

# Building Connections Between School Heads' Distributed Leadership Practices and Strategies to the School Organizational Culture: Basis for the Development of the School Improvement Plan (SIP)

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**Abstract**— This research investigated the connection between school heads' distributed leadership practices and strategies to the school organizational culture. It measured the level of school heads' distributed leadership practices and strategies. Additionally, the study assessed the level of the school organizational culture. Also, significant relationships between school heads' distributed leadership practices and strategies to the school organizational culture were examined. A descriptive research design was utilized, involving one hundred thirty-seven (137) elementary teachers from eight (8) schools in Majayjay Sub-Office, Majayjay, Laguna. Data was collected using a researcher-made questionnaire administered to one hundred thirty-one (131) elementary teachers. Based on the gathered data and analyses, the findings revealed that the level of school heads' distributed leadership practices is highly practiced, and the level of school heads' distributed leadership strategies is highly strategized. Furthermore, the school's organizational culture is highly organized. However, the study concluded that no significant relationship exists between school heads' distributed leadership practices to the school organizational culture. Moreover, the study concluded that no significant relationship exists between school heads' distributed leadership strategies to the school organizational culture. Based on the findings, no significant relationship was found between school heads' distributed leadership practices to school organizational culture, leading to the acceptance of the hypothesis. Furthermore, no significant relationship was found between school heads' distributed leadership strategies and school organizational culture, leading to the acceptance of the second hypothesis. The study strongly recommends that schools enhance participatory management, strengthen decentralized guidance, focus on autonomy and collective leadership training, promote a balanced organizational culture, contextualize leadership practices, and establish distributed leadership roles within schools. By concentrating on these areas, school leaders can further improve their leadership practices, positively influence school culture, and ultimately contribute to better student outcomes.

**Keywords**— Distributed leadership, practices, strategies, school head, organizational culture.

## I. INTRODUCTION

Leadership plays a crucial role in an institution as it determines its success or failure. It was a form of power that could influence individuals' behaviors or attitudes. To achieve organizational goals, leaders were expected to guide their employees toward outstanding performance; therefore, they employed various leadership styles based on their

circumstances. However, the effectiveness of different leadership styles may vary according to cultural factors, and leaders should adapt their styles accordingly.

Distributed leadership emphasizes giving people autonomy to innovate and using liberty to align them around a common goal (Somers, 2022). In this leadership approach, the school leaders should not have to lead alone as decision-making is spread to all the organization's members. It promotes good communication relationships in the institution and engages stakeholders to discuss the school's priorities and generate solutions to its challenges.

The organizational culture of schools is often overlooked, yet it is a topic that school-based professionals should prioritize and understand more deeply. According to Teasley (2016), organizational culture is "refers to a set of common values, attitudes, beliefs, and norms, some of which are explicit and some of which are not." A school's organizational culture fosters a sense of identity, encourages achievement orientation, shapes standards, establishes distinct methods of doing things, and dictates the direction of future growth.

One of the important roles of educational leaders is to develop a clear and compelling vision for their organization. Such vision statements help the institution maintain its focus on goals and increase teachers' and community stakeholders' sense of shared purpose and values. As years passed and to cope with the ever-changing challenges, leadership became not the sole responsibility of a single individual but rather a collaborative effort

Collaboration and effective communication are essential for developing trust, sharing knowledge, solving problems, and attaining organizational goals. However, they can also present challenges, especially when dealing with differing personalities, perspectives, and preferences. To overcome these challenges, it is necessary to establish and maintain positive relationships, utilize various modes and channels of communication, and sustain collaborative structures and processes. Each individual can expand their horizons when shared leadership is fostered within the institution. Allowing each member complete autonomy over their tasks cultivates trust, which promotes commitment, personal and professional growth, and an overall improvement in the quality of outcomes.

This research is intended to explore the determine the building connections between school heads’ distributed leadership practices and strategies to the school organizational culture as a basis for the development of the school improvement plan (SIP). By analyzing the influence of these distributed leadership practices and strategies on the development of school organizational culture, this study aimed to enhance overall school performance.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to determine the building connections between school heads’ distributed leadership practices and strategies to the school organizational culture as a basis for the development of the school improvement plan (SIP).

