International Journal of Sustainable and Integrated Studies
Volume 1, Issue 4 | ISSN: 3155-6361
DOI: https://doi.org/10.65339/ijsis.V1.I4.267

Leadership Behavior of Public Secondary Principals and their Relationship to Organizational Culture in the New Normal in the Division of Malabon City

Marites B. Jarina
High School Teacher, Canyon Springs High School, North Las Vegas, Nevada 89032, United States

Email of Corresponding Author: maritzjarina@gmail.com

Publication history:
Received: October 2, 2026 Accepted: November 6, 2026
Revised: November 4, 2026 Published: November 7, 2026
International Journal of Sustainable and Integrated Studies, Vol. 1, No. 4, pp. 147–160, November 2026.

Abstract

This study examined the relationship between school administrators' leadership behavior and organizational culture in selected public secondary schools in the Division of Malabon City during the new normal, providing a basis for an Institutional Development Plan. Employing a descriptive quantitative research design, the study involved 210 randomly selected respondents, comprising 70 school administrators and 140 teachers from seven public secondary schools during the 2021–2022 school year. Data were gathered through structured questionnaires, supplemented by interviews and observations, and analyzed using descriptive statistics, Pearson correlation, and statistical tests of group differences. Findings revealed effective leadership behavior across five dimensions, with modeling the way receiving the highest mean (4.22). Organizational culture was rated satisfactory, particularly in customer orientation (4.39). A strong, statistically significant positive relationship existed between leadership behavior and organizational culture ($r = 0.796$), while teachers' and administrators' assessments showed no significant differences. Insufficient administrative encouragement and institutional support emerged as prominent concerns. The study concluded that effective leadership was closely associated with a positive organizational culture. Strengthening collaborative decision-making, professional development, personnel motivation, and institutional support through the proposed Institutional Development Plan is recommended. The study was limited to selected Malabon public secondary schools and relied primarily on respondents' assessments, restricting broader generalization. These findings provide practical evidence for strengthening educational leadership, improving organizational practices, and guiding sustainable institutional development in public secondary education.

Keywords: Institutional Development, Leadership Behavior, Organizational Culture, Public Secondary Schools, School Administrators, Teacher Perceptions

1. Introduction

Effective school leadership and organizational culture are essential to institutional development, teacher performance, and educational quality. School principals influence organizational effectiveness through their leadership practices, managerial competencies, and ability to promote collaboration, innovation, and shared institutional values. As educational institutions continue to respond to changing demands, adaptive leadership and supportive organizational cultures remain important to sustainable school improvement. This study examined the leadership behavior of public secondary school principals in the Division of Malabon City and its relationship with organizational culture in the new normal. Specifically, it focused on leadership effectiveness, prevailing

organizational practices, differences between teachers' and administrators' assessments, and institutional challenges. The investigation also provided a basis for proposing an Institutional Development Plan (IDP) aimed at strengthening school leadership, organizational effectiveness, and continuous educational improvement.

School principals play a central role in achieving educational objectives, supporting teacher development, and establishing effective learning environments. Beyond administrative supervision, principals are expected to demonstrate innovative, participative, and transformational leadership that promotes professional growth and institutional improvement. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) emphasized that effective educational leadership involved establishing institutional expectations, improving learning, fostering collaboration, and developing professional capacities. These responsibilities require school leaders to align organizational practices with institutional goals while responding to changing educational conditions. Organizational culture encompasses shared values, beliefs, norms, and practices that influence employee attitudes, professional relationships, and institutional performance. Schein and Schein (2017) explained that leadership and organizational culture were interconnected because leaders influenced the development of organizational values, while established cultural practices shaped leadership behavior. A positive organizational culture strengthens institutional identity, professional commitment, collective responsibility, and adaptability. Similarly, Sumiran et al. (2022) found that principals contributed to school quality through their leadership practices, professional responsibilities, and development of supportive school cultures. In the Philippine educational context, effective school leadership remains essential to institutional stability and the management of organizational challenges. The Department of Education (2020) established the Philippine Professional Standards for School Heads (PPSSH), which emphasize strategic leadership, organizational management, quality teaching and learning, professional development, and stakeholder engagement. These standards recognize the importance of competent school administrators in strengthening educational institutions and supporting teachers. The relationship between leadership behavior and organizational culture becomes particularly relevant when schools encounter changing educational demands. Adams et al. (2026) examined Philippine school principals' management practices during educational disruptions and identified collaboration, adaptability, professional support, and responsive leadership as important considerations in institutional management. These findings reinforced the rationale for examining how school administrators' leadership practices related to organizational culture in public secondary schools in Malabon City.

Educational leadership involves influencing organizational members, coordinating institutional resources, and promoting the achievement of shared goals. Kouzes and Posner (2023) identified five exemplary leadership practices: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. These practices emphasize innovation, organizational direction, collaboration, exemplary behavior, and employee motivation. Together, they provide a framework for assessing how principals encourage professional participation and organizational effectiveness. Leadership practices also influence teachers' professional experiences and workplace attitudes. Liu et al. (2021) found that instructional and distributed leadership were associated with teacher self-efficacy and job satisfaction, with supportive school culture and teacher collaboration serving as important mediating factors. Similarly, Hallinger et al. (2025) synthesized 68 quantitative studies and identified a moderate positive relationship between principal instructional leadership and teacher attitudes, including trust, professional commitment, self-efficacy, and job satisfaction. These findings indicated that leadership effectiveness extended beyond administrative performance to teachers' professional experiences. Distributed leadership further strengthens institutional collaboration by encouraging teachers to participate in decision-making and organizational development. Galdames-Calderón (2023) found that principals supported school improvement by creating professional development opportunities, empowering teacher leaders, and promoting collaborative practices. Likewise, de Jong et al. (2023) found that distributed leadership encouraged professional interaction, shared responsibility, and cooperation among teachers and school administrators. These studies demonstrated the importance of leadership practices that recognized teachers as active contributors to institutional development. Organizational culture provides the environment in which leadership practices are implemented. Schein and Schein (2017) explained that organizational culture developed through shared experiences, established assumptions, and interactions among organizational members. These cultural characteristics influence professional behavior, institutional expectations, and organizational responses to change. Sashkin and Rosenbach (2013) developed the Organizational Culture Assessment Questionnaire (OCAQ), which assesses managing change, achieving goals, coordinating teamwork, building a strong culture, and customer orientation. These dimensions provide a basis for examining how organizational values and practices support institutional effectiveness. Recent Philippine research has reinforced the relevance of leadership practices and organizational culture. Molo and Molo (2022) examined organizational culture and leadership practices among school principals, teachers, and stakeholders in Romblon. Their findings highlighted goal-oriented leadership, professional motivation, organizational support, and problem-solving as important characteristics of school culture. Similarly, Santos (2023) investigated organizational confidence and teacher leadership in Philippine public schools and found that professional trust, supportive relationships, and teacher development were relevant to strengthening teacher leadership. Collectively, these studies suggested that leadership behavior and organizational culture were associated with professional motivation, institutional

collaboration, and school effectiveness. They also established the importance of assessing principals' leadership practices alongside the prevailing organizational culture to identify areas requiring institutional improvement.

