that an effective school maintains a functional organizational structure.

In parallel, the teachers exhibit a high level in terms of time on task, which entails that the curriculum to accommodate pupils' needs, interests, and abilities are understood and practiced. Most of the time, the respondents feel their institution establishes processes and expectations that reduce wasted downtime while maximizing engaging learning opportunities. Moreover, respondents also believe that disruptions to instruction are minimized, and transitions are effectively managed. This finding is consistent with the postulation of Chin & Chuang (2015) imply that school heads and teachers should ensure that cooperative learning opportunities are provided in school.

In the same core, public school teachers also performed high in terms of instructional leadership, which indicates that the respondents can often believe that their school heads are knowledgeable about legal bases in education, encouraging teachers to participate in leadership roles and functions and to be involved in the instructional process, ensuring that professional development is tailored to the needs of the school, teachers and school heads collaborate as one team, and perceived an influence of school decisions. This is consistent with what was espoused by Al-Harthi & Al-Mahdy (2017), stating that school effectiveness fortifies for the school mission and vision through viable instructional pioneers. Several other authors averred that assessment was not interpreted sufficiency for instructive practice. The frequency, relevance, and quality of teacher professional development can also impact school effectiveness.

Additionally, they also performed highly in a positive school climate, indicating that the respondents can often believe that their school heads establish

a positive environment or atmosphere that maintains focus on quality educational program, conducting rules and procedures in which discipline must be integrated and taught along with other skills, the existing atmosphere of respect and trust, implementing disciplinary measures and procedures fairly and consistently and conducting rules on the school facilities in which it can contribute to a positive school climate. Likewise, the respondents believe that the school heads maintain equity and serve as a catalyst of change. School head, teachers, and students have a positive attitude toward school, assume responsibility as appropriate for the school's physical appearance, and respect social and cultural differences.

This assumption parallels Arar and Nasra's (2020) study that school heads should manage moral/ethical dilemmas. Moreover, a good leader effectively balances time between administrative tasks and instructional matters. As a leader, the school head supports and provides ongoing effective professional development on planning and implementing and focuses on needs.

Public school teachers also performed very highly in terms of positive home/school relations, which is one of the dimensions of school effectiveness indicating the existence and use of programs/structures to meet basic needs, support, and trust among members of the school community, establishing school policies and procedures are actively forbidden by the parents to support the instructional activities of the school. Effective and frequent communication of concerns occurs with parents. They believe that a positive learning climate maintains a positive relationship among parents. This belief has been linked to Ackerman & Egalite (2017) that teaming and collaboration among parents are established to ensure success. Moreover, the findings support Sammons, Davis & Gray (2016) study, who opine those positive working relationships are developed and maintained with full respect among teachers, students and parents regardless of differences. This implies that school and home relations programs exist and issues of trust, respect, empowerment and role blending focus on open discussions.

Lastly, public school teachers were also found to perform highly in high expectations, which includes expecting the success of all pupils regardless of social or cultural differences, communicating expectations to teachers clearly, high and appropriate expectations are achievable by everyone in school, consisting and maintaining expectations over time and basing expectations for pupils on their knowledge and previous performance. This finding is a corollary to the study of Rojas & Liou (2017), who revealed that teachers cultivated sympathy by promoting students' histories, self-respect, and preparation for a more just future through perceptions of fairness in educational opportunities, education as a method to challenge class operation, and the use of curriculum to communicate caring and high expectations.

Level of School Culture

Another variable considered in this study is school culture described as high. Public school teachers perceived that school culture shows an excellent command to comply with the rules and regulations of school governance. They demonstrated that they frequently see in their school and its activities supporting the school's mission, assisting each other in various school activities, sharing each other's learning materials; willing to help whenever a problem arises, and assisting other teachers in developing instructional materials. Furthermore, most of the time, teachers supervise all activities and programs undertaken at the elementary level. This means that the school encourages and implements activities such as regularly attending homeroom meetings and supporting school activities that promote students' academic progress in collaboration with parents; communicating with parents about student's progress regularly; developing a plan for school/community relations that revolves around the educational mission in cooperation with parents; and assisting disadvantaged students.

This notion is consistent with Deal & Peterson (2016), who stated that a successful teacher oversees

basic day-to-day school operations and fosters an overarching ethos conducive to building trust and confidence among school stakeholders. Teachers create an action plan with timelines for allocated responsibilities to enable the school vision to be realized. In short, the concepts and contemporary trends in curriculum, staff development, fundamental parts of instruction, and supervision are all implemented responsibly.

As a result, this aligns with the concepts of Gruenert and Whitaker (2015). They stated that schools are complex organizations that demand leaders to make decisions and selections from a wide range of alternative representations. These decisions are made within the restrictions and possibilities of the school's political and social milieu. They are influenced by the priorities, limitations, and climate established by the school's internal and external policy environment.

Correlation between Teacher Leadership and School Effectiveness

The test of relationship between variables reveals a significant relationship between teacher leadership and school effectiveness. This implies that the quality performance of the school is associated with the nature of teacher leadership of teachers. The finding of this study asserts the study of various authors (Sales, Moliner & Francisco Amat, 2017; Sebastian, Huang & Allensworth, 2017; Sebastian, Allensworth & Huang, 2016) who stated that teacher leadership and leadership quality is a powerful predictor of school effectiveness.

Furthermore, this is related to the research of Ozsoy & Parlar (2018), Lai & Cheung (2015), and Demir (2015), who found that effective leadership creates and maintains an organizational culture that prioritizes continuous improvement of educational programs, teacher capabilities, and student learning. As a

result, teacher leaders have been discovered to implement adjustments that improve organizational efficiency and performance. Furthermore, this finding is in line with the idea of Tsai, (2015), Szeto & Cheng (2018), Pan & Chen (2020), and Wenner & Campbell (2017), who viewed that school leaders matter for school success.

Correlation between Teacher Leadership and School Culture

The test of association between variables suggests that teacher leadership and school culture have a tangible link. This supports postulation of Yusof, Osman & Noor (2016); Jacobs, Gordon & Solis (2016); and Liljenberg (2016) that school culture level is associated with the nature of teacher leadership of teachers. It agrees with the study of various authors who proposed that teacher leadership and school culture are among the top factors affecting student achievement. Parents, teachers, principals, and students all have a strong sense that the schools they attend are unique and undefined. Hence, the findings are by the pronouncement of Allen, Grigsby & Peters (2015); Kabler (2013); Hudson (2012), who said that the culture of the school has a profound impact on many facets of schools, typically parts of the school that significantly impact learning outcomes.

In addition, the findings are parallel to the idea of Li (2015), who stated that teacher leaders play an essential role in assuring students' overall success and motivation, as well as the satisfaction and productivity of their faculty. Through successful leadership and the modeling of critical educational values and attitudes, teacher leaders can influence the climate in their schools.

In general, the data confirm Lowery-Moore, Latimer, and Villate (2016)'s assertion that school culture and teacher leadership are essential factors in determining a school's excellence. Its performance on public exams usually measures the success of a

school. Teachers, who are the driving force in the classroom, are unquestionably responsible for this success. Quality instructors are frequently the result of a systematic and comprehensive education during their teacher training, which aids in developing an exceptional personality and mastery of information in all fields relevant to their specialty. Furthermore, this is consistent with Cheng & Szeto's (2016)'s great suggestion that the training received -the culture of a particular school plays an essential role in molding and influencing a teacher's personality and leadership qualities.

Correlation between School Culture and School Effectiveness

The examination of the association between factors suggests that school culture and school effectiveness have a strong link. This means that the nature of school effectiveness is linked to the quality of school culture. Carpenter (2015), Cheng & Szeto (2016), Duan, Du & Yu (2018), and Parker (2015) found that school culture is vital in school effectiveness because it reflects habits, traditions, and formalities. It impacts teacher-student interactions as well as teacher-teacher interactions.

Previous research has found that school culture has a significant impact on the work outcomes of employees and businesses. Shih & Tsai (2016) found that school culture can influence students' academic progress in an educational setting. Similarly, Al-Mekhlafi & Osman (2019) studied in primary schools and found that school leaders could indirectly affect school effectiveness by influencing the school's culture. Finally, the outcomes of this research study support Olofson and Knight (2018)'s assertion that among the many factors influencing the degree to which schools are effective in most aspects, school culture has been demonstrated to be a relatively significant and consistently predictive predictor.

Mediating Effect of School Culture on the Relationship between Teacher Leadership and School Effectiveness

The study's findings also imply that school culture partially mediates the relationship between teacher leadership and school effectiveness. This implies that teacher leadership influences school culture, which in turn influences school effectiveness. This further strengthens the validity of the theory presented in this study. The results of each regression between two variables support the authors in the framework.

The purpose of this research was to add to the body of knowledge about a possible indirect, mediating variable in the relationship between teacher leadership and school success. School culture, in particular, was looked into as a potential mediating factor to explain how teacher leadership affects school effectiveness. While complete mediation was not discovered in this study, it is related to studies by Ozsoy & Parlar (2018), Lai & Cheung (2015), and Demir (2015), who found significant direct effects that may aid in the advancement of existing teacher leadership and school effectiveness research. Importantly, this is a result of Allensworth & Huang (2016), who declared that school culture could be utilized as a mediator to enhance leadership skills that have become central to the creation and facilitation of effective teaching and learning environments towards the effective institution. Specifically, the current study supports the study of Baron & Kenny's (1986) on meeting mediation guidelines and undeniably that school culture is a

helpful and substantial partial mediator of teacher leadership and school effectiveness.