Specifically, it sought to answer the following questions:

1. What is the level of school heads’ distributed leadership practices with regards to:
  - 1.1 symmetric relationships;
  - 1.2 professional collaboration; and
  - 1.3 participatory management?
2. What is the level of school heads’ distributed leadership strategies with regards to:
  - 2.1; autonomy;
  - 2.2 collective action; and
  - 2.3 decentralized guidance?
3. What is the level of school organizational culture in terms of:
  - 3.1 productivity;
  - 3.2 team-oriented;
  - 3.3 people-oriented;
  - 3.4 outcome-oriented;
  - 3.5 competitive awareness; and
  - 3.6 organizational commitment?
4. Is there a significant relationship between the school heads’ distributed leadership practices to the school organizational culture?
5. Is there a significant relationship between school heads’ distributed leadership strategies to the school organizational culture?

II. METHODOLOGY

A descriptive research design was utilized, involving one hundred thirty-seven (137) elementary teachers from eight (8) schools in Majayjay Sub-Office, Majayjay, Laguna. Data was collected using a researcher-made questionnaire administered to one hundred thirty-one (131) elementary teachers. Various statistical tools were used in treating the data collected. The researcher used mean and standard deviation for the three administered research tools: (1) the level of distributed leadership practices concerning symmetric relationships, professional collaboration, and participatory management; (2) the level of distributed leadership strategies concerning autonomy, collective action, and decentralized guidance; and (3) the level of school organizational culture in terms of productivity, team-oriented, people-oriented, outcome-oriented, competitive awareness, and organizational commitment. Whereas Pearson-R Correlation was used to test

the relationship between the independent and dependent variables.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of data. It presents the data gathered about the significant relationship between school heads’ distributed leadership practices and strategies to the school organizational culture as a basis for the development of the school improvement plan (SIP).

Level of School Heads’ Distributed Leadership Practices

In this study, the level of school heads’ distributed leadership practices refers to symmetric relationships, professional collaboration, and participatory management.

The following tables show the statements, mean scores, standard deviations, remarks, and verbal interpretations from the perspectives of respondents.

Level of School Heads’ Distributed Leadership Practices with regards to Symmetric Relationships

Table 1 illustrates the level of school heads’ distributed leadership practices in symmetric relationships.

The results of the table indicated that the highest-rated practice in terms of school heads’ distributed leadership was "keeping up mutual respect and trust between the school head and the teachers," with a mean score of 4.60 and a standard deviation of 0.56, reflecting a strong agreement among respondents. The lowest-rated practice was "engaging teachers in dual-directional mentorship," with a mean score of 4.47 and a standard deviation of 0.62, still indicating strong agreement but slightly less pronounced compared to the others. Overall, the weighted mean of 4.56 suggested that distributed leadership practices were highly practiced in the schools, with respondents generally agreeing that these practices were being effectively implemented.

TABLE 1. Level of School Heads’ Distributed Leadership Practices with regards to Symmetric Relationships

The school heads’ implementation of distributed leadership practices...	Mean	SD	Remarks
...engage teachers in dual-directional mentorship.	4.47	0.62	Strongly Agree
...allow the school head and the administrators to be supportive of the teachers.	4.58	0.57	Strongly Agree
...welcome teachers’ opinions that are different from their own.	4.56	0.56	Strongly Agree
...keep up mutual respect and trust between the school head and the teachers.	4.60	0.56	Strongly Agree
...provides a professional learning community where educators collectively reflect on and refine their practices, creating a space for shared learning and growth.	4.59	0.54	Strongly Agree
<b>Weighted Mean</b>	<b>4.56</b>		
<b>SD</b>	<b>0.57</b>		
<b>Verbal Interpretation</b>			<b>Highly Practiced</b>

Leithwood, Harris, and Hopkins (2020) explored the impact of distributed leadership on school improvement and student outcomes. Their study focused on how the distribution of leadership responsibilities among various stakeholders, such as principals, teachers, and other school leaders, can create a more collaborative environment that directly benefits

both teachers and students. They argued that distributed leadership promoted shared responsibility for decision-making and supported teacher agency, which ultimately led to better instructional practices and improved student achievement.