Philippine public schools continue to encounter challenges related to educational reforms, institutional resources, teacher development, and organizational effectiveness. These challenges require school administrators to demonstrate leadership practices that promote collaboration, adaptability, and professional accountability. The Department of Education (2023) introduced the MATATAG Agenda to address persistent basic education challenges and strengthen educational services. These reform priorities emphasized the importance of competent school leadership and effective organizational management. Studies conducted in Philippine educational institutions have provided insights into the relationship between principal leadership and organizational conditions. Ferrer (2021) examined organizational climate in secondary schools in Quezon City and identified relationships between principals' demographic characteristics and selected dimensions of school climate. The findings highlighted supportive principal behavior, teacher engagement, and organizational relationships as important characteristics of the school environment. Santos (2023) similarly identified organizational trust, professional development, and supportive workplace relationships as important considerations in teacher leadership among public schools in Marikina City. Research in other Philippine regions further emphasized the importance of effective leadership. Molo and Molo (2022) found that school leaders and teachers in selected Romblon schools demonstrated organizational practices centered on institutional objectives, professional motivation, and collaborative problem-solving. Panga et al. (2025) examined principal leadership in a public secondary school in Camarines Sur and identified collaborative planning, teacher mentoring, instructional support, and stakeholder engagement as important practices associated with school improvement. Their findings also highlighted institutional constraints and the importance of responsive leadership in addressing school challenges. The relationship between leadership and organizational outcomes has also been examined in public secondary schools. Villafuerte and Laya (2024) investigated organizational climate, school heads' leadership behavior, and teachers' turnover intentions in Region XI. Although respondents reported high levels of organizational climate and leadership behavior, the study found no significant relationships between these variables and turnover intention. In contrast, Yongco (2026) found that transformational leadership was positively associated with teacher performance and student achievement in Philippine secondary schools, whereas laissez-faire leadership demonstrated negative associations with these outcomes. These differing findings suggested that leadership effectiveness and organizational outcomes varied according to institutional conditions and the specific variables examined. At the national level, educational challenges extend beyond institutional leadership to learning outcomes and resource availability. The Organisation for Economic Co-operation and Development (OECD, 2023) reported that Filipino students performed below the OECD average in mathematics, reading, and science in the 2022 Programme for International Student Assessment. The report also identified concerns involving teaching resources, school environments, and educational opportunities. These conditions emphasized the importance of strengthening institutional leadership to support teaching quality and school improvement. International research has provided additional perspectives on leadership behavior and organizational culture. Chua Reyes et al. (2022) examined Philippine school leaders' experiences in responding to educational reforms amid poverty, disasters, and institutional challenges. Their findings emphasized the importance of contextual conditions in shaping educational leadership and institutional responses. Meanwhile, Tan et al. (2024) conducted a meta-analysis of school leadership practices and student outcomes and identified positive but generally modest associations between leadership and educational achievement. Their findings highlighted instructional management, teacher development, and stakeholder engagement as relevant leadership practices. Global educational perspectives further emphasize the importance of strengthening school leadership. UNESCO (2024) identified professional preparation, institutional collaboration, leadership development, and organizational support as essential considerations for improving educational systems. These findings indicated that leadership effectiveness depended not only on individual competencies but also on organizational conditions that enabled school leaders and teachers to perform their responsibilities. Taken together, local, national, and international studies demonstrated the relevance of leadership behavior and organizational culture to school effectiveness, teacher development, and institutional improvement. However, differences in educational settings, leadership approaches, and organizational outcomes highlighted the importance of examining these relationships within the specific context of public secondary schools in the Division of Malabon City.

The study was anchored in the Management Process Approach discussed by Koontz (1961), which views management as a process of accomplishing organizational objectives through coordinated human effort and institutional resources. This perspective emphasizes the managerial functions of planning, organizing, leading, and controlling organizational activities. In educational institutions, these functions provide a basis for understanding how school administrators coordinate personnel, establish institutional priorities, implement educational programs, and promote organizational effectiveness. The conceptual framework incorporated the Five Practices of Exemplary Leadership presented by Kouzes and Posner (2023). These practices include Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Challenging the Process emphasizes innovation and institutional improvement, while Inspiring a Shared Vision focuses on establishing shared organizational goals. Enabling Others to Act promotes collaboration and employee

empowerment, whereas Modeling the Way emphasizes consistency between leadership values and professional behavior. Encouraging the Heart recognizes the importance of motivation, appreciation, and professional support. These five dimensions served as indicators for assessing the leadership behavior of public secondary school principals. The study also drew on the organizational culture framework developed by Sashkin and Rosenbach (2013), which identifies five organizational culture dimensions: managing change, achieving goals, coordinating teamwork, building a strong culture, and customer orientation. These dimensions describe how organizations respond to environmental changes, achieve institutional objectives, coordinate professional responsibilities, maintain shared values, and address stakeholder needs. In the present investigation, organizational culture was assessed through managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength. The conceptual relationship between leadership behavior and organizational culture was further supported by Schein and Schein (2017), who explained that organizational culture developed through shared assumptions, institutional experiences, and established professional practices. Leadership influences these cultural characteristics through decision-making, communication, behavioral expectations, and organizational development. Consequently, leadership behavior and organizational culture represent interconnected dimensions of institutional effectiveness. The study considered the demographic and professional characteristics of teachers and school administrators, including age, gender, civil status, educational attainment, and length of teaching or administrative service. It examined leadership effectiveness and organizational culture through the assessments of both respondent groups. The conceptual framework also incorporated institutional problems and recommended solutions as considerations in organizational improvement. The research framework specified survey questionnaires and statistical procedures for examining the variables. Frequency and percentage distributions described respondent characteristics, weighted means summarized assessments, t-tests examined differences between respondent groups, and Pearson correlation analysis determined the relationship between leadership behavior and organizational culture. These analytical procedures provided a basis for interpreting the principal variables and informing the proposed Institutional Development Plan.

