

EDUCATIONAL LEADERS PRACTICES AND SCHOOL CULTURE IN CALABARZON STATE UNIVERSITIES AND COLLEGES

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ABSTRACT

Educational leaders from every level are of key importance and critical in shaping school culture. They communicate core values in their everyday work and reinforce values in their actions and words.

This is actually one of the most significant features of any educational enterprise. Culture influences everything that goes on in any educational institution: how staff dress, what they talk about, the willingness to change, the practice of instruction, and the emphasis given to students and faculty learning.

Educational leaders also employ good leadership. For proficient management and competent leadership of an organization one can be transformational or transactional leaders depending on their leadership goals. One may focus on morality, values, and motivation as transformational leaders while others emphasize compliance of followers through rewards and punishments as transactional leaders.

In the colleges and universities in the Philippines, culture and leadership are considered essential. One big challenge in leadership is whether the school culture is likely to have direct effect on students and the nature and strength of the relationship between school culture and leadership

Thus, the researcher investigated on the relationship of leadership and management practices of educational leaders and the school culture in CALABARZON State Universities and Colleges.

Fifty (50) randomly selected faculty members from Cavite State University, eighty-five (85) from Laguna State Polytechnic University, fifty one (51) from Batangas State University, thirty eight (38) from University of Rizal System, and forty one (41) from Southern Luzon State University were used as respondents of this research.

The null hypothesis that the leadership and management of educational leaders have no significant influence on the school culture in CALABARZON State Universities and Colleges is partially accepted.

Keywords: Leadership practices, management practices, school culture

Introduction

Parents, teachers, principals, and students often sense something special and undefined about the schools they attend. For decades, the terms climate and ethos have been used to capture this pervasive, yet elusive, element we call "culture." Although hard to define and difficult to put a finger on, culture is extremely powerful cited by Parwazalam (2012).

This is actually one of the most significant features of any educational enterprise. Culture influences everything that goes on in schools: how staff dress up what they talk about, the willingness to change, the practice of instruction, as well as the emphasis given to students and faculty learning.

Lok (2014) stated that in Philippines universities, leaders from every level are the keys to shaping school culture. They communicate core values relative to everyday work. This is why, teachers reinforce values in their actions and words. Parents bolster spirit when they visit school, participate in governance, and celebrate success. However among the strongest schools, leadership comes from many diverse sources.

Moreover, the role of school leaders in the crafting of cultures is pervasive (Deal & Peterson, 1994). Their words, their nonverbal messages, their actions, and their accomplishments all shape culture. They are models, potters, poets, actors, and healers. They are historians and anthropologists. They are visionaries and dreamers.

In some instances, school cultures can become toxic and unproductive. Thus, paying fervent attention to the symbolic side of schools, leaders can help develop the foundation for change and success.

Thus, this research sought to find out the influence of leadership and management practices of educational leaders and the school culture in CALABARZON State Universities and Colleges.

Methodology

The researcher used of the descriptive survey research method. This method refers to the collection of data from members of the population in which direct contact is made by means of survey questionnaires and checklist.

The descriptive method was preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument used to obtain data from the randomly selected respondents.

Randomly selected faculty from the College of Teacher Education from different educational institution were used as respondents in this study. In CALABARZON, there are five (5) state universities and colleges namely; Cavite State University, Laguna State Polytechnic University, Batangas State University, University of Rizal System and Southern Luzon State University.

Fifty (50) randomly selected faculty from Cavite State University, eighty five (85) from Laguna State Polytechnic University, fifty one (51) from Batangas State University thirty eight (38) from University of Rizal System, and forty one (41) Southern Luzon State University were used as respondents of this research.

Discussion / Findings

Table 1. Level of Leadership Practices in terms of Seeking Opportunities to Change.

The school leaders seek opportunities to change by...	Mean	S.D.	V. I.
1. Serving as a change agent to assure circumstances to create and sustain the required momentum to win.	4.12	0.806	Great extent
2. Conducting seminars and trainings for teachers for professional development	4.06	0.818	Great extent
3. Giving opportunities to explore subordinates' talents and skills for other opportunities.	3.68	0.973	Great extent
4. Updating knowledge and applying new strategies and methods in teaching through SLAC sessions.	4.02	0.896	Great extent
5. Providing equal opportunities to enhance abilities of faculty in their field of specialization.	3.53	1.103	Great extent
Overall Mean	3.88		Great Extent

The overall mean of 3.88 indicated that the level of leadership practices in terms of seeking opportunities to change is *often* done at the SUCs.

To a *great extent*, the educational leaders served as change agent, exposed teachers to trainings, provided updates on strategies and methods, and gave teachers opportunities to explore their skills.

The trainings provided to the faculty members made them more knowledgeable of the processes in the organization that increased their confidence level (Reddy, 2017).

Further, they were given opportunity to expand their knowledge and implement best educational practices (Mizzel, 2010).

Table 2. Level of Leadership Practices in terms of Inspiring a Shared Vision.