The link between teacher leadership and school culture and the road between school culture and school effectiveness were the subjects of the mediation study. The findings are similar to those of Yusof, Osman, and Noor (2016), who found a significant relationship between teacher leadership and school culture, bolstering one of the study's framework accounts, that leaders' ability to lead schools to success may serve to support the global educational platform in identifying effective strategies to address sc. The teacher leader plays an essential role in establishing the school culture that is required for success.

Conclusion

Conclusions are drawn after examination of the study's findings. Among the responding public school teachers, there was a high degree of teacher leadership, a high level of school culture, and a high level of school effectiveness. The outcomes of the study also demonstrate that there is a correlation between teacher leadership and school effectiveness. Similarly, teacher leadership and school culture are inextricably linked. There's also a essential link between school culture and school effectiveness.

Finally, the study's findings imply that school culture influences and partially mediates the relationship between teacher leadership and public-school teacher effectiveness. Rather than a straightforward cause-and-effect relationship between teacher leadership and school effectiveness, the findings demonstrated that the former influences school culture, which affects the latter. Furthermore, the data on teacher leadership back with the idea of Teacher Leadership Theory, which shows a competent leader's action or performance in public elementary schools. And the findings on School Culture back up the Culture Theory's promise of bettering organizational knowledge, development, and group connections. Finally, the study results on school effectiveness are linked to the Capital Theory of School Effectiveness and Improvement. The Davao del Sur Division may

be seen in the changing character of school effectiveness and improvements in knowledge economics, citizenship education, and teacher effectiveness in public elementary schools.

Recommendation

Several recommendations are made in light of the above results and conclusions. Curriculum functions, instructional functions, professional development activities, mentorship duties, evaluation functions, and administrative responsibilities are all areas where a school under teacher leadership needs to improve. Thus, these may be resolved to create possibilities for professional advancement to teachers and provide technical help to struggling teachers. Besides, there may be the provision of rewards to motivate teachers to function in school. Hence, promote collaboration, trust, and even involve teachers in every decision making to develop openness and connection.

More so, there is a need for a school to become effective and to develop on the following items about high expectation which are related to expectations that are high, appropriate, and achievable by everyone in school; expectations are communicated clearly to teachers; regardless of social or cultural distinctions, all students are expected to succeed; expectations for pupils are based on their knowledge and previous performance, and expectations are consistently high and maintained over time. School administrators may always include discussions of expectations in a meeting regarding issues and concerns in school to remind teachers clearly on what to do and what to expect.

Schools may promote working cooperatively in groups and obtaining ideas from seminars and other professionals to improve the school culture further. The importance of working in a group has been found as an effective way of developing critical-thinking, communication, and decision making. It can generate many ideas. Teams can find the most effective solutions by working together. Working in a group allows you to consider issues from different angles. To sustain its good effect, school administrators may

craft an activity that binds teachers. Activities that develop closeness include scheduling a game (playing chess, basketball, volleyball, etc.). In this way, it can minimize teacher-faction and promotes unity and success.

On the other hand, the partial mediation of school culture on the relationship between teacher leadership and school effectiveness suggests that teachers and school heads must strengthen their administrative and supervisory functions, emphasizing schools' points. There must be strong connections between the school head, teacher, parents and pupils, like organizing meetings regarding school programs/projects, pupils' performance, teachers' concerns, or teachers being always part of every school project. Plans are always conducted. School activities are accomplished faithfully every school year. In this way, this can develop a high level of school culture which are needful in the school's effectiveness. Finally, future research examining other variables that could mitigate the relationship between the variables will be crucial to the scientific community.

REFERENCES

- Aasebø, T. S., Midtsundstad, J. H., & Willbergh, I. (2017). Teaching in the age of accountability: restrained by school culture?. *Journal of Curriculum Studies*, 49(3), 273-290.
- Ab Talib, Z., Don, Y., Daud, Y., & Raman, A. (2015). Organizational culture and organizational commitment of Kedah district education officers. *International Journal of Management Sciences*, 5(5), 410-419.
- Abdulkadiroğlu, A., Pathak, P. A., Schellenberg, J., & Walters, C. R. (2020). Do parents value school effectiveness?. *American Economic Review*, 110(5), 1502-39.
- Abdullah, A. G. K., Yiing, M. H., & Ling, Y. L. (2016). Teachers' morale and school effectiveness in secondary schools of Sibu, Sarawak. *International Journal of Education, Culture and Society*, 1(2), 52-57.
- Abdullahi, N. J. K., & Abdulkareem, A. Y. (2015). RELATIONSHIP BETWEEN PRINCIPALS' MANAGERIAL BEHAVIOUR AND SCHOOL EFFECTIVENESS IN KWARA STATE SECONDARY SCHOOLS, NIGERIA.
- Ackerman, M., & Egalite, A. J. (2017). A critical look at methodologies used to evaluate charter school effectiveness. *Educational Assessment, Evaluation and Accountability*, 29(4), 363-396.
- Ahmad, R. K. (2016). Relation of leadership, teachers' commitment, teachers' competency, best practices to school effectiveness. *Institut Aminuddin Baki Institute of Educational Management*.
- Aksal Altınay, F. (2015). Are headmasters digital leaders in school culture? *Education and Science*, 2015, 40 (182), 77-86.
- Alanoglu, M., & Demirtas, Z. (2016). The Relationships between Organizational Learning Level, School Effectiveness and Organizational Citizenship Behavior. *Journal of Education and Training Studies*, 4(4), 35-44.
- Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291-307.
- Alemán, E., Freire, J. A., McKinney, A., & Bernal, D. D. (2017). School-university-community pathways to higher education: Teacher perceptions, school culture and partnership building. *The Urban Review*, 49(5), 852-873.
- Al-Harthi, A. S. A., & Al-Mahdy, Y. F. H. (2017). Distributed leadership and school effectiveness in Egypt and Oman: an exploratory study. *International Journal of Educational Management*.
- Ali, H. M., & Yangaiya, S. A. (2015). Investigating the influence of distributed leadership on school

- effectiveness: A mediating role of teachers' commitment. *Journal of Educational and Social Research*, 5(1 S1), 163.
- Ali, N. (2017). Dimensions of school effectiveness in the secondary schools of Pakistan. *MOJEM: Malaysian Online Journal of Educational Management*, 5(3), 41-63.
- Ali, N. (2017). Teachers' perceptions of the relationship between principals' instructional leadership, school culture and school effectiveness in secondary schools in Pakistan/Niaz Ali (Doctoral dissertation, University of Malaya).
- Ali, N. (2017). *TEACHERS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN PRINCIPALS' INSTRUCTIONAL LEADERSHIP, SCHOOL CULTURE AND SCHOOL EFFECTIVENESS IN SECONDARY SCHOOLS IN PAKISTAN* (Doctoral dissertation, University of Malaya).
- Ali, N. Sharma, S. & Zaman, A. (2017). School culture and school effectiveness: Secondary schools in Pakistan. *MOJEM: Malaysian Online Journal of Educational Management*, 4(4), 50-65.
- Allen, L. Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51(1), 240-250.
- Alm, S., Låftman, S. B., Sandahl, J., & Modin, B. (2019). School effectiveness and students' future orientation: A multilevel analysis of upper secondary schools in Stockholm, Sweden. *Journal of adolescence*, 70, 62-73.
- Al-Mekhlafi, A. M., & Osman, M. E. T. (2019). The effect of a holistic school improvement model in enhancing school effectiveness in Oman. *Malaysian Journal of Learning and Instruction*, 16(2), 187-200.
- Al-Taneiji, S., & Ibrahim, A. (2017). Practices of and Roadblocks to Teacher Leadership in the United Arab Emirates' Schools. *International Education Studies*, 10(6), 87-99.
- Altrichter, H., & Kemethofer, D. (2015). Does accountability pressure through school inspections promote school improvement?. *School Effectiveness and School Improvement*, 26(1), 32-56.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14.
- Anttila, E., & Väänänen, A. (2015). From authority figure to emotion worker: Attitudes towards school discipline in Finnish schoolteachers' journals from the 1950s to the 1980s. *Pedagogy, Culture & Society*, 23(4), 555-574.
- Arar, K., & Nasra, M. A. (2020). Linking school-based management and school effectiveness: The influence of self-based management, motivation and effectiveness in the Arab education system in Israel. *Educational Management Administration & Leadership*, 48(1), 186-204.
- Arifin, H. M. (2015). The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance. *International Education Studies*, 8(1), 38-45.
- Assouline, S. G., Lupkowski-Shoplik, A., & Colangelo, N. (2018). Acceleration and the talent search model: Transforming the school culture.
- Atilas, J. T., Gresham, T. M., & Washburn, I. (2017). Values and beliefs regarding discipline practices: How school culture impacts teacher responses to student misbehavior. *Educational Research Quarterly*, 40(3), 3.
- Avcı, A. (2016). Effect of transformational and transactional leadership styles of school principals on organizational culture Okul müdürlerinin dönüşümcü ve işlemci liderlik stillerinin örgüt kültürüne etkisi. *Journal of Human Sciences*, 13(3), 4780-4807.