Previous studies have examined relationships among leadership behavior, organizational culture, teacher performance, professional satisfaction, and institutional effectiveness. However, these investigations employed different leadership models, organizational indicators, research populations, and institutional settings. Consequently, their findings provided relevant perspectives without directly establishing the relationship between the specific leadership and organizational culture dimensions examined in public secondary schools in Malabon City. For instance, Ferrer (2021) investigated principals' demographic characteristics and organizational climate in secondary schools, while Molo and Molo (2022) examined organizational culture and leadership practices in selected elementary schools. Santos (2023) explored organizational confidence and teacher leadership in public schools, whereas Villafuerte and Laya (2024) assessed organizational climate, leadership behavior, and teachers' turnover intentions. Although these studies addressed related institutional variables, their research objectives and settings differed from those of the present investigation. Recent international research also demonstrated the importance of examining leadership and organizational outcomes within specific institutional contexts. Hallinger et al. (2025) identified significant relationships between instructional leadership and teachers' professional attitudes, while Tan et al. (2024) established positive associations between leadership practices and student outcomes. These findings supported the relevance of leadership effectiveness but did not eliminate the need to investigate its relationship with organizational culture in particular educational settings. The study addressed this contextual gap by examining the leadership behavior of public secondary school principals and its relationship with organizational culture in the Division of Malabon City during the new normal. Its scope was delimited to 70 school administrators and 140 selected teachers. Leadership behavior was examined through the five practices of exemplary leadership, while organizational culture was assessed through managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength. The investigation also sought to determine whether significant differences existed between teachers' and administrators' assessments of leadership effectiveness and organizational culture. It examined the relationship between these variables using a 0.05 level of significance and considered institutional problems and recommended solutions identified by both respondent groups. The study provided a basis for understanding leadership strengths, organizational conditions, and areas requiring institutional improvement. Its findings were intended to inform an Institutional Development Plan addressing identified needs and promoting effective educational management. Although the investigation was limited to public secondary schools in Malabon City, its findings may offer contextual insights for other school divisions examining similar leadership and organizational challenges.

The study aligned primarily with Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive and equitable quality education and lifelong learning opportunities. Effective school leadership contributes to this goal by supporting teacher development, strengthening institutional management, and improving organizational conditions for teaching and learning. UNESCO (2024) emphasized that educational leaders influenced school improvement through professional development, instructional support, and institutional collaboration. The study examined leadership behavior and organizational culture to provide insights into institutional practices relevant to educational quality and continuous improvement. The study was also relevant to Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), particularly its emphasis on

effective, accountable, and inclusive institutions. School leadership practices involving shared decision-making, professional accountability, institutional coordination, and organizational responsiveness reflect principles of effective educational governance. The Department of Education (2020) established these professional expectations through the Philippine Professional Standards for School Heads, which emphasize organizational management, accountability, professional development, and stakeholder engagement. Furthermore, the study supported aspects of Sustainable Development Goal 17 (Partnerships for the Goals) through its emphasis on collaboration among school administrators, teachers, parents, and community stakeholders. Collaborative leadership and coordinated institutional responsibilities provide opportunities to strengthen relationships that contribute to educational development. The United Nations Department of Economic and Social Affairs (2025) emphasized the continuing importance of institutional cooperation and partnerships in advancing sustainable development. These connections established the study's relevance to educational sustainability, institutional effectiveness, and collaborative governance. The SDGs served as broader development considerations rather than additional variables directly measured in the investigation.

The study contributed to multidisciplinary sustainability by integrating educational leadership, organizational management, professional development, and institutional improvement. Its primary relevance concerned educational sustainability, particularly the capacity of public secondary schools to maintain effective learning environments through competent leadership and positive organizational cultures. Effective leadership supports institutional continuity, teacher development, and organizational responsiveness to changing educational demands. From an institutional sustainability perspective, leadership practices contribute to organizational stability, professional accountability, collaborative decision-making, and continuous improvement. Schein and Schein (2017) explained that organizational culture influenced institutional development through shared values and established behavioral expectations. Similarly, Galdames-Calderón (2023) found that distributed leadership supported professional development and school improvement by strengthening teacher participation and collaborative responsibilities. The study also contributed to understanding community and socio-economic sustainability by recognizing the interconnected responsibilities of school administrators, teachers, students, parents, and community stakeholders. Positive professional relationships and coordinated institutional efforts strengthen organizational cooperation and support educational development. Santos (2023) emphasized the importance of organizational trust and teacher development in establishing supportive educational environments, while Panga et al. (2025) highlighted collaborative planning and stakeholder engagement in school improvement. Its relevance to policy and governance sustainability was reflected in the proposed Institutional Development Plan, which was intended to provide a structured basis for addressing leadership and organizational concerns. By connecting educational management, organizational psychology, institutional governance, and community participation, the study contributed to understanding how leadership effectiveness and organizational culture could support the sustainable development of public secondary schools in the Division of Malabon City.

2. Materials and Methods

2.1 Research Design

The study utilized a descriptive quantitative research design to assess the leadership behavior of school administrators and the organizational culture of public secondary schools. According to McCombes (2023), descriptive research systematically examines existing characteristics, conditions, and patterns within a particular population or phenomenon. This approach was appropriate for identifying prevailing leadership practices, organizational conditions, and differences in the assessments of school administrators and teachers. Lim (2025) emphasized that quantitative research employs structured instruments and statistical procedures to measure variables, identify patterns, and examine relationships objectively. Accordingly, the study used structured questionnaires to obtain measurable responses concerning leadership effectiveness, organizational culture, and school-related concerns. The collected data were statistically analyzed to determine significant differences between administrators' and teachers' assessments and examine the relationship between leadership behavior and organizational culture. The findings provided a basis for identifying areas for leadership improvement and organizational development.

2.2 Locale of the Study

The study was conducted in seven selected public secondary schools under the Division of City Schools Malabon during the school year 2021–2022. These schools were Longos National High School, Malabon National High School, Tinajeros National High School, Tugatog National High School, Panghulo National High School, Potrero National High School, and Tañong Integrated School. These institutions served as the research settings for assessing school leadership behavior, organizational culture, and organizational effectiveness.

2.3 Respondents of the Study

The study involved 210 respondents consisting of 70 school administrators and 140 teachers from the seven selected public secondary schools. The administrator group included school principals, assistant principals, and department heads, comprising 16 males and 54 females. The teacher group consisted of 55 males and 85 females.

Each participating school was represented by 10 administrators and 20 teachers, providing assessments of leadership practices, organizational culture, and problems encountered within their respective institutions.

2.4 Sample and Sampling Procedure

The study employed simple random sampling in selecting school administrators and teachers from the participating schools. According to Thomas (2023), simple random sampling is a probability sampling technique that provides every member of a defined population an equal chance of selection, thereby minimizing selection bias. This approach was adopted to support the representativeness of respondents within the participating schools. The sample consisted of 10 administrators and 20 teachers from each of the seven selected secondary schools, resulting in 210 respondents.