The educational leaders inspire a shared vision by...	Mean	S.D.	V. I.
1. Including faculty to goal and objective setting.	4.16	0.793	Great extent
2. Creating precise and clear goals as basis for institutional and professional realization of the organization.	4.04	0.806	Great extent
3. Providing awareness to all members of the organization on the status of the organization.	3.60	1.022	Great extent
4. Sharing goals and commitments between school leaders, teachers, staff, students and parents.	4.09	0.866	Great extent
5. Sharing an image of the future together.	3.61	1.021	Great extent
Overall Mean	3.90		Great Extent

The instructional leaders were able to inspire a shared vision to a *great extent*, as indicated by the overall mean of 3.90. This means that the instructional leaders were able to encourage participative goal setting, share goals and commitments to all concerned, create realistic goals, and share a positive image of the future. Inspiring a shared vision is beneficial to organizations since it energizes the members, inspire enthusiasm (Kouzes & Posner, 2016) and offers

possibilities for members themselves for future learning. Leaders who share the vision and values of the organization generates a unique organizational culture (Heathfield, 2018).

Table 3. Level of Leadership Practices in terms of Enabling Others to Act.

The educational leaders enable others to act by ...	Mean	S.D.	V. I.
1. Driving initiative and enthusiasm to all members of the organization.	4.09	0.777	Great extent
2. Enabling others to take control and initiative in various tasks within the organization.	4.06	0.795	Great extent
3. Understanding the strengths of their employees and their potential for more responsibilities by giving other work assignments	3.67	1.005	Great extent
4. Challenging work behaviors to improve employee engagement, and increase organization's performance	4.00	0.894	Great extent
5. Taking actions to create and nurture a climate of openness and trust to sustain healthy and productive relationships.	3.79	0.994	Great extent
Overall Mean	3.92		Great Extent

The overall mean of 3.92 indicated that the level of leadership practices in terms of enabling others to act is *often* done at the SUCs.

To a *great extent*, the educational leaders were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance.

Educational leaders influence others to act in positive ways and sustain healthy and productive relationships.

The members of the organization become more inspired to work for the organization (Heathfield, 2018) and feel more responsible for the success of the organization (Hoyle, 2000). Good leaders model the way to better promote a unique culture and hasten the achievement of organizational goals. The faculty members observed that the instructional leaders served as guide for teachers to act appropriately ($M=4.10$, $SD=0.794$) at a *great extent*.

Table 4. Level of Leadership Practices in terms of Modeling the Way.

The educational leader models the way by ...	Mean	S.D.	V. I.
1. Guiding the teachers' behavior by acting it to serve as a model for everyone.	4.10	0.794	Great extent
2. Restricting certain behaviors or attitudes that are seen as harmful or against school policies and educational norms.	4.07	0.737	Great extent
3. Shifting into alternative approaches to address the needs of the teachers and students	4.00	0.847	Great extent
4. Setting limits to help subordinates learn and taking care of themselves, and other people around.	4.09	0.802	Great extent
5. Providing positive influence, staying neutral and objective when things go wrong.	3.98	0.865	Great extent
Overall Mean	4.05		Great Extent

The overall mean of 4.05 indicated that the educational leaders were able to model the way *to a great extent*. This means that educational leaders served as role model and used different approaches to address the needs of the teachers and the students. They model the way by putting restrictions on harmful attitudes and behaviors that are not aligned with school policies and norms. The educational leaders served as role model which the employees emulate (Irving, 2016); they rise to technical challenges (Swilling, 2016) and help employees in combatting barriers (McCarthy, 2018).

Table 5. Level of Leadership Practices in terms of Recognizing Contributions and Accomplishments.

The educational leaders recognize contribution and accomplishments by ...	Mean	S.D.	V. I.
1. Giving certificates of recognition to employees.	4.07	0.851	Great extent
2. Rewarding the team or department that shows great achievement.	4.05	0.855	Great extent
3. Mentioning examples of employees who have performed well and moved up with the organization.	3.93	0.894	Great extent

4. Talking about possible awards that an employee can earn because of good performance.	4.07	0.814	Great extent
5. Highlighting any growth opportunities that may be available to employees who perform well.	3.95	0.986	Great extent
Overall Mean	4.02		Great Extent

The overall mean of 4.02 indicated that the instructional leaders recognize the faculty members' contributions and accomplishments by giving certificates of recognition, by considering the possible awards that can be bestowed to the faculty members for their good performance, rewarding the team or department that shows great achievement, and highlighting any growth opportunities that may be available to employees who perform well. Recognizing the contribution and accomplishments of faculty and staff has a direct link to organizational performance (Gregory, 2015). It is an effective way of motivating employees to aspire for more successes (Kouzes & Posner, 2016).

Table 6. Level of Leadership Practices in terms of Encouraging Innovation and Creativity.

The educational leaders encourage innovation and creativity by ...	Mean	S.D.	V. I.
1. Implementing new organizational method and practices for the improvement of the organization.	4.00	0.899	Great extent
2. Giving opportunity to the faculty to present researches and publish it.	4.07	0.786	Great extent
3. Using innovative ideas from others as a spring board to come up with a unique application and instructional materials for themselves.	3.96	0.856	Great extent
4. Being deeply concern and think of different approaches to address varied problems that arises in the workplace.	4.08	0.843	Great extent
5. Discovering, inventing, creating, evaluating and developing usable ideas.	3.97	0.973	Great extent
Overall Mean	4.02		Great Extent

All item indicators got a verbal interpretation of *to a great extent*, as evidenced by the overall mean of 4.02.

The leadership behavior of educational leaders shapes organizational innovation by testing the employees' ideas (McCarthy, 2018) and guide members what vision to serve and what actions to take (Chipchols, 2016).