- Badiali, B. J. (2018). Teacher Leadership and student Learning. In *Teacher Leadership in Professional Development Schools*. Emerald Publishing Limited.
- Bagley, S. S., & Margolis, J. (2018). The Emergence and Failure to Launch of Hybrid Teacher Leadership. *International Journal of Teacher Leadership*, 9(1), 33-46.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Baroody, A. E. (2017). Exploring the contribution of classroom formats on teaching effectiveness and achievement in upper elementary classrooms. *School Effectiveness and School Improvement*, 28(2), 314-335.
- Baum, D. R., & Riley, I. (2019). The relative effectiveness of private and public schools: evidence from Kenya. *School Effectiveness and School Improvement*, 30(2), 104-130.
- Bektas, F., Çogaltay, N., Karadag, E., & Ay, Y. (2015). School Culture and academic achievement of students: A meta-analysis study. *The Anthropologist*, 21(3), 482-488.
- Bell, P. B., Summerville, M. A., Nastasi, B. K., Patterson, J., & Earnshaw, E. (2015). Promoting psychological well-being in an urban school using the participatory culture-specific intervention model. *Journal of Educational and Psychological Consultation*, 25(2-3), 72-89.
- Bellei, C., Vanni, X., Valenzuela, J. P., & Contreras, D. (2016). School improvement trajectories: an empirical typology. *School Effectiveness and School Improvement*, 27(3), 275-292.
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International journal of leadership in education*, 21(2), 226-244.
- Bellibaş, M. Ş., Gümüş, S., & Kılınç, A. Ç. (2020). Principals supporting teacher leadership: The effects of learning-centred leadership on teacher leadership practices with the mediating role of teacher agency. *European journal of education*, 55(2), 200-216.
- Berg, J. H., & Zoellick, B. (2019). Teacher leadership: toward a new conceptual framework. *Journal of Professional Capital and Community*.
- Bernardo, A. B., Ganotice, F. A., & King, R. B. (2015). Motivation gap and achievement gap between public and private high schools in the Philippines. *The Asia-Pacific Education Researcher*, 24(4), 657-667.
- Berry, B. (2015). Teacherpreneurs: Cultivating and scaling up a bold brand of teacher leadership. *The New Educator*, 11(2), 146-160.
- Berry, B. (2019). Teacher leadership: Prospects and promises. *Phi delta kappan*, 100(7), 49-55.
- Blau, I., & Shamir-Inbal, T. (2017). Digital competences and long-term ICT integration in school culture: The perspective of elementary school leaders. *Education and Information Technologies*, 22(3), 769-787.
- Bloomfield, V. E., & Fisher, M. E. (Eds.). (2016). *LGBTQ voices in education: Changing the culture of schooling*. Routledge.
- Botha, R. N. (2016). Improving South African school effectiveness through distributed leadership: A study of gender. *Gender and Behaviour*, 14(1), 6804-6813.
- Brown, K. (2015). School culture and school reform efforts. *Research Starters: Education (Online Edition)*.
- Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and teaching*, 21(6), 700-719.

- Burušić, J., Babarović, T., & Velić, M. Š. (2016). School Effectiveness: An Overview of Conceptual, Methodological and Empirical Foundations. In *School Effectiveness and Educational Management* (pp. 5-26). Palgrave Macmillan, Cham.
- Campbell, A., & Kane, I. (2018). Mentoring and primary school culture. In *Mentors in Schools* (1996) (pp. 9-33). Routledge.
- Cansoy, R., & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership.
- Cansoy, R., & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership.
- Cansoy, R., & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership.
- Cansoy, R., & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership.
- Carey, R. L. (2018). "What am I gonna be losing?" School culture and the family-based college-going dilemmas of Black and Latino adolescent boys. *Education and Urban Society*, 50(3), 246-273.
- Carlson, D. (2017). *Teachers and crisis: Urban school reform and teachers' work culture* (Vol. 1). Routledge.
- Caro, D. H., Lenkeit, J., & Kyriakides, L. (2016). Teaching strategies and differential effectiveness across learning contexts: Evidence from PISA 2012. *Studies in Educational Evaluation*, 49, 30-41.
- Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*.
- Carter, A. (2016). Empowering middle leaders-trends in school leadership research on the principal's impact on school effectiveness. *Australian Educational Leader*, 38(1), 37.
- Caughy, M. O., Mills, B., Brinkley, D., & Owen, M. T. (2018). Behavioral self-regulation, early academic achievement, and the effectiveness of urban schools for low-income ethnic minority children. *American journal of community psychology*, 61(3-4), 372-385.
- Chen, D. T., Wang, L. Y., & Neo, W. L. (2015). School-based curriculum development towards a culture of learning: Nonlinearity in practice. *British Journal of Educational Studies*, 63(2), 213-228.
- Cheng, A. Y., & Szeto, E. (2016). Teacher leadership development and principal facilitation: Novice teachers' perspectives. *Teaching and Teacher Education*, 58, 140-148.
- Cherkowski, S. (2018). Positive Teacher Leadership: Building Mindsets and Capacities to Grow Wellbeing. *International Journal of Teacher Leadership*, 9(1), 63-78.
- Cherkowski, S. (2018). Positive Teacher Leadership: Building Mindsets and Capacities to Grow Wellbeing. *International Journal of Teacher Leadership*, 9(1), 63-78.
- Chin, J. M. C., & Chuang, C. P. (2015). The relationships among school-based budgeting, innovative management, and school effectiveness: A study on specialist schools in Taiwan. *The Asia-Pacific Education Researcher*, 24(4), 679-693.
- Çobanoğlu, F., & Badavan, Y. (2017). The key of successful schools: the correlates of school effectiveness. *Pamukkale University Journal of Social Sciences Institute*, 10(26), 114-134.
- Collins, P., & Gillies, J. (2016). Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal. *USAID Washington*. Retrieved, 20.
- Cooper, K. S., Stanulis, R. N., Brondyk, S. K., Hamilton, E. R., Macaluso, M., & Meier, J. A. (2016).

- The teacher leadership process: Attempting change within embedded systems. *Journal of Educational Change*, 17(1), 85-113.
- Cosenza, M. N. (2015). Defining Teacher Leadership: Affirming the Teacher Leader Model Standards. *Issues in teacher education*, 24(2), 79-99.
- Cranston, J., & Kusanovich, K. (2015). Learning to Lead against the Grain: Dramatizing the Emotional Toll of Teacher Leadership. *Issues in Teacher Education*, 24(2), 63-78.
- Creemers, B., & Kyriakides, L. (2015). Process-product research: A cornerstone in educational effectiveness research. *Journal of Classroom Interaction*, 107-119.
- Creswell, J. W., & Poth, C. N. (2012). edition 4. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA. Pearson Education, Inc.
- Crippen, C., & Willows, J. (2019). Connecting Teacher Leadership and Servant Leadership: A Synergistic Partnership. *Journal of leadership education*, 18(2).
- Crippen, C., & Willows, J. (2019). Connecting Teacher Leadership and Servant Leadership: A Synergistic Partnership. *Journal of Leadership Education*, 18(2).
- Cruz, M. G. G. The Impact of Teacher Leadership in Public High School.
- Dahiru, A. S., Pihie, Z. A. L., Basri, R., & Hassan, S. A. (2017). Mediating effect of teacher empowerment between entrepreneurial leadership and school effectiveness. *The Social Sciences*, 12(11), 2077-2084.
- Daniati, S. P. (2019). Natural School Culture as a Free and Fun Alternative Education in Building the Students' Character. *Elementary Education Online*, 18(1).
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*. John Wiley & Sons.
- Deal, T. E., Demir, K. (2015). The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools. *Educational Sciences: Theory and Practice*, 15(3), 621-634.
- Demir, K. (2015). The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools. *Educational Sciences: Theory and Practice*, 15(3), 621-634.
- Deppeler, J., & Ainscow, M. (2016). Using inquiry-based approaches for equitable school improvement.
- Dijkstra, A. B., Geijssels, F., Ledoux, G., van der Veen, I., & ten Dam, G. (2015). Effects of school quality, school citizenship policy, and student body composition on the acquisition of citizenship competences in the final year of primary education. *School Effectiveness and School Improvement*, 26(4), 524-553.
- Doble, R. (2015). The mediating role of professional teaching on the relationship between principal leadership and school culture. *International Journal of Advancements in Research & Technology*, 4 (10).
- Dou, D., Devos, G., & Valcke, M. (2017). The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, 45(6), 959-977.
- Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. *International Journal*