2.5 Research Instrument

The study utilized a structured survey questionnaire, interviews, and personal observations to gather information on leadership behavior, organizational culture, and school effectiveness. Interviews provided additional explanations and clarification of questionnaire responses, while personal observations supported the assessment of leadership practices and organizational conditions. Ranganathan and Caduff (2023) emphasized the importance of appropriately designed questionnaires in obtaining relevant and consistent information from research participants. The survey questionnaire consisted of five parts. The first collected respondents' demographic and professional profiles, including age, gender, civil status, educational attainment, teaching experience, and administrative experience. The second assessed leadership behavior using the five leadership practices presented by Kouzes and Posner (2023), with additional items developed by the researcher. These practices included challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The third part evaluated organizational culture using the dimensions developed by Sashkin and Rosenbach (2013), namely managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength. The fourth identified problems encountered by respondents, while the fifth assessed recommended solutions. The assessment sections employed five-point Likert scales corresponding to effectiveness, satisfaction, problem seriousness, and recommendation levels. The questionnaire underwent a validation process involving review by the research adviser and face validation by graduate professors to determine its clarity, relevance, and alignment with the study variables. Comments and recommendations from the validators guided the instrument's refinement before distribution. A trial run was also conducted with the assistance of co-principals in the Division of Malabon City. Ranganathan et al. (2024) highlighted the importance of instrument validation in establishing the accuracy and consistency of questionnaire-based measurements.

2.6 Data Gathering Procedure

The researcher requested permission from the Schools Division Superintendent of Malabon City before conducting the study. Following approval, the questionnaires were distributed to selected school administrators and teachers through the District Supervisors. The researcher personally retrieved the accomplished questionnaires to facilitate data collection. Interviews and personal observations served as supplementary techniques for clarifying responses and assessing leadership practices and organizational conditions. After collection, the questionnaire responses were organized, tallied, and prepared for statistical analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency counts, percentages, weighted means, standard deviation, Pearson product-moment correlation, and the independent-samples t-test. Frequency counts and percentages described the demographic and professional profiles of respondents, while weighted means determined their average assessments of leadership behavior, organizational culture, problems encountered, and recommended solutions. Standard deviation measured the variability of responses around the mean. Lim (2025) emphasized the importance of appropriate statistical procedures in interpreting quantitative data and examining relationships among research variables. A five-point Likert scale was used to interpret weighted means, with numerical intervals of 4.50–5.00, 3.50–4.49, 2.50–3.49, 1.50–2.49, and 1.00–1.49. Leadership behavior was interpreted from Very Effective to Not Effective, organizational culture from Very Satisfactory to Not Satisfactory, problems encountered from Very Serious to Not Serious, and proposed solutions from Highly Recommended to Not Recommended. Pearson product-moment correlation was employed to examine the relationship between leadership behavior and organizational culture. Correlation coefficients were interpreted as very high (0.90–1.00), high (0.70–0.89), moderate (0.40–0.69), low (0.20–0.39), or negligible (below 0.20). The significance of the correlation coefficient was examined using a t-test with degrees of freedom calculated as $n - 2$. Meanwhile, the independent-samples t-test was used to determine significant differences between the assessments of school administrators and teachers. These statistical techniques provided the basis for interpreting the study variables and addressing the research objectives.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age

The findings revealed that teachers were predominantly younger, with 27.1% belonging to the 21–25 age group and another 27.1% to the 26–30 age group. Among school administrators, the largest proportion (20.0%) belonged to the 36–40 age group, while those aged 26–30, 41–45, and 46–50 each accounted for 15.7%. These findings indicated that teachers were generally younger than school administrators. The age distribution reflected differences in career stages and professional experience between the two groups. The Organisation for Economic Co-operation and Development (OECD, 2025) emphasized that teachers' age and professional experience were important workforce characteristics, with experienced educators contributing established pedagogical knowledge and younger teachers bringing recent training and instructional perspectives. These differences highlighted the importance of considering workforce composition in educational planning.

3.1.2 Gender

Female respondents predominated in both groups, representing 77.1% of teachers and 68.6% of school administrators. Male respondents accounted for 22.9% and 31.4%, respectively. These results showed that women constituted the majority of the teaching and administrative personnel surveyed. The findings reflected the substantial representation of women in the education workforce. OECD (2025) similarly reported that women constituted approximately seven out of ten teachers across participating education systems. The gender distribution in the present study was consistent with this broader workforce pattern, although gender alone did not establish differences in leadership effectiveness or organizational performance.

3.1.3 Civil Status

Most respondents were married, comprising 52.1% of teachers and 67.1% of school administrators. Single respondents represented 45.7% of teachers and 30.0% of administrators, while widowed or separated respondents accounted for 2.1% and 2.9%, respectively. Marriage was therefore the predominant civil status in both groups. These findings described the personal characteristics of respondents within the school organization. Although marital status formed part of the demographic profile, the results did not establish a relationship between civil status and professional effectiveness. Consequently, the distribution was interpreted as a descriptive characteristic of the respondents rather than an indicator of leadership behavior or organizational culture.

3.1.4 Educational Attainment

The largest proportion of teachers (46.4%) had completed bachelor's degrees with master's units, followed by bachelor's degree holders (40.7%). Similarly, 54.3% of school administrators had master's units, while 25.7% held bachelor's degrees. Master's degree holders accounted for 9.3% of teachers and 12.9% of administrators. Additionally, 5.7% of administrators had earned doctoral degrees. The findings reflected respondents' participation in graduate education and professional advancement. OECD (2025) emphasized that educational qualifications, professional preparation, and continuing development were important aspects of teacher competence and professional growth. The respondents' pursuit of postgraduate education reflected engagement in further academic preparation relevant to their instructional and administrative responsibilities.

3.1.5 Length of Service

Most teachers (42.1%) had served for 6–10 years, followed by 28.6% with 1–5 years of experience. Among school administrators, 27.1% had served for 6–10 years, while 20.0% had 1–5 years of service. Additionally, 10.0% of administrators had served for 31 years or longer, compared with none of the teacher respondents. The findings indicated that both groups had varying levels of professional experience, with the largest proportions having served for 6–10 years. OECD (2025) emphasized that professional experience contributed to educators' instructional knowledge and professional confidence, while beginning teachers benefited from mentoring and structured professional development. Similarly, UNESCO (2024) highlighted the importance of recruitment, professional support, and teacher retention in maintaining an effective educational workforce.

3.2 Effectiveness of School Administrators' Leadership Behavior

3.2.1 Challenging the Process

The combined assessment of challenging the process obtained an overall weighted mean of 4.16, interpreted as effective. Promoting a culture of excellence and encouraging personnel to view change as an opportunity received the highest weighted means of 4.23. In contrast, experimenting and taking risks received the lowest mean of 4.06. Teachers and administrators recorded overall means of 4.19 and 4.12, respectively. The findings indicated that school administrators demonstrated effectiveness in promoting excellence and positive attitudes toward organizational change, although experimentation and risk-taking received relatively lower assessments. Kouzes and Posner (2023) emphasized that exemplary leaders challenged existing practices by identifying opportunities, experimenting with new approaches, and learning from experience. Meyer et al. (2023) similarly identified

principal leadership and teacher collaboration as important elements in implementing school improvement initiatives and organizational change.