Table 7. Level of Leadership Practices in terms of Communicating with Clarity.

The educational leaders communicate with clarity by . . .	Mean	S.D.	V. I.
1. Communicating with faculty and focusing on the substance which identify the key information and essential elements of the message.	3.96	0.851	Great extent
2. Delivering messages and information in the most simplistic manner as possible for better understanding.	4.00	0.805	Great extent
3. Using vocal variety (tone, volume, and speed) to engage and to create emphasis on critical points in transferring information.	3.91	0.862	Great extent
4. Presenting a message that is easy to understand, interpret, and act on	4.04	0.836	Great extent
5. Using simple terminology and shorter, more concise sentences to illustrate a point.	3.93	0.975	Great extent
Overall Mean	3.97		Great Extent

Communicating with clarity was done in SUCs *to a great extent* by presenting short and easy to understand messages with substantial key information. This was disclosed by the overall mean of 3.97. However, the educational leaders may create emphasis on some critical points by using vocal variety of tone, volume and speed when conveying a message.

Communicating with clarity encourage employees to ask questions and develop collaborative relationships in the workplace (Chan, 2013). Also, to keep up organizational agility, lines of communication should be kept open (Klopprogge, 2013) for possible feedback.

Table 8. Level of Leadership Practices in terms of Fostering Collaboration

The educational leaders foster collaboration by ...	Mean	S.D.	V. I.
1. Building a working practice whereby individuals work together to a common purpose to achieve business benefit.	3.93	0.927	Great extent
2. Giving equal dissemination of work to empower each member of the organization.	4.07	0.847	Great extent
3. Cultivating a sense of community within an organization and compels the workforce to go beyond the expectations of their role.	3.84	0.881	Great extent
4. Working together collaboratively with faculty that results in greater accomplishments of the organization.	4.06	0.847	Great extent
5. Finding ways to contribute ideas and suggestion with subordinates.	3.75	1.056	Great extent
Overall Mean	3.93		Great Extent

All item indicators got a verbal interpretation of *to a great extent*, as evidenced by the overall mean of 3.93

Fostering collaboration in the workplace is central to organization’s success as it promotes cooperative goals and build trust between leaders and team members (Treasurer, 2013). Leaders can foster collaboration through effective communication and by defining a consensus within a group (Miller, 2017).

Table 9. Level of Leadership Practices in terms of Providing Accountability.

The educational leaders provide accountability by...	Mean	S.D.	V. I.
1. Accepting responsibility for the organization, and disclosing the results of any action in a transparent manner.	3.98	0.929	Great extent
2. Exhibiting a sense of responsibility to their subordinates by willingness to accept responsibility to one’s action.	4.07	0.799	Great extent
3. Taking responsibility for any organization action and able to give a satisfactory reason for it, or the degree to which this happens.	3.70	1.036	Great extent
4. Holding to a standard that improves the performance of the organization.	4.06	0.873	Great extent
5. Modelling and recognizing their own responsibilities by doing tasks as what and how is expected.	3.75	1.012	Great extent
Overall Mean	3.91		Great Extent

The item indicator on taking responsibility for any organization action done and some reason for doing so got the lowest rating ($M=3.70, SD=1.036$). All item indicators got a verbal interpretation of *to a great extent*, as evidenced by the overall mean of 3.91. The instructional leaders must provide accountability by accepting responsibility to all organizational actions done, by being transparent about the results of actions done, and by modeling their own responsibilities and doing tasks based on expectations.

Accountability promotes collaboration and a greater sense of cohesion (Miller, 2017). It also leads to wise utilization of resources that results to higher levels of employees’ motivation and commitment (Caldwell & Spinks, 2013). The actions and decisions made successfully transform efforts into results that set the pace of leadership and performance excellence (Hyatt, 2018).

Level of Management Practices

Several indicators of management practices were highlighted in various studies. In this study, the indicators of management practices include human resource management, quality assurance, strategic planning, staff appraisal/reward system, professional growth, and staff empowerment.

Table 10. Level of Management Practices with regard to Human Resource Management.

The educational leaders . . .	Mean	S.D.	V. I.
1. Conduct job analyses, plan personnel needs and recruit the right people for the job.	3.93	0.903	High

2. Provide orientation and trainings for faculty for professional development.	4.10	0.757	High
3. Provide benefits and incentives based on evaluated performance.	3.74	0.985	High
4. Resolve disputes and communicate with all employees at all levels	4.04	0.831	High
5. Manage wages and salaries of faculty with transparency.	3.63	1.066	High
Overall Mean	3.89		High

All item indicators got a verbal interpretation of *high*, as disclosed by the overall mean of 3.89.

This means that the instructional leaders were able to manage the human resource at a high extent. This is done by conducting orientations, resolving disputes, employing viable recruitment and selection analysis, and providing benefits based on merits. Modern organizations are more resilient and adaptive to change because of effective human resource management (Lim, 218); the members become more attached to the organization and personally engaged. The members become more satisfied when exposed to trainings, coaching and other motivational incentives (Audra, 2015).

Table 11. Level of Management Practices with regard to Quality Assurance.