Moreover, the study emphasized that the success of distributed leadership relied heavily on fostering trust and respect among all members of the school community. This aligned with the findings in the current study, where practices such as maintaining mutual respect and trust between school heads and teachers were rated highly. Additionally, the concept of providing professional learning communities for teachers to engage in shared learning was reflected in Leithwood et al.'s discussion on how collective reflection among educators can lead to continuous improvement.

Table 2 presents the level of school heads' distributed leadership practices in professional collaboration.

TABLE 2. Level of School Heads' Distributed Leadership Practices with regards to Professional Collaboration

The school heads' implementation of distributed leadership	Mean	SD	Remarks
...implement group discussions in the institution contributed to the teachers' learning.	4.52	0.57	Strongly Agree
...promote a culture of continuously improving communication among the teachers.	4.56	0.53	Strongly Agree
...create collaborative efforts for organizational change are more common than individually driven, top-down efforts for change.	4.56	0.54	Strongly Agree
...display high levels of cooperation and mutual support.	4.52	0.57	Strongly Agree
...work through differences of opinion without damaging relationships.	4.54	0.60	Strongly Agree
<b>Weighted Mean</b>	<b>4.54</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>			<b>Highly Practiced</b>

The results from Table 2 revealed that the highest-rated practice in terms of school heads' distributed leadership was "promoting a culture of continuously improving communication among the teachers" and "creating collaborative efforts for organizational change," both of which received a mean score of 4.56 with standard deviations of 0.53 and 0.54, respectively. These practices were strongly agreed upon, highlighting their importance in fostering professional collaboration. On the other hand, the lowest-rated practice is "implementing group discussions in the institution contributed to the teachers' learning" and "displaying high levels of cooperation and mutual support," both with a mean score of 4.52 and a standard deviation of 0.57, still reflecting strong agreement but slightly lower compared to the other practices. Overall, the weighted mean of 4.54 suggested that school heads' practice in professional collaboration was highly practiced, with teachers strongly agreeing that these leadership practices were consistently implemented in the school setting.

In this study, Vanblaere, Devos, and Valcke (2020) examined the relationship between distributed leadership and teacher collaboration in schools.

They found that when school leaders encourage collaborative work and shared decision-making, it led to a more inclusive school culture, better communication, and

increased teachers' professional development. Similarly, the study highlighted practices like fostering open discussions, promoting mutual support, and resolving conflicts constructively were central to the collaborative culture in schools. These practices, which were rated highly in the current study (e.g., promoting a culture of continuous communication and creating collaborative efforts for change), were identified as key to fostering effective professional collaboration among the teachers and their school administrators, leading to improved teaching and learning outcomes.

Table 3 shows the level of school heads' distributed leadership practices in participatory management.

TABLE 3. Level of School Heads' Distributed Leadership Practices with regards to Participatory Management

The school heads' implementation of distributed leadership practices...	Mean	SD	Remarks
...create teacher participation for healthy discussion of school management issues for greater efficiency.	4.50	0.57	Strongly Agree
...involve teachers in school decision-making strengthens the power balance to give teachers control over their working lives.	4.53	0.56	Strongly Agree
...gives teachers broader opportunities to make inputs in matters concerning instruction.	4.60	0.52	Strongly Agree
...accept changes for the improvement of the school's performance.	4.53	0.60	Strongly Agree
...enable teachers to exercise their leadership skills as part of empowerment for expanding their management skills beyond classroom levels.	4.58	0.53	Strongly Agree
<b>Weighted Mean</b>	<b>4.55</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>			<b>Highly Practiced</b>

The results from Table 3 revealed that the highest-rated practice in terms of school heads' distributed leadership in participatory management was "giving teachers broader opportunities to make inputs in matters concerning instruction," with a mean score of 4.60 and a standard deviation of 0.52, reflecting strong agreement among respondents. The lowest-rated practice was "creating teacher participation for healthy discussion of school management issues for greater efficiency," with a mean score of 4.50 and a standard deviation of 0.57, still indicating strong agreement, but slightly lower than other practices. Overall, the weighted mean of 4.55 suggested that participatory management practices were highly practiced in schools, with respondents agreeing that school heads were effectively involving teachers in decision-making and empowering them to contribute to school improvement.