3.2.2 Inspiring a Shared Vision

Inspiring a shared vision received an overall weighted mean of 4.21, indicating effective leadership behavior. Envisioning the organization's future obtained the highest mean of 4.25, followed by carrying out a lifelong vision at 4.23. Including others in the organizational vision received the lowest mean of 4.18. Teachers and administrators reported overall means of 4.22 and 4.20, respectively. The results indicated that school administrators effectively communicated organizational aspirations and long-term directions, although involving personnel in the development of a shared vision received comparatively lower ratings. Kouzes and Posner (2023) emphasized that inspiring a shared vision involved envisioning future possibilities and encouraging others to participate in common aspirations. Plaku and Leka (2025) likewise identified leadership direction and collaboration as important characteristics of positive school cultures.

3.2.3 Enabling Others to Act

The leadership practice of enabling others to act obtained an overall weighted mean of 4.20, interpreted as effective. Understanding team members' strengths received the highest mean of 4.23, while fostering collaboration and actively involving others each received 4.22. Taking time to teach and delegate responsibilities obtained the lowest mean of 4.16. Teachers and administrators recorded overall means of 4.22 and 4.19, respectively. The findings reflected the effectiveness of administrators in recognizing personnel capabilities, encouraging collaboration, and supporting teamwork. Kouzes and Posner (2023) emphasized that enabling others involved developing trust, strengthening relationships, and empowering individuals to contribute to organizational goals. Meyer et al. (2023) further demonstrated that school leaders supported teacher collaboration through shared responsibilities, coordinated planning, and organizational support.

3.2.4 Modelling the Way

Modelling the way obtained an overall weighted mean of 4.22, indicating effective leadership behavior. Using positive and encouraging language received the highest mean of 4.25, followed by establishing standards of excellence at 4.24. The indicator concerning the influence of administrators' actions on others obtained the lowest mean of 4.19. Teachers recorded an overall mean of 4.24, compared with 4.20 among administrators. The findings demonstrated that school administrators generally modeled constructive communication and professional standards. Kouzes and Posner (2023) emphasized that effective leaders established shared values and demonstrated them through consistent actions. Plaku and Leka (2025) likewise highlighted the role of school leaders in maintaining organizational values and establishing practices that supported positive relationships and institutional cooperation.

3.2.5 Encouraging the Heart

Encouraging the heart received an overall weighted mean of 4.20, interpreted as effective. Recognizing individual contributions obtained the highest mean of 4.25, while maintaining hope and determination and celebrating accomplishments each received 4.24. Making everyone feel like heroes obtained the lowest mean of 4.10. Teachers and administrators reported overall means of 4.21 and 4.18, respectively. These findings indicated that school administrators effectively acknowledged personnel contributions and celebrated organizational achievements. Kouzes and Posner (2023) emphasized that encouraging the heart involved recognizing individual accomplishments and celebrating collective success. Hallinger et al. (2025) further demonstrated positive associations between principal instructional leadership and teacher attitudes, including professional trust, organizational commitment, and job satisfaction.

3.3 Level of Prevailing Organizational Culture

3.3.1 Managing Change

Managing change obtained an overall weighted mean of 4.32, interpreted as satisfactory. Prioritizing learners' needs received the highest mean of 4.39, followed by recognizing individual strengths at 4.36 and adapting to necessary changes at 4.35. Perceptions that organizational change resulted from pressure imposed by higher authorities received the lowest mean of 4.24. Teachers and administrators recorded overall means of 4.35 and 4.30, respectively. The findings indicated that the prevailing organizational culture emphasized responsiveness to learners, cooperation, and adaptability. Meyer et al. (2023) emphasized that successful school improvement required coordinated leadership practices, teacher collaboration, and appropriate organizational support. Campbell (2024) similarly highlighted the role of leadership and governance in facilitating collaboration and educational change, reinforcing the importance of shared participation in organizational improvement.

3.3.2 Achieving Goals

Achieving goals obtained an overall weighted mean of 4.38, interpreted as satisfactory. Policies and procedures supporting learners' needs received the highest mean of 4.42, followed by understanding organizational objectives and priorities at 4.40. Teamwork received 4.39, while the indicator concerning expectations to achieve seemingly

unattainable goals obtained the lowest mean of 4.33. Teachers and administrators recorded overall means of 4.41 and 4.34, respectively. The findings reflected the presence of organizational practices supporting goal attainment, teamwork, and institutional priorities. Bantilan et al. (2024) identified organizational culture, policies, and practices as important factors associated with teachers' organizational commitment in Philippine public schools. Similarly, Pu et al. (2024) found that collaborative school culture was positively associated with instructional strategies, with teaching efficacy and organizational commitment contributing to this relationship.

3.3.3 Coordinated Teamwork

Coordinated teamwork received an overall weighted mean of 4.37, interpreted as satisfactory. Understanding individual responsibilities and their effects on other personnel received the highest mean of 4.41, followed by coordination among organizational members at 4.40. Participation in defining specific goals received 4.39, while perceptions that rapid changes caused organizational disruption obtained the lowest mean of 4.31. Teachers and administrators reported overall means of 4.44 and 4.30, respectively. The findings indicated that respondents recognized the importance of clearly defined responsibilities, coordination, and shared objectives in maintaining effective teamwork. Remandaban et al. (2026) found that collaboration played an important role in strengthening teacher leadership agility within Philippine basic education schools. OECD (2025) likewise emphasized that professional collaboration and positive workplace relationships were associated with teachers' instructional confidence, professional well-being, and job satisfaction.

3.3.4 Customer Orientation

Customer orientation obtained an overall weighted mean of 4.39, interpreted as satisfactory. Collaborative work and preference for cooperation over competition received the highest mean of 4.42. Seeking better ways to serve learners and recognizing teachers who provided effective service each obtained 4.39. Evidence-based decision-making, personnel involvement, and continuous improvement each received 4.38. Teachers and administrators reported overall means of 4.44 and 4.34, respectively. The results indicated that cooperation and responsiveness to learners were important characteristics of the prevailing organizational culture. Plaku and Leka (2025) emphasized that positive school cultures were characterized by collaboration, shared responsibilities, and strong relationships among educational stakeholders. Yongco (2026) also identified associations between school leadership practices, teacher performance, and student achievement in Philippine secondary schools, highlighting the relevance of supportive leadership to educational outcomes.

3.3.5 Cultural Strength

Cultural strength obtained an overall weighted mean of 4.32, indicating a satisfactory organizational culture. Shared values in addressing common problems and achieving mutual objectives received the highest mean of 4.39, followed by cooperation among school administrators at 4.36. Access to timely organizational information received 4.33, while incompatible goals among individuals, teams, and functional areas received the lowest mean of 4.22. Teachers and administrators recorded overall means of 4.37 and 4.26, respectively. The findings reflected the importance of shared organizational values, cooperation, and collective commitment in maintaining institutional culture. Bantilan et al. (2024) emphasized the relationship between organizational culture and teachers' commitment in public educational institutions. Pu et al. (2024) similarly found that collaborative school culture was positively associated with organizational commitment and teaching practices, supporting the importance of shared values and professional cooperation.