- of Learning, Teaching and Educational Research*, 17(5), 15-25.
- Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction.
- Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. *International Journal of Learning, Teaching and Educational Research*, 17(5), 15-25.
- Dwyer, B. (2016). Developing online reading comprehension. *International handbook of research on children's literacy, learning and culture*, 344-358.
- Egalite, A. J., & Kisida, B. (2016). School size and student achievement: A longitudinal analysis. *School Effectiveness and School Improvement*, 27(3), 406-417.
- Eisenhart, M. (2018). Changing Conceptions of Culture and Ethnography in Anthropology of Education in the United States. *The Wiley Handbook of Ethnography of Education*, 153.
- Eltemamy, A. (2018). *Developing a programme of support for teacher leadership in Egypt* (Doctoral dissertation, University of Cambridge).
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., & Tondeur, J. (2015). Teachers' beliefs and uses of technology to support 21st-century teaching and learning. *International handbook of research on teacher beliefs*, 403-418.
- Espinoza-Herold, M., & González-Carriedo, R. (2017). *Issues in Latino education: Race, school culture, and the politics of academic success*. Taylor & Francis.
- Fadael, O. (2011). *The relationship between school effectiveness and student achievement: A study of middle school performance in Palm Beach County, Florida since the implementation of NCLB*. Capella University.
- Fairman, J. C., & Mackenzie, S. V. (2015). How teacher leaders influence others and understand their leadership. *International Journal of Leadership in Education*, 18(1), 61-87.
- Feng, L., & Jih-Lian, H. A. (2016). Effects of teachers' information literacy on lifelong learning and school effectiveness. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(6), 1653-1663.
- Ferrand, L. C. O. (2016). *Educational effectiveness and inequalities in Chile: A multilevel accelerated longitudinal study of primary school children's achievement trajectories* (Doctoral dissertation, University of Oxford).
- Finn Jr, C., & Wright, B. (2016). Why it's hard to grasp charter school effectiveness. *Thomas B. Fordham Institute*, 23.
- Finster, M. (2016). Teacher Leadership Program Readiness Surveys. Toolkit/Guide. *Teacher Incentive Fund, US Department of Education*.
- Fleckenstein, J., Zimmermann, F., Köller, O., & Möller, J. (2015). What Works in School? Expert and Novice Teachers' Beliefs about School Effectiveness. *Frontline Learning Research*, 3(2), 27-46.
- Fraise, N. J., & Brooks, J. S. (2015). Toward a theory of culturally relevant leadership for school-community culture. *International Journal of Multicultural Education*, 17(1), 6-21.
- Francis, G. L., Blue-Banning, M., Turnbull, A. P., Hill, C., Haines, S. J., & Gross, J. M. (2016). Culture in inclusive schools: Parental perspectives on trusting family-professional partnerships. *Education and Training in Autism and Developmental Disabilities*, 281-293.
- Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. (2016). Relationship between school-wide positive behavior interventions and supports and academic, attendance, and behavior outcomes in high

- schools. *Journal of Positive Behavior Interventions*, 18(1), 41-51.
- Freire, S. F. D. C. D., & Branco, A. U. (2019). Dynamics between self and culture in school: A dialogical and developmental perspective. *Learning, culture and social interaction*, 20, 24-31.
- Furner, C., & McCulla, N. (2019). An exploration of the influence of school context, ethos and culture on teacher career-stage professional learning. *Professional development in education*, 45(3), 505-519.
- Galloway, M. K., & Conner, J. (2015). Perpetuating privilege: Students' perspectives on the culture of a high-performing and high-pressure high school. In *The Educational Forum* (Vol. 79, No. 2, pp. 99-115). Routledge.
- Gamazo, A., Olmos-Migueláñez, S., & Martínez-Abad, F. (2016). Multilevel models for the assessment of school effectiveness using PISA scores. In *Proceedings of the Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 1161-1166).
- Garrick, D. (2019, September 18). *Five characteristics of effective school culture*. UCDS. Retrieved from <https://www.ucds.org/five-characteristics-of-effective-school-culture/>.
- Gligorović, B., Nikolić, M., Terek, E., Glušac, D., & Tasić, I. (2016). The impact of school culture on Serbian primary teachers' job satisfaction. *Hacettepe Egitim Dergisi*.
- Glover, V. (2015). A study of the influence of leadership competencies on a school culture organization.
- Goddard, R., Goddard, Y., Sook Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501-530.
- Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library Technology Reports*, 53(4), 12-18.
- Granvik Saminathen, M., Brodin Låftman, S., Almquist, Y. B., & Modin, B. (2018). Effective schools, school segregation, and the link with school achievement. *School effectiveness and school improvement*, 29(3), 464-484.
- Gray, J. (2016). Investigating the Role of Collective Trust, Collective Efficacy, and Enabling School Structures on Overall School Effectiveness. *Education Leadership Review*, 17(1), 114-128.
- Gruenert, S., & Whitaker, T. (2015). *School culture re-wired: How to define, assess, and transform it*. ASCD.
- Gruenert, S., & Whitaker, T. (2017). *School culture re-charged: Strategies to energize your staff and culture*. ASCD.
- Gruenert, S., & Whitaker, T. (2017). *School culture re-charged: Strategies to energize your staff and culture*. ASCD.
- Gul, T., Demir, K., & Criswell, B. (2019). Constructing teacher leadership through mentoring: Functionality of mentoring practices in evolving teacher leadership. *Journal of Science Teacher Education*, 30(3), 209-228.
- Hairon, S. (2017). Teacher Leadership in Singapore: The Next Wave of Effective Leadership. *Research in Educational Administration & Leadership*, 2(2), 170-194.
- Hairon, S., Goh, J. W. P., & Chua, C. S. K. (2015). Teacher leadership enactment in professional learning community contexts: Towards a better understanding of the phenomenon. *School Leadership & Management*, 35(2), 163-182.
- Hallinger, P., Wang, W. C., Chen, C. W., & Liare, D. (2015). *Assessing instructional leadership with the principal instructional management rating scale*. Dordrecht: Springer.

- Hamzah, N., Noor, M. A. M., & Yusof, H. (2016). Teacher leadership concept: a review of literature. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 185-189.
- Hanuliaková, J., Porubčanová, D., & Hasajová, L. (2016). *School culture educational*
- Harger, B. (2016). You say bully, I say bullied: School culture and definitions of bullying in two elementary schools. *Education and Youth Today*, 20, 93-121.
- Hargreaves, A. (2013). Push, pull and nudge: The future of teaching and educational change. In *Preparing teachers for the 21st century* (pp. 217-236). Springer, Berlin, Heidelberg.
- Harris, A., & Jones, M. (2019). Leading professional learning with impact.
- Harris, A., & Jones, M. (2019). Teacher leadership and educational change.
- Harris, A., Adams, D., Jones, M. S., & Muniandy, V. (2015). System effectiveness and improvement: The importance of theory and context.
- Harris, D. R., & Kemp-Graham, K. Y. (2017). The Relationship between Building Teacher Leadership Capacity and Campus Culture. *Education Leadership Review of Doctoral Research*, 5, 49-74.
- Heikka, J., Halttunen, L., & Waniganayake, M. (2018). Perceptions of early childhood education professionals on teacher leadership in Finland. *Early Child Development and Care*, 188(2), 143-156.
- Higheagle Strong, Z., & Jegatheesan, B. (2015). School culture matters: Enabling and empowering Native American students in public schools. *Narrowing the achievement gap for Native American students: Paying the educational debt*, 178-190.
- Hobbs, G. (2016). Explaining social class inequalities in educational achievement in the UK: Quantifying the contribution of social class differences in school 'effectiveness'. *Oxford Review of Education*, 42(1), 16-35.
- Hollingworth, L., Olsen, D., Asikin-Garmager, A., & Winn, K. M. (2018). Initiating conversations and opening doors: How principals establish a positive building culture to sustain school improvement efforts. *Educational Management Administration & Leadership*, 46(6), 1014-1034.
- Hollins, E. R. (2015). *Culture in school learning: Revealing the deep meaning*. Routledge.
- Hovardas, T. (2016). Primary school teachers and outdoor education: Varying levels of teacher leadership in informal networks of peers. *The Journal of Environmental Education*, 47(3), 237-254.
- Howard, K. (2018). The emergence of children's multicultural sensitivity: An elementary school music culture project. *Journal of Research in Music Education*, 66(3), 261-277.
- Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Teachers College Press.
- Hunzicker, J. (Ed.). (2018). *Teacher leadership in professional development schools*. emerald publishing limited.
- Hutabarat, W. (2015). Investigation of teacher job-performance model: Organizational culture, work motivation and job-satisfaction. *Jurnal Asian Social Science*, 11(18), 295-304.
- International Journal of Advancements in Research & Technology, Volume 4, Issue 10, October -2015
23 ISSN 2278-7763 Copyright © 2015 THE MEDIATING ROLE OF PROFESSIONAL TEACHING ON THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP AND SCHOOL CULTURE REY DOBLE
- Isikgöz, E. (2016). A Study of Democratic School Culture Perceptions of Sport High School Students. *Educational Research and Reviews*, 11(7), 491-498.