The educational leaders . . .	Mean	S.D.	V. I.
1. Stay abreast of internal, external and international rules and regulations pertaining to instruction and other policies that enhance quality of education and services provided by the organization.	3.93	0.958	High
2. Plan, direct or coordinate quality assurance programs and formulate quality control policies.	4.20	0.769	Very high
3. Follow the vision, mission and goal of the institution.	3.80	1.013	High
4. Ensure that services meet certain thresholds of acceptability and compliance.	4.11	0.846	High
5. Ensure that subordinates are aware of quality requirements and provide training in best practices.	3.67	1.123	High
Overall Mean	3.94		High

The level of management practices with regard to quality assurance was generally *high*, as evidenced by the overall mean of 3.94. This means that the instructional leaders guided all stakeholders in moving towards quality based on local and international standards. Through carefully planned policies which were coordinated and implemented, the results guarantee to demonstrate the school's best practices.

To keep abreast with the changing times, the SUCs subject their curricular programs and institution to quality assurance programs. Using both local and international standards, the educational leaders play a crucial role as quality assurance managers.

They ensure that educational outcomes meet certain thresholds of acceptability and formulate policies for the betterment of the schools (Linton, 2018).

Table 12. Level of Management Practices with regard to Strategic Planning.

The educational leaders . . .	Mean	S.D.	V. I.
1. Set priorities, focus energy and resources to strengthen operations of the organization.	4.13	0.783	High
2. Ensure that employees and other stakeholders are working toward common goals.	4.02	0.778	High
3. Establish agreement around intended outcomes/results.	3.84	0.967	High
4. Adjust the organization's direction in response to a changing environment.	3.68	1.052	High
5. Communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.	3.84	1.031	High
Overall Mean	3.90		High

Although verbally interpreted as *high*, the item with the lowest rating pertains to the practice of adjusting the organization’s direction in response to environmental changes 3.90. This means that strategic planning is a management practice where priorities are set, resources wisely utilized, and the human resource properly guided toward the realization of organizational goals. The instructional leaders must clearly communicate goals and actions needed to achieve these goals and be quick to response to changing environments.

The instructional leaders must invest in the team members to keep them engaged and excited to contribute to the organization’s success (Enochson, 2010). However, the educational leaders must also embrace the risks associated with the organization’s growth and success (Gibson, 2012). They must be adept in identifying the changes needed to deliver the organization’s strategic objectives and the best way to implement these changes (Gibson, 2012).

Table 13. Level of Management Practices with regard to Staff Appraisal / Reward System.

The educational leaders . . .	Mean	S.D.	V. I.
1. Give employees important information as to what areas of the job they are performing well and those that need improvement.	4.01	0.891	High
2. Examine and evaluate employees’ work behavior by comparing it with preset standards.	3.96	0.828	High
3. Allocate compensation and benefits to employees that follow the standards, rules and procedures established by the organization.	3.81	0.878	High
4. Reward employees with financial remuneration to garner loyalty, consistency, quality and value in their work.	3.84	0.993	High
5. Provide outstanding training and development opportunities for the faculty.	3.88	1.032	High
Overall Mean	3.90		High

Generally, the staff appraisal or reward system was *highly* practiced at the SUCs as indicated by the overall mean of 3.90. This means that the educational leaders *highly* informed the faculty about evaluation standards, the benefits associated with quality work, and provided trainings and other development opportunities for them.

Organizations recruit staff who are motivated (Watson, 2017) using the power of reward system (Hanzell, 2013). The use of effective reward system that are aligned with other corporate strategies enhance organizational performance (Gregory, 2015). The employees tend to relax better and feel a higher sense of encouragement and appreciation through the effective use of feedback (Jordan, 2018)

Table 14. Level of Management Practices with regard to Professional Growth.

The educational leaders . . .	Mean	S.D.	V. I.
1. Build valuable work skills and improve individual performance by increasing knowledge and enhancing productivity.	3.97	0.914	High
2. Provide management and leadership training, seminars, conferences and e-learning platforms to improve interpersonal skills and enable collaboration and accelerate change with school staff, personnel and employees.	3.92	0.888	High
3. Provide workshops to faculty, school staff, and personnel with the fundamental skills for applications in the workplace.	3.88	0.859	High
4. Encourage the development of researches based on specific goals of the school for improvement.	3.68	1.116	High
5. Provide a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.	3.89	0.994	High
Overall Mean	3.87		High

The educational leaders were *highly* successful in encouraging faculty members to aim for their professional growth, as shown by the overall mean of 3.87. The teachers were exposed to trainings to improve their skills and knowledge productivity that they can readily apply in the workplace.

Teachers undergo an on-going learning and other professional development activities to raise their performance and students' achievement (Mizzel, 2010). They upgrade their knowledge and skills to provide high quality service and meet the expectations of the organization and requirements of their profession (Kloosterman, 2015). They become valuable members of the organization who can rise to technical challenges (Swilling, 2016).

Table 15. Level of Management Practices with regard to Staff Empowerment.

The educational leaders . . .	Mean	S.D.	V. I.
1. Define the boundaries within which employees can make their own decisions and give them freedom to act.	3.90	0.852	High
2. Discover what each person does best, find better ways for people to support each other and bring people together to support and encourage each other.	3.87	0.831	High
3. Gives people room to grow by providing different tasks for self- discovery.	3.83	0.946	High
4. Show willingness to support each member of the organization through thick and thin to earn trust and foster remarkable loyalty and tenacity to employees.	3.64	1.038	High
5. Give employees time to learn, time to experiment, and time to manage their personal affairs.	3.75	1.091	High
Overall Mean	3.80		High

Generally, the educational leaders *highly* empowered the faculty and staff as evidenced by the overall mean of 3.80. The faculty and staff feel empowered when they were given autonomy to make decisions, when they know that the group brings out the best in them, and when learning occurs without interference with personal affairs.