3.4 Relationship Between Leadership Behavior and Organizational Culture

3.4.1 Leadership Behavior and Managing Change

The relationship between leadership behavior and managing change obtained an overall correlation coefficient of $r = 0.775$, interpreted as a high positive relationship. Encouraging the heart demonstrated the strongest individual association ($r = 0.754$), followed by enabling others to act ($r = 0.737$), inspiring a shared vision ($r = 0.736$), challenging the process ($r = 0.730$), and modelling the way ($r = 0.728$). The findings indicated that more effective leadership behavior was associated with stronger organizational change-management practices. Meyer et al. (2023) emphasized that principal leadership supported organizational change through the development of teacher collaboration and coordinated school improvement activities. Campbell (2024) likewise identified collaborative leadership and governance as important considerations in educational change processes.

3.4.2 Leadership Behavior and Achieving Goals

The relationship between leadership behavior and achieving goals obtained an overall correlation coefficient of $r = 0.747$, interpreted as a high positive relationship. Encouraging the heart recorded the strongest association ($r = 0.720$), followed by inspiring a shared vision ($r = 0.712$), enabling others to act ($r = 0.708$), and both challenging the process and modelling the way ($r = 0.706$). The findings indicated that effective leadership behavior was positively associated with organizational goal attainment. Hallinger et al. (2025) established positive relationships between principal instructional leadership and teacher attitudes, including collective efficacy and organizational commitment. Similarly, Yongco (2026) demonstrated associations between leadership practices and educational performance in Philippine secondary schools, supporting the relevance of leadership to institutional objectives.

3.4.3 Leadership Behavior and Coordinated Teamwork

The overall relationship between leadership behavior and coordinated teamwork obtained r = 0.754, interpreted as a high positive relationship. Encouraging the heart had the strongest association (r = 0.729), followed by challenging the process (r = 0.724), enabling others to act (r = 0.711), and both inspiring a shared vision and modelling the way (r = 0.710). The findings indicated that effective leadership behavior was associated with stronger coordination and teamwork among school personnel. Meyer et al. (2023) demonstrated that principals facilitated organizational improvement by supporting teacher collaboration and establishing coordinated professional activities. Remandaban et al. (2026) similarly emphasized the importance of collaboration in strengthening teacher leadership within Philippine educational settings.

3.4.4 Leadership Behavior and Customer Orientation

Leadership behavior and customer orientation demonstrated an overall correlation coefficient of r = 0.772, interpreted as a high positive relationship. Inspiring a shared vision recorded the strongest association (r = 0.747), followed by encouraging the heart (r = 0.746), modelling the way (r = 0.739), enabling others to act (r = 0.726), and challenging the process (r = 0.713). The findings suggested that effective leadership was positively associated with collaborative practices and responsiveness to learners' needs. Plaku and Leka (2025) emphasized that positive school culture involved cooperation among educational stakeholders and collective responsibility for institutional activities. Yongco (2026) likewise demonstrated that leadership approaches were associated with teacher performance and student achievement, supporting the importance of responsive school leadership.

3.4.5 Leadership Behavior and Cultural Strength

The relationship between leadership behavior and cultural strength obtained an overall correlation coefficient of r = 0.772, interpreted as a high positive relationship. Inspiring a shared vision and encouraging the heart demonstrated the strongest associations (r = 0.746), followed by modelling the way (r = 0.739), challenging the process (r = 0.733), and enabling others to act (r = 0.726). The results indicated that effective leadership behavior was positively associated with shared values, organizational unity, and cultural strength. Plaku and Leka (2025) highlighted the role of school leadership in developing and maintaining organizational culture through cooperation, shared expectations, and positive professional relationships. Bantilan et al. (2024) likewise established the relevance of organizational culture to teachers' commitment within Philippine public schools.

3.4.6 Overall Relationship Between Leadership Behavior and Organizational Culture

The overall analysis revealed a strong positive relationship between leadership behavior and organizational culture, with a Pearson correlation coefficient of r = 0.796. The computed t-value of 16.594 exceeded the reported critical value of 2.344 at the 0.05 significance level. Consequently, the null hypothesis was rejected, indicating a statistically significant relationship between the two variables. The findings demonstrated that leadership effectiveness was significantly associated with the prevailing organizational culture of the selected public secondary schools. Plaku and Leka (2025) identified school leadership as an important factor associated with positive organizational culture, while Remandaban et al. (2026) emphasized the importance of collaboration in the relationship between school culture and teacher leadership. These studies supported the relevance of leadership practices to school culture, although the correlational findings of the present study did not independently establish causation.

3.5 Differences in the Assessments of Teachers and School Administrators

3.5.1 Effectiveness of Leadership Behavior

The analysis revealed no statistically significant difference between teachers' and school administrators' assessments of leadership effectiveness. The computed F-values were 0.005 for challenging the process, 0.216 for inspiring a shared vision, 0.453 for enabling others to act, 0.590 for modelling the way, and 0.236 for encouraging the heart. The overall F-value was 0.757, which was below the reported critical value of 1.398 at the 0.05 significance level. Thus, the null hypothesis was retained. The findings indicated that both respondent groups generally shared similar perceptions of school administrators' leadership effectiveness. Hallinger et al. (2025) emphasized the relationships between principal instructional leadership and teachers' professional attitudes, while Shi et al. (2024) reported positive associations between several leadership styles and teacher job satisfaction. These findings reinforced the importance of supportive leadership practices in maintaining favorable professional experiences within schools.

3.5.2 Level of Organizational Culture

No statistically significant difference was identified between the assessments of teachers and school administrators regarding organizational culture. The computed F-values were 0.144 for managing change, 0.016 for achieving goals, 0.069 for coordinated teamwork, 0.106 for customer orientation, and 0.090 for cultural strength. The overall F-value of 0.022 was below the reported critical value of 1.398 at the 0.05 significance level. Accordingly, the null hypothesis was retained. The findings indicated that both groups demonstrated comparable assessments of organizational culture, reflecting shared perceptions of teamwork, institutional priorities, and

cooperation. Plaku and Leka (2025) examined perceptions of school culture among teachers and administrators, emphasizing the significance of leadership and professional collaboration. Bantilan et al. (2024) likewise identified organizational culture as an important component of teachers' professional commitment in Philippine public schools.