- Ivaniushina, V., & Alexandrov, D. (2018). Anti-school attitudes, school culture and friendship networks. *British Journal of Sociology of Education*, 39(5), 698-Harris, A., & Jones, M. (2019). Teacher leadership and educational change.
- Iyer, P., & Moore, R. (2017). Measuring learning quality in Ethiopia, India and Vietnam: from primary to secondary school effectiveness. *Compare: A Journal of Comparative and International Education*, 47(6), 908-924.
- Jacobs, J., Gordon, S. P., & Solis, R. (2016). Critical issues in teacher leadership: A national look at teachers' perception. *Journal of School Leadership*, 26(3), 374-406.
- Jacobs, J., Gordon, S. P., & Solis, R. (2016). Critical issues in teacher leadership: A national look at teachers' perception. *Journal of School Leadership*, 26(3), 374-406.
- Jamaludin, K. A., Alias, N., Mohd Khir, R. J., DeWitt, D., & Kenayathula, H. B. (2016). The effectiveness of synthetic phonics in the development of early reading skills among struggling young ESL readers. *School Effectiveness and School Improvement*, 27(3), 455-470.
- James, L. R., & Brett, J. M. (1984). Mediators, moderators, and tests for mediation. *Journal of applied psychology*, 69(2), 307.
- Judd, C. M., & Kenny, D. A. (1981). Process analysis: Estimating mediation in treatment evaluations. *Evaluation review*, 5(5), 602-619.
- Judd, C. M., & Kenny, D. A. (1981). *Estimating the effects of social intervention*. CUP Archive.
- Karada, E., & Öztekin, O. (2018). The effect of authentic leadership on school culture: A structural equation model. *International Journal of Educational Leadership and Management*, 6(1), 40-75.
- Kelcey, B., & Shen, Z. (2016). Multilevel design of school effectiveness studies in sub-Saharan Africa. *School Effectiveness and School Improvement*, 27(4), 492-510.
- Kelly, M. D., & Swezey, J. A. (2015). The relationship of gender on the perceptions of school resource officers regarding roles, responsibilities, and school culture and collaboration. *Journal of School Leadership*, 25(1), 54-68.
- Kenny, D. A., & Judd, C. M. (1984). Estimating the nonlinear and interactive effects of latent variables. *Psychological bulletin*, 96(1), 201.
- King, F. (2017). Evolving perspective (s) of teacher leadership: An exploration of teacher leadership for inclusion at preservice level in the Republic of Ireland. *International Studies in Educational Administration*, 45(3), 5-21.
- Kiral, E., & Kacar, O. (2016). The Relationship between teachers school commitment and school culture. *International Education Studies*, 9(12), 90-108.
- Klevan, S., & Villavicencio, A. (2016). Strategies for Improving School Culture: Educator Reflections on Transforming the High School Experience for Black and Latino Young Men. Executive Summary. *Research Alliance for New York City Schools*.
- Ko, J., Hallinger, P., & Walker, A. (2015). Exploring whole school versus subject department improvement in Hong Kong secondary schools. *School Effectiveness and School Improvement*, 26(2), 215-239.
- Koçyiğit, M. (2015). The effect of leadership on organizational culture. In *Leadership and Organizational Outcomes* (pp. 111-122). Springer, Cham.
- Koundyannan, T., Abd Kadir, S., Ramli Basri, A. F., & Ayub, M. (2020). Influence of School Culture and Climate in Tamil Schools, Malaysia. *Social Sciences*, 10(5), 1-12.
- Kovačević, J., & Hallinger, P. (2020). Finding Europe's niche: science mapping the knowledge base on educational leadership and management in Europe, 1960–2018. *School Effectiveness and School Improvement*, 31(3), 405-425.

- Kyriakides, L., & Luyten, H. (2009). The contribution of schooling to the cognitive development of secondary education students in Cyprus: An application of regression discontinuity with multiple cut-off points. *School effectiveness and school improvement*, 20(2), 167-186.
- Kyriakides, L., Creemers, B. P., & Charalambous, E. (2019). Searching for differential teacher and school effectiveness in terms of student socio-economic status and gender: Implications for promoting equity. *School Effectiveness and School Improvement*, 30(3), 286-308.
- LaForgia, J., Pauling, K., & Sheley, J. (2016). Teacher leaders: The (not so) secret catalyst for change.
- Låftman, S. B., Östberg, V., & Modin, B. (2017). School climate and exposure to bullying: A multilevel study. *School Effectiveness and School Improvement*, 28(1), 153-164.
- Lai, E., & Cheung, D. (2015). Enacting teacher leadership: The role of teachers in bringing about change. *Educational Management Administration & Leadership*, 43(5), 673-692.
- Lai, E., & Cheung, D. (2015). Enacting teacher leadership: The role of teachers in bringing about change. *Educational Management Administration & Leadership*, 43(5), 673-692.
- Leithwood, K., & Sun, J. (2018). Academic culture: A promising mediator of school leaders' influence on student learning. *Journal of Educational Administration*.
- Lesinger, F., Dagli, G., Gazi, Z. A., Yusoff, S. B., & Aksal, F. A. (2016). Investigating the relationship between organizational culture, educational leadership and trust in schools. *International Journal of Educational Sciences*, 15(1-2), 178-185.
- Levin, B. B., & Schrum, L. (2016). *Every teacher a leader: developing the needed dispositions, knowledge, and skills for teacher leadership*. Corwin Press.
- <https://us.corwin.com/en-us/nam/every-teacher-a-leader/book248919>.
- Levin, B. B., & Schrum, L. (2016). *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and skills for teacher leadership*. Corwin Press.
- Levin, B. B., & Schrum, L. (2016). *Every teacher a leader: Developing the needed dispositions, knowledge, and skills for teacher leadership*. Corwin Press.
- Lewis, J., Asberry, J., DeJarnett, G., & King, G. (2016). The Best Practices for Shaping School Culture for Instructional Leaders. *Alabama Journal of Educational Leadership*, 3, 57-63.
- Li, Y. L. (2015). The culture of teacher leadership: A survey of teachers' views in Hong Kong early childhood settings. *Early Childhood Education Journal*, 43(5), 435-445.
- Liderlik, R., & ve Okulun, Ö. S. (2019). Spiritual Leadership, Organization Culture, Organizational Silence and Academic Success of the School. *Educational Administration: Theory and Practice*, 1-50.
- Liljenberg, M. (2016). Teacher leadership modes and practices in a Swedish context—a case study. *School Leadership & Management*, 36(1), 21-40.
- Liljenberg, M. (2016). Teacher leadership modes and practices in a Swedish context—a case study. *School Leadership & Management*, 36(1), 21-40.
- Lin, W., Lee, M., & Riordan, G. (2018). The role of teacher leadership in professional learning community (PLC) in International Baccalaureate (IB) schools: A social network approach. *Peabody Journal of Education*, 93(5), 534-550.
- Lindorff, A., Sammons, P., & Hall, J. (2020). International perspectives in educational effectiveness research: A historical overview. In *International*

Perspectives in Educational Effectiveness Research (pp. 9-31). Springer, Cham.

- Liou, D. D., Marsh, T. E., & Antrop-González, R. (2017). Urban sanctuary schools for diverse populations: Examining curricular expectations and school effectiveness for student learning. *Equity & Excellence in Education*, 50(1), 68-83.
- Loertscher, D. V., & Koechlin, C. (2015). Co-teaching and the learning commons:
- Lotter, C., Yow, J. A., Lee, M., Zeis, J. G., & Irvin, M. J. (2020). Rural teacher leadership in science and mathematics. *School Science and Mathematics*, 120(1), 29-44.
- Lovett, S. (2018). *Advocacy for teacher leadership: Opportunity, preparation, support, and pathways*. Springer.
- Lovett, S. (2018). *Advocacy for teacher leadership: opportunity, preparation, support, and pathways*. Springer.
- Lowery-Moore, H., Latimer, R. M., & Villate, V. M. (2016). The Essence of Teacher Leadership: A Phenomenological Inquiry of Professional Growth. *International Journal of Teacher Leadership*, 7(1), 1-16.
- Magulod Jr, G. C. (2017). Factors of school effectiveness and performance of selected public and private elementary schools: implications on educational planning in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 73-83.
- Mahmoudi, H., Brown, M. R., Amani Saribagloo, J., & Dadashzadeh, S. (2018). The role of school culture and basic psychological needs on Iranian adolescents' academic alienation: A multi-level examination. *Youth & Society*, 50(1), 116-136.
- Malone, D. (2015). Culture: A potential challenge for parental involvement in schools. *Delta Kappa Gamma Bulletin*, 82(1), 14.
- Manaf, A., & Omar, C. M. Z. B. C. (2017). Improvement School Effectiveness through Culture and School Climate.
- Manaf, A., & Omar, C. M. Z. B. C. (2017). Improvement School Effectiveness through Culture and School Climate.
- Margolis, J., & Strom, K. (2020). Assessing the success of teacher leadership: the case for asking new questions. *Professional development in education*, 46(4), 607-621.
- Markham, W. A. (2015). School culture and teenage substance use: a conceptual and operational framework. *Educational Review*, 67(3), 282-299.
- Markowitsch, J. (2018). Is there such a thing as school quality culture?. *Quality Assurance in Education*.
- McIsaac, J. L. D., Read, K., Veugelers, P. J., & Kirk, S. F. (2017). Culture matters: a case of school health promotion in Canada. *Health promotion international*, 32(2), 207-217.
- Measor, L., & Woods, P. (2019). *Changing schools: Pupil perspectives on transfer to a comprehensive*. Routledge.
- Mehdinezhad, V., & Kadkhodaie, E. (2015). The Relationship between Principals' Humor Orientation and Leadership Effectiveness. *Journal of Education and Human Development*, 4(2), 1.
- Meier, L. (2019). Questioning the Problematic Nature of School Culture in Elementary Teacher Education. *Journal of Culture and Values in Education*, 2(1), 34-44.
- Meredith, C., Moolenaar, N. M., Struyve, C., Vandecandelaere, M., Gielen, S., & Kyndt, E. (2017). The measurement of collaborative culture in secondary schools: An informal subgroup approach. *Frontline Learning Research*, 5(2), 24-35.