Empowered employees are those who work under leaders with the ability to respect new ideas (Leonard, 2018).

When the employees are empowered, they become more independent and were not afraid to contribute ideas that would benefit the institution (Reddy, 2017) and have higher level of job satisfaction (Leonrad, 2018).

School Culture at SUCs in Calabarzon

The extent of leadership and management practices in the SUCs is perceived to have a direct and positive influence on the school culture. The educational leaders help in shaping and building a strong school culture. The school culture is strong when the educational leaders are able to foster collaborative relationships, help provide a safe school environment, build positive interactions, help in developing one's commitment to the organization, and being open to change.

Table 16. Extent of School Culture as to Collaborative Relationships.

Indicators	Mean	S.D.	V. I.
1. Members of the organization recognize and respect each other's area of expertise and show willingness to compromise on objectives and process for better results.	3.84	0.946	Often observed
2. Mapping out the responsibilities of each members are made ahead of time to avoid disagreements and disorganization later on to develop mutual respect for everyone.	3.95	0.820	Often observed
3. Each department work collaboratively for the benefits of the institution	4.00	0.889	Often observed
4. Presence of flattened organizational hierarchy and better communication with all levels of the organization	3.98	0.833	Often observed
5. Groups function on the basis of shared power and management among peers, rather than an absolute directive from the top.	4.00	0.849	Often observed
Overall Mean	3.95		Often Observed

The overall mean of 3.95 indicated that collaborative relationships were *often observed* at the SUCs. Collaborative relationships are built through collaborative work, shared power, better communication at all levels, and careful mapping of responsibilities.

Collaboration and relationship-based work is central to organizational success (Treasure, 2013).

Leaders who effectively communicate plans and goals of the organization tend to build a resilient workforce (Irving, 2015) who easily commit to actions and make needed changes (Chipcols, 2016).

Table 17. Extent of School Culture as to Safe School Environment

Indicators	Mean	S.D.	V. I.
1. The institution encourages a proactive stance toward preventing injuries.	3.88	1.007	Often observed
2. All employees receive adequate training regarding safety procedures and be able to identify possible hazards.	4.15	0.782	Often observed
3. Employees undergo periodic training programs to refresh their knowledge and skills which may include emergency preparedness drill	4.08	0.776	Often observed
4. Employers take a proactive approach toward equipment safety by identifying facilities that need to be serviced on a regular basis and checked for possible malfunctions.	4.07	0.804	Often observed
5. Employees and students are provided with well-ventilated and classrooms conducive for learning.	4.06	0.820	Often observed
Overall Mean	4.05		Often Observed

Employees should receive adequate training regarding safety procedures and be able to identify possible hazards. These training programs will refresh their knowledge and skills on emergency preparedness drill, equipment safety, and how to manage conducive learning spaces like laboratories, classroom, and other school facilities.

Fostering positive interaction among administration and staff is a strong indicator of school culture.

Table 18. Extent of School Culture as to Positive Interaction.

Indicators	Mean	S.D.	V. I.
1. Employees show genuine interest in and concern for coworkers.	3.94	0.894	Often observed
2. Members of the organization keep an open mind for any suggestions and changes which helps avoid misunderstanding and increases respect.	4.10	0.831	Often observed
3. Workers are working toward the same overarching goal and accepts constructive criticism to better self and work.	4.07	0.882	Often observed
4. Members contribute to fostering an environment that promotes the thoughtful exchange of idea.	4.13	0.831	Often observed
5. There is a presence of supportive team members by offering help with work responsibilities or simply displaying more care in actions.	4.09	0.867	Often observed
Overall Mean	4.07		Often Observed

Generally, positive interaction was *often observed* at the SUCs as indicated by the overall mean of 4.07. Positive interaction was fostered through thoughtful exchange of ideas, being open-minded, providing team support, and accepting constructive criticisms. Positive interaction within an organization can be done through investing in people’s leadership development (Enochson, 2010) and through proper training and counselling sessions that help remove barriers in communication and exchange of ideas (Hoyle, 2000). Employees tend to have higher job satisfaction when they know that the leaders respect new ideas (Leonard, 2018).

Table 19. Extent of School Culture as to Commitment to Organization.

Indicators	Mean	S.D.	V. I.
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1. Members of the organization identify the goals of the organization and desires to remain a part of the organization	3.82	0.916	Often observed
2. Member so the organization possesses the feeling of responsibility towards the mission of the organization.	4.01	0.796	Often observed
3. Shows psychological attachment to the organization	3.95	0.854	Often observed
4. Employees are always looking for new challenges to take on that would not only solve the company's immediate problems, but also help to expand own horizons.	3.97	0.870	Often observed
5. Workers already know how to carry out tasks to the best possible standard, and come up with own ways to solve emergencies and crises within the organization.	4.02	0.844	Often observed
Overall Mean	3.95		Often Observed

The overall mean of 3.95 indicated that members' commitment to the organization was *often observed*. Having a strong psychological attachment to the organization, the members carried out the tasks with decisiveness, and can come up with innovative ways to solve problems. Work commitment is highly associated with organizational performance (Rusche, 2018) and employee morale.