3.6 Problems Encountered by Teachers and School Administrators

The problems encountered by respondents obtained an overall weighted mean of 3.06, interpreted as moderately serious. The need for inspiration and support from school administrators received the highest mean of 3.16, followed by insufficient support from administrators, parents, and the community at 3.14. Limited knowledge of administrators' responsibilities received 3.08, while insufficient cooperation among teachers and concerns regarding administrators' personal changes each obtained 3.06. The lowest means were recorded for limited consultation with organizational members (2.99) and reduced effectiveness as leaders and co-workers (3.02). Teachers and administrators reported overall means of 3.09 and 3.03, respectively. The findings indicated that inadequate encouragement and institutional support were the most prominent concerns affecting respondents. Hallinger et al. (2025) emphasized the association between principal instructional leadership and teachers' trust, commitment, and job satisfaction. Wartenberg et al. (2023) likewise identified significant relationships between teacher job satisfaction and important professional outcomes, while OECD (2025) emphasized that supportive relationships among principals, teachers, and educational stakeholders were associated with teachers' well-being and professional satisfaction.

3.7 Recommended Solutions to the Problems Encountered

The proposed solutions obtained an overall weighted mean of 4.21, interpreted as recommended. Developing a comprehensive institutional development plan through collaboration between administrators, teachers, and staff received the highest mean of 4.26. Planning, implementing, revising, and updating organizational changes followed at 4.24, while providing personnel with greater discretion in performing their responsibilities received 4.22. Establishing role models and motivating employees to participate each obtained 4.21. Attendance at additional seminars, workshops, and conferences received the lowest mean of 4.16. Teachers and administrators recorded overall means of 4.25 and 4.16, respectively. The findings emphasized collaborative institutional planning, improved personnel participation, and continuous organizational development as preferred approaches to addressing identified concerns. Meyer et al. (2023) demonstrated the importance of collaborative leadership practices in implementing school improvement initiatives. Similarly, OECD (2025) emphasized teacher participation in school decisions, professional collaboration, and continuing development, while Yongco (2026) highlighted the relevance of supportive leadership practices to teacher performance and educational outcomes.

3.8 Proposed Institutional Development Plan

The study proposed an Institutional Development Plan focused on strengthening knowledge management, instructional competence, and institutional effectiveness among master teachers, classroom teachers, school administrators, beginning teachers, teacher-advisers, and non-teaching personnel. The plan included knowledge management seminars, professional training, in-service education, and the integration of knowledge management skills across learning areas. Activities were scheduled primarily during summer and semestral breaks, involving school administrators, teachers, resource speakers, and relevant personnel. The identified resources included instructional modules, LCD projectors, and laptops. Expected outcomes included improved teaching competencies, stronger knowledge management practices, enhanced learner achievement, and increased personnel commitment to institutional service. The proposed plan reflected the study's findings regarding leadership behavior, organizational culture, and the need for greater administrative support and professional development. UNESCO (2024) emphasized the importance of professional preparation, continuing development, and institutional support in strengthening educational systems. OECD (2025) similarly recognized collaborative professional learning as an important component of teacher development, while Meyer et al. (2023) highlighted the role of leadership and coordinated improvement initiatives in promoting organizational change. These perspectives supported the proposed plan's emphasis on professional capacity-building, instructional improvement, and collaborative institutional development.

4. Conclusion & Recommendations

The study concluded that school administrators in selected public secondary schools in the Division of Malabon City demonstrated effective leadership behaviors, particularly in modeling the way, inspiring a shared vision, enabling others to act, challenging the process, and encouraging the heart. The prevailing organizational culture was rated satisfactory in managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength. A significant positive relationship was established between leadership behavior and organizational culture ($r = 0.796$), while no significant differences were found between teachers' and administrators' assessments of these variables. Despite these positive findings, respondents identified insufficient administrative support, limited motivation, inadequate community involvement, and challenges in maintaining harmonious professional relationships as major concerns. These findings emphasized the importance of

strengthening administrative leadership, collaboration, and organizational support to improve school performance and achieve institutional goals.

School administrators are encouraged to strengthen their leadership competencies through continuous professional development, transparent management, and collaborative decision-making. Staff development programs should be sustained, particularly for teachers pursuing advanced education, while regular communication, professional conferences, and feedback mechanisms should be established to improve workplace relationships and address organizational concerns. Schools should conduct periodic evaluations of programs aligned with their vision and mission, encourage greater community participation, ensure fair delegation of responsibilities, and promote unity among personnel. Recognition and reward systems should also be strengthened to acknowledge exemplary performance and meaningful contributions. Additionally, professional meetings and informal gatherings should be utilized to enhance cooperation, motivation, and organizational commitment. The proposed Institutional Development Plan should serve as a framework for improving leadership practices, strengthening organizational culture, and supporting continuous institutional improvement.

The study was limited to selected public secondary schools in the Division of Malabon City and focused on the assessments of teachers and school administrators regarding leadership behavior, organizational culture, and related organizational concerns. Its findings therefore reflected the experiences and perceptions of respondents within the identified educational setting. Further studies of a similar nature are recommended to examine these variables in other educational contexts and provide additional insights into leadership effectiveness and organizational development.

5. Compliance with Ethical Standards

The study involved 70 school administrators and 140 teachers from seven selected public secondary schools in the Division of Malabon City. Before data collection, the researcher obtained permission from the Schools Division Superintendent of Malabon City. Data were gathered through structured survey questionnaires, interviews, and personal observations. Questionnaires were distributed through District Supervisors, personally retrieved by the researcher, and subsequently organized and analyzed using appropriate statistical procedures.

REFERENCES

Adams, D., Namoco, S. O., Ng, A. Y. M., & Cheah, K. S. L. (2026). Leading schools during a pandemic and beyond: Insights from principals in the Philippines. Management in Education, 40(3), 155–167. https://doi.org/10.1177/08920206231177375

Bantilan, J. D., Hifarva, W. S., Jr., Lugatiman, R., & Bauyot, M. M. (2024). Employee commitment as influenced by organizational culture, policies, and practices of public school teachers in Davao Region, Philippines: A focus on primary and secondary levels. International Journal of Research and Innovation in Social Science, 8(1), 489–502. https://doi.org/10.47772/IJRISS.2024.801036

Campbell, P. (2024). Conceptualising collaboration for educational change: The role of leadership and governance. School Leadership & Management, 44(4), 347–372. https://doi.org/10.1080/13632434.2024.2355469

Chua Reyes, V., Hamid, O., & Hardy, I. (2022). When reforms make things worse: School leadership responses to poverty, disasters, and cultures of crises in the Philippine education system. International Journal of Leadership in Education, 25(2), 331–344. https://doi.org/10.1080/13603124.2021.2009038

de Jong, W. A., de Kleijn, R. A. M., Lockhorst, D., Brouwer, J., Noordegraaf, M., & van Tartwijk, J. W. F. (2023). Collaborative spirit: Understanding distributed leadership practices in and around teacher teams. Teaching and Teacher Education, 123, Article 103977. https://doi.org/10.1016/j.tate.2022.103977