- Miles, K. H. (2016). Effectively integrating teacher leadership into the system. *The Education Digest*, 81(9), 17.
- Mitchell, R. (2015). The implications of school improvement and school effectiveness research for primary school principals in Ethiopia. *Educational Review*, 67(3), 328-342.
- Mitchell, R. M., Sun, J., Zhang, S., Mendiola, B., & Tarter, C. J. (2015). School effectiveness: A meta-analytic review of published research. *Leadership and school quality*, 12, 161-169.
- Moore, M., & Grisham, D. L. (2015). The Effect of Digital Technologies on the Culture of Literacy. *California Reader*, 48(2).
- Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in a secondary school. *Educational Management Administration & Leadership*, 48(5), 802-820.
- Moses, C., Olokundun, A. M., Akinbode, M., & Agboola, M. G. (2016). Organizational culture and creativity in entrepreneurship education: a study of secondary education in Nigeria. *Research Journal of Applied Sciences*, 11(8), 586-591.
- Mujiati, M., Suriansyah, A., & Effendi, R. (2019). Effect of Academic Supervision and School Culture on Teacher's Teaching Quality in Public Islamic Senior High School Banjarmasin. *Journal of K6 Education and Management*, 2(2), 126-132.
- Muñoz-Chereau, B., & Thomas, S. M. (2016). Educational effectiveness in Chilean secondary education: comparing different 'value added' approaches to evaluate schools. *Assessment in Education: Principles, Policy & Practice*, 23(1), 26-52.
- Murphy, M. (2015). How organizational culture influences teachers' support of openly gay, lesbian and bisexual students. *Sex Education*, 15(3), 263-275.
- Nafia, Z. I., & Suyatno, S. (2020). The effect of teachers' leadership on students' motivation in Al-Islam Tambakbayan Elementary School. *Universal Journal of Educational Research*, 8(5), 1907-1915.
- NAMLI, A. (2017). Lise müdürlerinin destekleyici liderlik davranışlarının ve kolektif güvenin okul etkililiği üzerindeki etkisi/Effects of high school principals' supportive leadership behaviors and collective trust on school effectiveness.
- Nehez, J., & Blossing, U. (2020). Practices in different school cultures and principals' improvement work. *International Journal of Leadership in Education*, 1-21.
- Nevalainen, R., Kimonen, E., & Alsbury, T. L. (2017). Educational change and school culture. In *Reforming Teaching and Teacher Education* (pp. 193-224). Brill Sense.
- Ngang, T. K., Abdulla, Z., & Mey, S. C. (2010). Teacher leadership and school effectiveness in the primary schools of Maldives. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 39(39), 255-270.
- Nguyen, D., Harris, A., & Ng, D. (2019). A review of the empirical research on teacher leadership (2003–2017). *Journal of Educational Administration*.
- Ohlson, M., Swanson, A., Adams-Manning, A., & Byrd, A. (2016). A Culture of Success--Examining School Culture and Student Outcomes via a Performance Framework. *Journal of Education and Learning*, 5(1), 114-127.
- Olofson, M., & Knight, D. (2018). Does the middle school model make a difference? Relating measures of school effectiveness to recommended best practices. *Education Sciences*, 8(4), 160.
- Ortega Ferrand, L. C. (2016). *Educational effectiveness and inequalities in Chile: a multilevel accelerated*

longitudinal study of primary school children's achievement trajectories (Doctoral dissertation, University of Oxford).

- Ortega, L., Malmberg, L. E., & Sammons, P. (2018). School effects on Chilean children's achievement growth in language and mathematics: An accelerated growth curve model. *School Effectiveness and School Improvement*, 29(2), 308-337.
- Ovenden-Hope, T., & Passy, R. (2015). Coastal Academies: Changing School Culture in Disadvantaged Coastal Regions in England.
- Owan, V. J. (2019). School-community relationship and school system effectiveness in secondary schools in Cross River State. *Owan, VJ (2019). School-community relationship and school system effectiveness in secondary schools in Cross River State. World Journal of Vocational Education and Training*, 1(1), 11-19.
- Owens, C. L. (2010). *Small learning communities versus small schools: Describing the difference in the academic achievement of African American high school students*. University of the Pacific.
- Özdilekler, M. A., Günsel, A., Dağlı, G., & Gürbüz, E. (2017). How Symbols and Rituals Affect School Culture and Management. In *Open and Equal Access for Learning in School Management. IntechOpen*.
- Özgenel, M. (2020). An organizational factor predicting school effectiveness: School climate. *International Journal of Psychology and Educational Studies*, 7(1), 38-50.
- ÖZSOY, R., & PARLAR, H. (2018). Teacher leadership as a predictor of school effectiveness. *Kastamonu Education Journal*, 26(3), 925-934.
- Pabalan, J. L., & Pabalan, A. P. (2020). School Culture and Effectiveness. *Journal of World Englishes and Educational Practices*, 2(2), 12-23. Retrieved from <https://al-kindipublisher.com/index.php/jweep/article/view/23>
- Pabalan, J. L., & Pabalan, A. P. (2020). School Culture and Effectiveness. *Journal of World Englishes and Educational Practices*, 2(2), 12-23.
- Palardy, G. J. (2015). High school socioeconomic composition and college choice: Multilevel mediation via organizational habitus, school practices, peer and staff attitudes. *School Effectiveness and School Improvement*, 26(3), 329-353.
- Palmer, D. K. (2018). *Teacher leadership for social change in bilingual and bicultural education*. Multilingual Matters.
- Pan, H. L. W., & Chen, W. Y. (2020). How principal leadership facilitates teacher learning through teacher leadership: Determining the critical path. *Educational Management Administration & Leadership*, 1741143220913553.
- Pang, N. S. K., & Miao, Z. (2017). The Roles of Teacher Leadership in Shanghai Education Success. *Bulgarian Comparative Education Society*.
- Pang, N. S. K., & Miao, Z. (2017). The Roles of Teacher Leadership in Shanghai Education Success. *Bulgarian Comparative Education Society*.
- Parker, B. A. L. (2015). *A synthesis of theory and research on principal leadership, school culture, and school effectiveness* (Doctoral dissertation, Virginia Tech).
- Parlar, H., & Cansoy, R. (2017). The effect of bureaucratic school structure on teacher leadership culture: A mixed study. *Educational Sciences: Theory & Practice*, 17(6).
- Parlar, H., Cansoy, R., & Kılınc, A. Ç. (2017). Examining the relationship between teacher leadership culture and teacher professionalism: Quantitative study. *Journal of Education and Training Studies*, 5(8), 13-25.

- Parra, J. D. (2018). Critical realism and school effectiveness research in Colombia: The difference it should make. *British Journal of Sociology of Education*, 39(1), 107-125.
- Pereira, L. J. (2016). Values education in Bangladesh: Understanding high school graduates' perspectives.
- Pineda-Báez, C., Bauman, C., & Andrews, D. (2019). Empowering teacher leadership: a cross-country study. *International Journal of Leadership in Education*.
- Pineda-Báez, C., Bauman, C., & Andrews, D. (2020). Empowering teacher leadership: a cross-country study. *International Journal of Leadership in Education*, 23(4), 388-414.
- Pinkelman, S. E., McIntosh, K., Rasplica, C. K., Berg, T., & Strickland-Cohen, M. K. (2015). Perceived enablers and barriers related to sustainability of school-wide positive behavioral interventions and supports. *Behavioral Disorders*, 40(3), 171-183.
- Piotrowsky, M. J. (2016). The impact of leadership on school culture and student achievement.
- Poekert, P., Alexandrou, A., & Shannon, D. (2016). How teachers become leaders: An internationally validated theoretical model of teacher leadership development. *Research in Post-Compulsory Education*, 21(4), 307-329.
- Prasertcharoensuk, T., & Tang, K. N. (2017). The effect of strategic leadership factors of administrators on school effectiveness under the Office of Maha Sarakham Primary Educational Service Area 3. *Kasetsart Journal of Social Sciences*, 38(3), 316-323.
- Printy, S., & Liu, Y. (2020). Distributed Leadership Globally: The Interactive Nature of Principal and Teacher Leadership in 32 Countries. *Educational Administration Quarterly*, 0013161X20926548.
- Prokopchuk, J. (2016). Unpacking the impact of school culture: A principal's role in creating and sustaining the culture of a school. *SELU Research Review Journal*, 1(2), 73-82.
- Quin, J., Deris, A., Bischoff, G., & Johnson, J. T. (2015). Comparison of transformational leadership practices: Implications for school districts and principal preparation programs. *Journal of Leadership Education*, 14(3).
- Rafalow, M. H. (2018). Disciplining play: digital youth culture as capital at school. *American journal of sociology*, 123(5), 1416-1452.
- Rahayu, S., Hakim, A. R., & Ladamay, I. (2020, May). The Impact of School Culture in Mediating Teachers Innovation and Emotional Intelligence on School Effectiveness. In *4th Asian Education Symposium (AES 2019)* (pp. 337-342). Atlantis Press.
- Ramberg, J., & Modin, B. (2019). School effectiveness and student cheating: Do students' grades and moral standards matter for this relationship? *Social Psychology of Education*, 22(3), 517-538.
- Ramberg, J., Brolin Låftman, S., Fransson, E., & Modin, B. (2019). School effectiveness and truancy: a multilevel study of upper secondary schools in Stockholm. *International Journal of Adolescence and Youth*, 24(2), 185-198.
- Ramberg, J., Brolin Låftman, S., Fransson, E., & Modin, B. (2019). School effectiveness and truancy: a multilevel study of upper secondary schools in Stockholm. *International Journal of Adolescence and Youth*, 24(2), 185-198.
- Ramberg, J., Brolin Låftman, S., Fransson, E., & Modin, B. (2019). School effectiveness and truancy: a multilevel study of upper secondary schools in Stockholm. *International Journal of Adolescence and Youth*, 24(2), 185-198.
- Reno, G. D., Friend, J., Caruthers, L., & Smith, D. (2017). Who's getting targeted for behavioral