Through specialized trainings, the employees are exposed to more challenging tasks that help achieve their individual goal inside the organization (Audra, 2015).

The psychological attachment to the organization increases as the employees work in or across teams (Gottman, 2015) that make them deliver higher level of performance (Audra, 2015).

Table 20 shows the extent of school culture as how the members of the organization embrace change in the workplace.

Being open to change was *often observed* in the SUCs. The members showed positive affect or emotions towards either the change or the potential consequences of the change ($M=4.11, SD=0.743$) and the drive to enact or be involved in change ($M=4.09, SD=0.788$).

Table 20. Extent of School Culture as to Openness to Change.

Indicators	Mean	S.D.	V. I.
1. Show openness for current trends.	4.07	0.706	Often observed
2. Show acceptance of the need for change.	4.04	0.769	Often observed
3. Show positive affect or emotions towards either the change or the potential consequences of the change	4.11	0.743	Often observed
4. Have an appetite or drive to enact or be involved in the change.	4.09	0.788	Often observed
5. Show willingness to support the change.	4.05	0.807	Often observed
Overall Mean	4.07		Often Observed

The school culture as to openness to change was *often observed* in the SUCs as disclosed by the overall mean of 4.07.

This means that every member showed positive emotions and acceptance for change, supported current trends, and wanted to be involved in change.

Employees who fell the support of the administration tend to eliminate the fear of committing mistakes and become more open to change (Kloprogge, 2013). They consider risks as useful chance to learn and innovate (Kouzes & Posner, 2016), so they may create a culture in which people feel able to learn from the accompanying mistakes (Looney, 2018).

Influence of Leadership and Managerial Practices on the School Culture

In this study, it was perceived that the SUCs school culture was influenced by leadership and managerial practices.

Table 21. Regression Analysis on the Influence of Leadership and Management Practices on Collaborative Relationship.

Leadership Practices	Beta	t-value	p-value	Analysis
<i>Seek opportunities to change</i>	0.125	1.865	0.063	Not significant
<i>Inspire a shared vision</i>	0.116	1.623	0.106	Not significant
<i>Enable others to act</i>	0.056	0.848	0.397	Not significant
<i>Model the way</i>	0.042	0.643	0.521	Not significant
<i>Recognize accomplishments</i>	-0.039	-0.596	0.552	Not significant
<i>Encourage innovation</i>	0.047	0.685	0.494	Not significant
<i>Communicate with clarity</i>	0.170	2.537	0.012	Significant
<i>Fostering collaboration</i>	0.005	0.073	0.942	Not significant
<i>Provide accountability</i>	-0.043	-0.617	0.538	Not significant
Management Practices	Beta	t-value	p-value	Analysis
<i>Human resource management</i>	-0.041	-0.536	0.593	Not significant
<i>Quality assurance</i>	0.169	2.293	0.023	Significant
<i>Strategic planning</i>	0.008	0.099	0.921	Not significant
<i>Staff appraisal</i>	0.147	2.142	0.033	Significant
<i>Professional growth</i>	0.027	0.361	0.718	Not significant
<i>Staff empowerment</i>	0.195	3.026	0.003	Significant

Adjusted R-Square: 0.6138
F-value: 26.854
Sig.: 0.000

The leadership practices that influence the school culture as to collaborative relationships include *communication with clarity*. The beta coefficient of 0.170 indicates that for every standard unit increase in the leadership practice of communication, there is a corresponding unit increase in collaborative relationships.

The management practices that influence the school culture as to collaborative relationships include *quality assurance* ($\beta=0.169$), *staff appraisal* ($\beta=0.149$), and *staff empowerment* ($\beta=0.195$). The beta coefficients indicate that for every standard unit increase in the management practice of quality assurance, staff appraisal, and staff empowerment, there is a corresponding unit increase in collaborative relationships.

Guided by acceptable standards, they can easily identify those with exemplary performance. On the other hand, employees who are given due recognition tend to become empowered knowing that the leaders respect new ideas. The leadership practice of communication and the management practices as quality assurance, staff appraisal, and staff empowerment significantly influence the school culture in terms of forming collaborative relationships. This finding is supported by Quinn (2015) who finds that leadership practices significantly correlate with the school culture and student achievement. On the other hand, Piotrowsky (2017) cites that the culture of learning partnerships has significant association with school leadership, teacher retention, and student achievement.

Table 22. Regression Analysis on the Influence of Leadership and Management Practices on Safe School Environment.

Leadership Practices	beta	t-value	p-value	Analysis
<i>Seek opportunities to change</i>	-0.006	-0.087	0.931	Not significant
<i>Inspire a shared vision</i>	0.001	0.015	0.988	Not significant

<i>Enable others to act</i>	0.133	2.030	0.044	Significant
<i>Model the way</i>	0.110	1.709	0.089	Not significant
<i>Recognize accomplishments</i>	0.145	-2.237	0.026	Significant
<i>Encourage innovation</i>	0.139	-2.076	0.039	Significant
<i>Communicate with clarity</i>	0.022	0.330	0.742	Not significant
<i>Fostering collaboration</i>	0.210	2.832	0.005	Significant
<i>Provide accountability</i>	0.080	1.169	0.244	Not significant
Management Practices	beta	t-value	p-value	Analysis
<i>Human resource management</i>	0.198	2.638	0.009	Significant
<i>Quality assurance</i>	0.074	1.018	0.310	Not significant
<i>Strategic planning</i>	0.095	1.257	0.210	Not significant
<i>Staff appraisal</i>	0.139	2.060	0.041	Significant
<i>Professional growth</i>	-0.113	-1.514	0.131	Not significant
<i>Staff empowerment</i>	0.097	1.524	0.129	Not significant

Adjusted R-Square: 0.530
F-value: 19.367
Sig.: 0.000

The leadership practices that influence the school culture as to safe school environment include *enabling others to act* ($\beta=0.133$), *recognizing accomplishments* ($\beta=0.145$), *encouraging innovation* ($\beta=0.139$), and *fostering collaboration* ($\beta=0.210$).