Department of Education. (2020). National adoption and implementation of the Philippine Professional Standards for School Heads (DepEd Order No. 024, s. 2020). https://www.deped.gov.ph/wp-content/uploads/2020/09/DO_s2020_024-.pdf

Department of Education. (2023, January 30). MATATAG: DepEd's new agenda to resolve basic education woes. https://www.deped.gov.ph/2023/01/30/matatag-depeds-new-agenda-to-resolve-basic-education-woes/

Ferrer, J. A. B. (2021). Organizational climate of secondary schools and its relationship to the demographic variables of principals. Education Review, 10(1). https://doi.org/10.70922/n9469z95

Galdames-Calderón, M. (2023). Distributed leadership: School principals' practices to promote teachers' professional development for school improvement. Education Sciences, 13(7), Article 715. https://doi.org/10.3390/educsci13070715

Hallinger, P., Liu, S., & Chen, L. (2025). Principal instructional leadership and teacher attitudes: A meta-analytic review, 1989–2024. European Journal of Education, 60(4), Article e70199. https://doi.org/10.1111/ejed.70199

Koontz, H. (1961). The management theory jungle. Academy of Management Journal, 4(3), 174–188. https://doi.org/10.5465/254541

Kouzes, J. M., & Posner, B. Z. (2023). The leadership challenge: How to make extraordinary things happen in organizations (7th ed.). Jossey-Bass. https://www.wiley.com/en-us/the-leadership-challenge-how-to-make-extraordinary-things-happen-in-organizations-7th-edition-p-9781119736158

Lim, W. M. (2025). What is quantitative research? An overview and guidelines. Australasian Marketing Journal, 33(3), 325–348. https://doi.org/10.1177/14413582241264622

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. Educational Management Administration & Leadership, 49(3), 430–453. https://doi.org/10.1177/1741143220910438

McCombes, S. (2023, June 22). Descriptive research | Definition, types, methods & examples. Scribbr. https://www.scribbr.com/methodology/descriptive-research/

Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., & Richter, D. (2023). How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. Journal of Educational Change, 24, 425–455. https://doi.org/10.1007/s10833-022-09451-9

Molo, A., & Molo, R. (2022). Organizational culture and leadership praxis: Basis for a proposed leadership framework. Romblon State University Research Journal, 4(1), 16–27. https://doi.org/10.58780/rsurj.v4i1.92

Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I and II): Country notes—Philippines. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html

Organisation for Economic Co-operation and Development. (2025). Results from TALIS 2024: The state of teaching. OECD Publishing. https://doi.org/10.1787/90df6235-en

Panga, K., Bohayo, C. P., Oquialda, E., Tabayag, M. K., & Bradecina, J. B. (2025). The influence of principal leadership on school improvement in a Philippine public secondary school: A qualitative study. Journal of Mathematics Instruction, Social Research and Opinion, 4(4), 1013–1024. https://doi.org/10.58421/misro.v4i4.526

Plaku, A. K., & Leka, K. (2025). The role of leaders in shaping school culture. Frontiers in Education, 10, Article 1541525. https://doi.org/10.3389/feduc.2025.1541525

Pu, R., Cui, X., & Qian, J. (2024). How collaborative school culture affects teachers' teaching strategies: An analysis of the intermediary effect of teaching efficacy and organizational commitment. Journal of East China Normal University (Educational Sciences), 42(7), 89–99. https://doi.org/10.16382/j.cnki.1000-5560.2024.07.008

Ranganathan, P., & Caduff, C. (2023). Designing and validating a research questionnaire—Part 1. Perspectives in Clinical Research, 14(3), 152–155. https://doi.org/10.4103/picr.picr_140_23

Ranganathan, P., Caduff, C., & Frampton, C. M. A. (2024). Designing and validating a research questionnaire—Part 2. Perspectives in Clinical Research, 15(1), 42–45. https://doi.org/10.4103/picr.picr_318_23

Remandaban, M. C., Angangan, G. B., Gaviola, V. L., Cabolao, A. R., & Olarte, J. M. (2026). Can school culture drive teacher leadership agility, or is collaboration the missing link? Frontiers in Education, 11, Article 1794986. https://doi.org/10.3389/feduc.2026.1794986

Santos, F. S. (2023). Understanding the role of organizational confidence on the culture of teacher leadership in public schools in the Philippines. International Journal of Multidisciplinary: Applied Business and Education Research, 4(12), 4294–4301. https://doi.org/10.11594/ijmaber.04.12.12

Sashkin, M., & Rosenbach, W. E. (2013). Organizational culture assessment questionnaire: Participant manual [Assessment instrument]. https://leadingandfollowing.com/documents/OCAQParticipantManual.pdf

Schein, E. H., & Schein, P. A. (2017). Organizational culture and leadership (5th ed.). Wiley. https://www.wiley.com/en-gb/organizational-culture-and-leadership-5th-edition-p-9781119212041

Shi, X., Fan, Q.-Z., Zheng, X., Qiu, D.-F., Sindakis, S., & Showkat, S. (2024). Optimal leadership styles for teacher satisfaction: A meta-analysis of the correlation between leadership styles and teacher job satisfaction. Journal of the Knowledge Economy, 15(4), 20459–20490. https://doi.org/10.1007/s13132-023-01697-9

Sumiran, S., Waston, W., Zamroni, Z., & Mahmudah, F. N. (2022). The principal's role in improving the quality: A concepts framework to developing school culture. Frontiers in Education, 7, Article 854463. https://doi.org/10.3389/feduc.2022.854463

Tan, C. Y., Dimmock, C., & Walker, A. (2024). How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis. Educational Management Administration & Leadership, 52(1), 6–27. https://doi.org/10.1177/17411432211061445

Thomas, L. (2023, December 18). Simple random sampling | Definition, steps & examples. Scribbr. https://www.scribbr.co.uk/research-methods/simple-random-sampling-method/

UNESCO. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. https://www.unesco.org/en/articles/global-report-teachers-addressing-teacher-shortages-and-transforming-profession

United Nations Department of Economic and Social Affairs. (2025). The sustainable development goals report 2025. United Nations. https://unstats.un.org/sdgs/report/2025/

United Nations Educational, Scientific and Cultural Organization. (2024). Global education monitoring report 2024/5: Leadership in education—Lead for learning. https://www.unesco.org/gem-report/en/publication/leadership

Villafuerte, G. E., & Laya, M. L. (2024). Organizational climate, leadership behavior of school heads and turnover intention of teachers in Region XI: A convergent design. International Journal of Education Research for Higher Learning, 33(2). https://doi.org/10.17158/cztg3b43

Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. Educational Psychology Review, 35, Article 114. https://doi.org/10.1007/s10648-023-09831-4

Yongco, J. S. (2026). Impact of leadership styles on teacher performance and student achievement in Philippine secondary schools. Discover Sustainability, 7, Article 491. https://doi.org/10.1007/s43621-026-02794-w