- interventions? Exploring the connections between school culture, positive behavior support, and elementary student achievement. *The Journal of Negro Education*, 86(4), 423-438.
- Reynolds, D. (2018). Using school effectiveness knowledge for children with special needs—the problems and possibilities. In *Towards Inclusive Schools?* (pp. 109-126). Routledge.
- Ring, H. R., & West, A. R. (2015). Teacher retention in refugee and emergency settings: The state of the literature. *International Education Journal: Comparative Perspectives*, 14(3), 106-121.
- Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD.
- Robinson, K. J., & Roksa, J. (2016). Counselors, information, and high school college-going culture: Inequalities in the college application process. *Research in Higher Education*, 57(7), 845-868.
- Rodberg, S. (2016). The Culture-Friendly School. *Educational Leadership*, 74(4), 66-69.
- Rojas, L., & Liou, D. D. (2017). Social justice teaching through the sympathetic touch of caring and high expectations for students of color. *Journal of Teacher Education*, 68(1), 28-40.
- Ross, C. L. (2019). *Informal teacher leadership: How and why classroom teachers engage in leadership* (Doctoral dissertation, Rutgers The State University of New Jersey, School of Graduate Studies).
- Sabancı, A., Ahmet Şahin, A., Sönmez, M. A., & Yılmaz, O. (2016). The Correlation Between School Managers' Communication Skills and School Culture. *International Journal of Progressive Education*, 12(3).
- Sales, A., Moliner, L., & Francisco Amat, A. (2017). Collaborative professional development for distributed teacher leadership towards school change. *School Leadership & Management*, 37(3), 254-266.
- Sammons, P. M., Davis, S. U. S. I. L. A., & Gray, J. O. H. N. (2016). Methodological and scientific properties of School Effectiveness Research: exploring the underpinnings, evolution and future directions of the field.
- Sammons, P. M., Davis, S., & Gray, J. (2016). Methodological and scientific properties of school effectiveness research: Exploring the underpinnings, evolution and future directions of the field.
- Sammons, P., Davis, S., & Gray, J. (2016). Methodological and Scientific Properties of School Effectiveness Research, 58-109.
- Samong, F., Suryadi, A., & Budimansyah, D. (2016). The development of character education in primary schools through the enhancement of school culture. In *1st UPI International Conference on Sociology Education*. Atlantis Press.
- Saphier, J. (2017). Strong adult professional culture: The indispensable ingredient for sustainable school improvement. In *Future directions of educational change* (pp. 93-116). Routledge.
- Sawalhi, R., & Chaaban, Y. (2019). Student teachers' perspectives towards teacher leadership. *International Journal of Leadership in Education*, 1-17.
- Scales, R. Q., & Rogers, C. (2017). Novice teacher leadership: Determining the impact of a leadership licensure requirement after one year of teaching. *The Professional Educator*, 41(1).
- Scheerens, J. (2015). School effectiveness research. In *International encyclopedia of social and behavioral sciences*, 2nd edition (pp. 80-85). Elsevier.
- Scheerens, J. (2016). Educational effectiveness and ineffectiveness. *A critical review of the knowledge base*, 389.

- Schildkamp, K., Poortman, C. L., & Handelzalts, A. (2016). Data teams for school improvement. *School effectiveness and school improvement*, 27(2), 228-254.
- Schotland, M., MacLean, H., Junker, K., & Phinney, J. (2016). From punitive to restorative: One school's journey to transform its culture and discipline practices to reduce disparities. In *Inequality in School Discipline* (pp. 225-242). Palgrave Macmillan, New York.
- Schott, C., van Roekel, H., & Tummers, L. (2020). Teacher leadership: A systematic review, methodological quality assessment and conceptual framework. *Educational Research Review*, 100352.
- Seashore Louis, K., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School effectiveness and school improvement*, 21(3), 315-336.
- Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education*, 123(1), 69-108.
- Sebastian, J., Huang, H., & Allensworth, E. (2017). Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes. *School Effectiveness and School Improvement*, 28(3), 463-488.
- Sebastian, J., Huang, H., & Allensworth, E. (2017). Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes. *School Effectiveness and School Improvement*, 28(3), 463-488.
- Selvaraja, K., & Pihie, Z. L. (2015). The relationship between school culture and school innovativeness among national type Tamil Primary Schools, SJK (T) S in Kuala Langat District, Selangor. *International Journal of Humanities Social Sciences and Education*, 2(1), 126-137.
- Setren, E. (2015). Special education and English language learner students in Boston charter schools. Boston, MA: School Effectiveness and Inequality Initiative. Retrieved January 23, 2016.
- Sfakianaki, E., Matsiori, A., Giannias, D. A., & Sevdali, I. (2018). Educational leadership and total quality management: investigating teacher leadership styles. *International Journal of Management in Education*, 12(4), 375-392.
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. *Educational Research Review*, 100357.
- Sheninger, E. (2019). *Digital leadership: Changing paradigms for changing times*. Corwin Press.
- Shih, W. L., & Tsai, C. Y. (2016). The effects of knowledge management capabilities on perceived school effectiveness in career and technical education. *Journal of Knowledge Management*.
- Shih, W. L., & Tsai, C. Y. (2016). The effects of knowledge management capabilities on perceived school effectiveness in career and technical education. *Journal of Knowledge Management*.
- Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: new procedures and recommendations. *Psychological methods*, 7(4), 422.
- Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know

- and can do. *Teachers College Record*, 117(3), 1-36.
- Sinay, E. (2016). *Research series on school effectiveness and school improvement: Local and international trends in school effectiveness and school improvement*. Toronto District School Board.
- Sinha, S., & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education*, 63, 356-371.
- Sirait, J. (2016). The Effect of Interpersonal Communication, School Organizational Culture, Job Satisfaction and Work Motivation to Organizational Commitment of the State Primary School Principals in North Tapanuli District. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 25(1), 363-388.
- Sirisookslip, S., Ariratana, W., & Ngang, T. K. (2015). The impact of leadership styles of school administrators on affecting teacher effectiveness. *Procedia-Social and Behavioral Sciences*, 186, 1031-1037.
- Skourdoumbis, A. (2017). Assessing the productivity of schools through two "what works" inputs, teacher quality and teacher effectiveness. *Educational Research for Policy and Practice*, 16(3), 205-217.
- Smith, P. S., Hayes, M. L., & Lyons, K. M. (2017). The ecology of instructional teacher leadership. *The Journal of Mathematical Behavior*, 46, 267-288.
- Smylie, M. A., & Eckert, J. (2018). Beyond superheroes and advocacy: The pathway of teacher leadership development. *Educational Management Administration & Leadership*, 46(4), 556-577.
- Southern, R. K. (2018). *Teacher autonomy and centralization: predicting school effectiveness* (Doctoral dissertation, University of Alabama Libraries).
- Sparks, S. D. (2016). Teaching English-language learners: What does the research tell us. *Education Week*, 35(30), 3-6.
- Spring, J. (2017). *The intersection of cultures: Multicultural education in the United States and the global economy*. Routledge.
- Stickney, J. (2015). System alignment and consensus discourses in reforms: School Effectiveness Frameworks and Instructional Rounds. Philosophical responses with Oakeshott, Mouffe and Rancière. *International Journal of Leadership in Education*, 18(4), 487-513.
- Storey, K. E., Montemurro, G., Flynn, J., Schwartz, M., Wright, E., Osler, J., ... & Roberts, E. (2016). Essential conditions for the implementation of comprehensive school health to achieve changes in school culture and improvements in health behaviours of students. *BMC Public Health*, 16(1), 1-11.
- Strand, S. (2016). Do some schools narrow the gap? Differential school effectiveness revisited. *Review of Education*, 4(2), 107-144.
- Strunc, A. (2019). The Politics of Culture. *Journal of Culture and Values in Education*, 2(1), 71-80.
- Subedi, B. S. (2015). Assessing the effectiveness of teacher training programs to improve the quality of school education in Nepal. *Journal of Training and Development*, 1, 9-14.
- Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499-523.
- Sun, J., Levey, J., & Vaux, N. (2015). An evolving data wise culture (DWC). *Journal of Interdisciplinary Studies in Education*, 4(1), 78-100.
- Svanbjörnsdóttir, B. M., Macdonald, A., & Frímannsson, G. H. (2016). Views of learning and a sense of community among students, paraprofessionals and parents in developing a