The management practices that influence the school culture as to safe school environment include *human resource management* ($\beta=0.198$), and *staff appraisal* ($\beta=0.139$).

Keeping a safe school environment is the concern of all leaders and educators. Effective leaders enable others to act to achieve a safe learning environment. The teachers become more inspired when they are encouraged to innovate and collaborate with co-workers. Through their exemplary performance, they are given due recognition and awards. With these, they feel a sense of strong responsibility of helping to keep a safe school environment. These findings are supported by Drake (2014) who finds that motivated employees play a key role to organizational success and by Lok (2014) who cites that innovative and supportive organization brings out high performing employees.

Table 23. Regression Analysis on the Influence of Leadership and Management Practices on Positive Interaction.

Leadership Practices	Beta	t-value	p-value	Analysis
<i>Seek opportunities to change</i>	0.181	2.507	0.013	Significant
<i>Inspire a shared vision</i>	-0.045	-0.593	0.554	Not significant
<i>Enable others to act</i>	0.188	2.650	0.009	Significant
<i>Model the way</i>	-0.105	-1.498	0.136	Not significant
<i>Recognize accomplishments</i>	0.157	-2.234	0.026	Significant
<i>Encourage innovation</i>	-0.016	-0.223	0.824	Not significant

<i>Communicate with clarity</i>	0.064	0.890	0.375	Not significant
<i>Fostering collaboration</i>	0.299	3.716	0.000	Significant
<i>Provide accountability</i>	0.079	1.058	0.291	Not significant
Management Practices	beta	t-value	p-value	Analysis
<i>Human resource management</i>	0.164	2.003	0.046	Significant
<i>Quality assurance</i>	0.275	3.477	0.001	Significant
<i>Strategic planning</i>	-0.118	-1.440	0.151	Not significant
<i>Staff appraisal</i>	0.238	3.241	0.001	Significant
<i>Professional growth</i>	0.185	-2.284	0.023	Significant
<i>Staff empowerment</i>	-0.041	-0.595	0.553	Not significant
<i>Adjusted R-Square:</i>	0.5482			
<i>F-value:</i>	20.739			
<i>Sig.:</i>	0.000			

Based on the beta-coefficients and t-values in Table 23, the leadership practices that influence the school culture as to positive interaction include *seeking opportunities to change* ($\beta=0.181$), *enabling others to act* ($\beta=0.188$), *recognizing accomplishments* ($\beta=0.157$), and *fostering collaboration* ($\beta=0.299$).

The management practices that influence the school culture as to positive interaction include *human resource management* ($\beta=0.164$), *quality assurance* ($\beta=0.275$), *staff appraisal* ($\beta=0.238$), and *professional growth* ($\beta=0.185$).

People act their best when recognized; they tend to be more cooperative in accomplishing tasks. Leaders that promote the organization's reward system based on merits can easily influence subordinates to act in positive ways. The leaders should give subordinates equal opportunities for professional growth and value their accomplishments. Positive interactions in the workplace promotes a unique culture where everyone grows. This finding is supported by Harpel (2012) who emphasizes that positive interaction in the workplace promotes intellectual, personal, and social outcomes.

Table 24. Regression Analysis on the Influence of Leadership and Management Practices on Commitment to Organization.

Leadership Practices	beta	t-value	p-value	Analysis
<i>Seek opportunities to change</i>	0.128	1.814	0.071	Not significant
<i>Inspire a shared vision</i>	-0.046	-0.619	0.537	Not significant
<i>Enable others to act</i>	0.196	2.820	0.005	Significant
<i>Model the way</i>	-0.102	-1.493	0.137	Not significant
<i>Recognize accomplishments</i>	-0.011	-0.153	0.878	Not significant
<i>Encourage innovation</i>	0.029	0.409	0.683	Not significant
<i>Communicate with clarity</i>	-0.007	-0.093	0.926	Not significant
<i>Fostering collaboration</i>	0.185	2.341	0.020	Significant
<i>Provide accountability</i>	0.101	1.371	0.172	Not significant
Management Practices	beta	t-value	p-value	Analysis
<i>Human resource management</i>	0.019	0.233	0.816	Not significant

<i>Quality assurance</i>	0.017	0.216	0.829	Not significant
<i>Strategic planning</i>	0.064	0.793	0.428	Not significant
<i>Staff appraisal</i>	0.236	3.274	0.001	Significant
<i>Professional growth</i>	0.017	0.218	0.827	Not significant
<i>Staff empowerment</i>	0.025	0.366	0.715	Not significant
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<i>Adjusted R-Square:</i>	0.5400			
<i>F-value:</i>	20.098			
<i>Sig.:</i>	0.000			

The commitment of the employees and staff to the organization was influenced by the leadership practices as *enabling others to act* ($\beta=0.196$) and *fostering collaboration* ($\beta=0.185$). The beta coefficients indicate that for every standard unit increase in the leadership practices of enabling others to act and fostering collaboration, there is a corresponding unit increase in having commitment to the organization.