Hallinger and Wang (2020) examine the role of teacher participation in school decision-making, suggesting that involving teachers in school management led to a more collaborative and efficient environment, ultimately enhancing school performance. They argued that when teachers had a voice in shaping school policies, it not only strengthened the school community but also promoted better student outcomes. Similarly, Timperley (2019) explored how distributed leadership practices, particularly the empowerment of teachers to contribute to decision-making, not only strengthen teachers' leadership capabilities but also positively influence school

culture and teaching effectiveness. This study highlighted the significant role that empowered teachers played in fostering a culture of continuous improvement.

*Level of School Heads' Distributed Leadership Strategies*

In this study, the level of school heads' distributed leadership strategies referred to autonomy, collective action, and decentralized guidance.

Table 4 illustrates the level of school heads' distributed leadership in autonomy. This shows the statements, mean scores, standard deviations, remarks, and verbal interpretations from the respondents.

The results showed that the highest-rated strategy in terms of school heads' distributed leadership was "recognizing that decision-making authority is shared by the principal, teachers, and parents to improve school management and make schools more accountable to parents," with a mean score of 4.53 and a standard deviation of 0.55, reflecting strong agreement among respondents. The lowest-rated strategy was "allowing teachers and school heads to make decisions that affect meeting school goals," with a mean of 4.49 and a standard deviation of 0.71, still strongly agreed upon, but slightly lower than the other strategies.

*Level of School Heads' Distributed Leadership Strategies with regards to Autonomy*

TABLE 4. Level of School Heads' Distributed Leadership Strategies with regards to Autonomy

The school heads' implementation of distributed leadership strategies...	Mean	SD	Remarks
...create a depth of understanding and belief in the organization creates educational equity and is necessary for sustained change present in our organization.	4.50	0.59	Strongly Agree
...allow teachers and school heads to make decisions that affect meeting school goals.	4.49	0.71	Strongly Agree
...permit the teachers and administrators to take ownership of specific tasks that align with their expertise.	4.47	0.64	Strongly Agree
...establish mechanisms for ongoing evaluation and feedback to ensure that the impact of distributed leadership is visible and celebrated.	4.44	0.66	Strongly Agree
...recognize that decision-making authority is shared by the principal, teachers, and parents to improve school management and to make schools more accountable to parents.	4.53	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.49</b>		
<b>SD</b>	<b>0.63</b>		
<b>Verbal Interpretation</b>	<b>Highly Strategized</b>		

Overall, the weighted mean of 4.49 suggested that school heads' strategies for promoting autonomy in decision-making and leadership were highly strategized, with respondents indicating strong agreement that these strategies were effectively implemented to foster a shared leadership approach and enhance school management. In a study by Reitzug, Dawson, and Jones (2020), the authors examined how autonomy, specifically allowing teachers to take ownership of tasks aligned with their expertise, contributed to improving school performance and teacher satisfaction. The findings suggested that empowering teachers with greater control over decision-making in their areas of expertise led to more

effective instructional practices and better student outcomes, which was in line with the strategies mentioned in Table 4.

Table 5 presents the level of school heads' distributed leadership strategies in collective action.

The results from Table 5 showed that the highest-rated strategy in terms of school heads' distributed leadership in collective action was "establishing teachers to collaborate and analyze the function of their schools and coordination could make better decisions for student learning with improved knowledge and broadened perspectives," with a mean of 4.56 and a standard deviation of 0.57, reflecting strong agreement. The lowest-rated strategy was "allowing teachers to participate in decision-making processes in their schools and exerting influence on broader educational decisions are enacting teacher leadership," with a mean of 4.45 and a standard deviation of 0.61, still strongly agreed upon, but slightly lower than other strategies.