- school culture towards a professional learning community. *Professional Development in Education*, 42(4), 589-609.
- Szeto, E., & Cheng, A. Y. N. (2018). Principal-teacher interactions and teacher leadership development: Beginning teachers' perspectives. *International journal of leadership in education*, 21(3), 363-379.
- Talebloo, B., Basri, R., Hassan, A., & Asimiran, S. (2017). The relationship between transformational leadership and overall school effectiveness in primary schools, Selangor, Malaysia based on teachers perception. *International Journal of Academic Research in Business and Social Sciences*, 7, 630-649.
- Televantou, I., Marsh, H. W., Kyriakides, L., Nagengast, B., Fletcher, J., & Malmberg, L. E. (2015). Phantom effects in school composition research: Consequences of failure to control biases due to measurement error in traditional multilevel models. *School Effectiveness and School Improvement*, 26(1), 75-101.
- Terzi, A. R. (2016). Teachers' perception of organizational culture and trust relation. *International Journal of organizational leadership*, 5, 338-347.
- Thomas, S. A. L. L. Y., Kyriakides, L., & Townsend, T. (2016). Educational effectiveness research in new, emerging, and traditional contexts.
- Thompson, N. I. C. O. L. E. (2017). Why do we have expat teachers? The effect of expatriate teachers on school culture. L. Smith, S. Fullerton Cooper, E. Gordon, & Bodden (Eds.), *The Caribbean in a changing world: surveying the past, mapping the future*, 2, 2-19.
- Thúściak-Deliowska, A., Dernowska, U., & Gruenert, S. (2017). How School Achievements Interplay with School Culture and Principal Behaviors: A Comparative Study. *Psycho-Educational Research Reviews*, 10-22.
- Troncoso, P., Pampaka, M., & Olsen, W. (2016). Beyond traditional school value-added models: a multilevel analysis of complex school effects in Chile. *School Effectiveness and School Improvement*, 27(3), 293-314.
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam: Exploring the influence of culture on principal decision making. *Educational Management Administration & Leadership*, 45(1), 77-100.
- Tsai, K. C. (2015). A preliminary meta-analysis of teacher leadership. *Journal of Education and Literature*, 3(3), 131-137.
- Tsai, K. C. (2017). Development of the teacher leadership style scale. *Social Behavior and Personality: an international journal*, 45(3), 477-490.
- Tshering, K., & Sawangmek, T. (2016). The relationship between principal's instructional leadership and school effectiveness in the urban schools of Bhutan. *Journal of Education Nar-e-suan University*, 18(3), 226-236.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2015). *The principal: Creative leadership for excellence in schools*. Pearson.
- Uzuntarla, Y., Göksel, A., & Kiliç, S. (2015). School culture in health education institutions: Gulhane Military Medical Academy (GMMA), Health Noncommissioned Officer College Example. *Gulhane Tip Dergisi*, 57(2), 165.
- Valdez, M., & Broin, A. (2015). Untapped: Transforming Teacher Leadership to Help Students Succeed. *New Leaders*.
- Valenzuela, J. P., Bellei, C., & Allende, C. (2016). Measuring systematic long-term trajectories of school effectiveness improvement. *School Effectiveness and School Improvement*, 27(4), 473-491.
- Valle, J. W., & Connor, D. J. (2019). *Rethinking disability: A disability studies approach to inclusive practices*. Routledge.

- Van Gasse, R., Vanhoof, J., & Van Petegem, P. (2016). The impact of school culture on schools' pupil well-being policy-making capacities. *Educational Studies*, 42(4), 340-356.
- Vervaeke, R., Van Houtte, M., & Stevens, P. A. (2018). Multicultural school leadership, multicultural teacher culture and the ethnic prejudice of Flemish pupils. *Teaching and Teacher Education*, 76, 68-77.
- Vican, D., Alfrević, N., & Relja, R. (2016). Managing the school: Principals as managers. In *School effectiveness and educational management* (pp. 67-85). Palgrave Macmillan, Cham.
- Vujičić, L., & Čamber Tambolaš, A. (2017). Professional development of preschool teachers and changing the culture of the institution of early education. *Early child development and care*, 187(10), 1583-1595.
- Walker, J. C. (2020). *Louts and legends: Male youth culture in an inner-city school*. Routledge.
- Webber, C. Global Ed Leadership.
- Weiner, J. M., & Higgins, M. C. (2017). Where the two shall meet: Exploring the relationship between teacher professional culture and student learning culture. *Journal of Educational Change*, 18(1), 21-48.
- Weiner, J., & Woulfin, S. L. (2018). Sailing across the divide: Challenges to the transfer of teacher leadership. *Journal of Research on Leadership Education*, 13(3), 210-234.
- Welton, A., & Williams, M. (2015). Accountability strain, college readiness drain: Sociopolitical tensions involved in maintaining a college-going culture in a high "minority", high poverty, Texas high school. *The High School Journal*, 181-204.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of educational research*, 87(1), 134-171.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of educational research*, 87(1), 134-171.
- WestEd, Center for the Future of Teaching & Learning. (2018). Teacher leadership works: It builds, energizes, sustains. San Francisco, CA: WestEd. https://thecenter.wested.org/wp-content/uploads/2018/02/CFTL_Center-View_Teacher_Leadership_Works_Feb_2018_FINAL-1.pdf.
- Whitehead, G. E., & Greenier, V. T. (2019). Beyond Good Teaching Practices: Language Teacher Leadership From the Learners' Perspective. *TESOL Quarterly*, 53(4), 960-985.
- Williams, E. R. (2015). A critical conversation: Remembering culture in the teaching of the whole child. *Delta Kappa Gamma Bulletin*, 82(1), 10.
- Wilson, A. (2016). From Professional Practice to Practical Leader: Teacher Leadership in Professional Learning Communities. *International Journal of Teacher Leadership*, 7(2), 45-62.
- Wixom, M. A. (2016). Mitigating teacher shortages: Teacher leadership. *Education*
- You, S., Kim, A. Y., & Lim, S. A. (2017). Job satisfaction among secondary teachers in Korea: Effects of teachers' sense of efficacy and school culture. *Educational Management Administration & Leadership*, 45(2), 284-297.
- Yusof, H., Osman, M. N. A. H., & Noor, M. A. M. (2016). School culture and its relationship with teacher leadership. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 272-286.
- Yusof, H., Osman, M. N. A. H., & Noor, M. A. M. (2016). School culture and its relationship with teacher leadership. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 272-286.

Zamir, N. A. (2020). Teacher Leadership Practices for Teacher Effectiveness. International Journal of Academic Research in Progressive Education and Development, 9(1), 208–219.



MARILYN JAINAR CELESTE
Purok 2, Brgy. Solongvale,
Sulop, Davao del Sur
marilyn.celeste01@deped.gov.ph
09553450534

Birthday: September 22, 1992

Birthplace: Tala-o, Sulop, Davao del Sur

Age: 28

Father's Name: Felix Pocong Jainar

Mother's Name: Rosalia Tormis Cedeño

EDUCATIONAL BACKGROUND:

Elementary: Solongvale Elementary School

Brgy. Solongvale, Sulop, Davao del Sur

March 2004

First Honorable Mention

Secondary: Sulop National High School

CII Drive, Poblacion, Sulop, Davao del Sur

March 2008

Fourth Honorable Mention

Tertiary: Southern Philippines Agri-Business and Marine and Aquatic School of Technology

Matti, Digos City

March 2013

Graduate Studies: University of Mindanao-Professional School
Matina, Davao City
Master of Arts in Education
major in Educational Management

Thesis Title: The Mediating Effect of School Culture on the Relationship Between Teacher Leadership and School Effectiveness

WORK EXPERIENCE:

Labon Elementary School
Division of Davao del Sur

Teacher I/Permanent
July 9, 2019-present

Faustino K. Labiton Sr. Elementary School
Division of Davao Occidental

Teacher I/Permanent
July 9, 2015-July 8, 2019

Holy Cross of Sulop, Inc.
Private Institution

Secondary School Teacher
Contractual



DR. REY G. DOBLE

Professor (Thesis Paper Adviser)

University of Mindanao, Davao City, Philippines

ORCID ID#0000-0001-5628-3298

Email Address: reydoble03@gmail.com