The management practices that influence the school culture as to commitment to the organization include *staff appraisal* ($\beta=0.236$). The beta coefficients indicate that for every standard unit increase in the management practice of staff appraisal, there is a corresponding unit increase in school culture as to having commitment to the organization.

The leaders play a crucial role in fostering collaboration in the workplace. They influence the employees to work toward a common goal, focusing on shared vision and values. The employees, on the other hand, gradually establish a sense of commitment to the organization when they know they are treated well and being recognized for every accomplished task. Supportive environment brings out the best in the employees and increases their commitment to the organization. Lok (2014) cites that there is a positive effect of supportive and innovative culture on employees' job satisfaction and commitment.

Table 25. Regression Analysis on the Influence of Leadership and Management Practices on Openness to Change.

Leadership Practices	beta	t-value	p-value	Analysis
<i>Seek opportunities to change</i>	0.044	0.574	0.566	Not significant
<i>Inspire a shared vision</i>	0.184	2.260	0.025	Significant
<i>Enable others to act</i>	0.150	1.989	0.048	Significant
<i>Model the way</i>	-0.079	-1.060	0.290	Not significant
<i>Recognize accomplishments</i>	-0.008	-0.103	0.918	Not significant
<i>Encourage innovation</i>	0.085	1.091	0.277	Not significant
<i>Communicate with clarity</i>	0.028	0.367	0.714	Not significant
<i>Fostering collaboration</i>	-0.096	-1.117	0.265	Not significant
<i>Provide accountability</i>	0.206	2.588	0.010	Significant
Management Practices	beta	t-value	p-value	Analysis
<i>Human resource management</i>	0.168	1.976	0.050	Significant
<i>Quality assurance</i>	0.066	0.788	0.431	Not significant
<i>Strategic planning</i>	-0.112	-1.277	0.203	Not significant
<i>Staff appraisal</i>	0.126	1.606	0.110	Not significant
<i>Professional growth</i>	0.129	1.498	0.136	Not significant

<i>Staff empowerment</i>	-0.102	-1.389	0.166	Not significant
<i>Adjusted R-Square:</i>	0.4603			
<i>F-value:</i>	14.875			
<i>Sig.:</i>	0.000			

Being open to change, as a school culture, was influenced by the leadership practices as *inspiring a shared vision* ($\beta=0.184$), *enabling others to act* ($\beta=0.150$) and *providing accountability* ($\beta=0.206$).

The management practice of *human resource management* ($\beta=0.168$) influenced the school culture as to being open to change.

. This finding is supported by Rusche (2018) who emphasizes that accountability in the workplace is linked to higher performance, work commitment and employee morale. On the other hand, Chawla (2013) stresses that openness to change is predicted by communication and job security.

Conclusions and Recommendations

It is revealed that in collaborative relationships in the SUCs, in terms of leadership practice, communicating with clarity and as to management practices, quality assurance, staff appraisal, and staff empowerment are significant. The F-value of 26.854 is significant at 0.000 probability level.

It is also indicated that in keeping a safe school environment in the SUCs in terms of leadership practice, enabling others to act, recognizing accomplishments, encouraging innovation, and fostering collaboration and as to management practices, human resource management and staff appraisal are significant. The F-value of 19.367 is significant at 0.000 probability level.

In positive interaction in the SUCs, in terms of leadership practice, seeking opportunities to change, enabling others to act, recognizing accomplishments, fostering collaboration and as to management practices, human resource management, quality assurance, staff appraisal and professional growth are significant. The F-value of 20.739 is significant at 0.000 probability level.

It is also revealed that in keeping a commitment to organization in the SUCs in terms of leadership practice, enabling others to act and as to management practices, professional growth are significant. The F-value of 20.098 is significant at 0.000 probability level.

As to keeping openness to change, in terms of the leadership practice, inspiring a shared vision, enabling others to act, providing accountability and as to management practices, human resource management are significant. The F-value of 14.875 is significant at 0.000 probability level.

Based on the drawn conclusions, these are highly recommended.

To give opportunities, provision of equal opportunities to enhance abilities of faculty in their field of specialization may be provided by SUCs educational leaders. The ability of the instructional leaders to create awareness among stakeholders about the current status of the organization may be enhanced in order to provide the information needed for goal achievement. Educational leaders in terms of leadership may practice giving assignments and responsibilities to subordinates based on their strengths and potentials to maximize work progress in the organization. There is still a need for educational leaders to constantly mention the exemplary accomplishments of the faculty members. Education leaders may explore on finding ways to contribute ideas and suggestion with subordinates. The instructional leaders still have to give higher priority in managing teachers' wages and salaries with transparency. In terms of management practices, the educational leaders should ensure that subordinates are aware of quality requirements and provide training in best practices. CALABARZON educational leaders should learn to adjust the organization's direction in response to a changing environment. It is recommended that educational leaders focus on understanding the strengths of their employees and their potential for more responsibility to take control and initiative. Finally. It is recommended that educational leaders review the employees job performance and focus on strategic approaches on organization workers so that they may help in gaining competitive advantage.