Overall, the weighted mean of 4.50 suggested that school heads were highly strategized collective action through various leadership practices, with teachers, parents, and the broader community actively involved in decision-making processes. These strategies were seen as highly effective in promoting collaboration and improving school management, ultimately benefiting student learning and school performance.

TABLE 5. Level of School Heads' Distributed Leadership Strategies with regards to Collective Action

The school heads' implementation of distributed leadership strategies...	Mean	SD	Remarks
recognize improvement work is more generative and sustainable when done collaboratively in the school setting.	4.47	0.61	Strongly Agree
realize recommendations made through teamwork can be implemented more easily compared with recommendations made individually.	4.47	0.61	Strongly Agree
allow teachers to participate in decision-making processes in their schools and exert influence on broader educational decisions are enacting teacher leadership.	4.45	0.61	Strongly Agree
establish teachers to collaborate and analyze the function of their schools and coordination could make better decisions for student learning with improved knowledge and broadened perspectives.	4.56	0.57	Strongly Agree
perceive parent and community participation in school management have positive effects in increasing access to education, improving internal efficiency such as repetition and dropout, and facilitating teacher and student attendance.	4.53	0.53	Strongly Agree
<b>Weighted Mean</b>	<b>4.50</b>		
<b>SD</b>	<b>0.59</b>		
<b>Verbal Interpretation</b>	<b>Highly Strategized</b>		

This study by Harris and Jones (2019) explored the role of collaborative leadership in fostering school improvement. They argued that collaborative efforts among teachers, school leaders, and the community led to more sustainable changes in schools, like the findings in Table 5, where strategies promoting collaboration and collective action were highly rated. The research highlighted that when school leaders fostered a culture of collaboration, it resulted in more effective

decision-making, which was crucial for improving both teacher practice and student outcomes.

Table 6 shows the level of school heads' distributed leadership strategies in decentralized guidance

TABLE 6. Level of School Heads' Distributed Leadership Strategies with regards to Decentralized Guidance

The school heads' implementation of distributed leadership strategies...	Mean	SD	Remarks
...promote open and horizontal communication for sharing ideas and innovation.	4.44	0.56	Strongly Agree
...practice delegating decision-making authority to teachers.	4.43	0.57	Strongly Agree
...recognize the efforts of all members of the organization are directed toward the achievement of a common goal.	4.40	0.55	Strongly Agree
...authorize the teachers to have more autonomy to make their own decisions so they can respond and make changes more quickly.	4.46	0.60	Strongly Agree
...empower teachers to use their knowledge, experience, and expertise to make meaningful contributions at work.	4.47	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.44</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>	<b>Highly Strategized</b>		

The results from Table 6 revealed that the highest-rated strategy in terms of school heads' distributed leadership in decentralized guidance was "empowering teachers to use their knowledge, experience, and expertise to make meaningful contributions at work," with a mean of 4.47 and a standard deviation of 0.55. The lowest-rated strategy was "recognizing the efforts of all members of the organization are directed toward the achievement of a common goal," with a mean of 4.40 and a standard deviation of 0.55, which still reflected strong agreement. Overall, the weighted mean of 4.44 indicated that school heads were highly strategized the implementation of decentralized guidance practices, with an emphasis on promoting teacher autonomy, delegating decision-making authority, and fostering open communication. These strategies were seen as highly effective in creating a collaborative and responsive school environment where teachers were empowered to contribute meaningfully to the school's goals and improvement.

In a study by Leithwood and Sun (2019), the authors examined the effects of delegating authority to teachers in the context of distributed leadership. They found that when school leaders delegate decision-making authority to teachers, it not only increases teachers' sense of empowerment but also improves their ability to innovate and make meaningful contributions to school development. This supported the strategy from Table 6, where delegating authority and empowering teachers were highly rated strategies.

*Level of School Organizational Culture*

In this study, the level of school organizational culture referred to productivity, team-oriented, people-oriented, outcome-oriented, competitive awareness, and organizational commitment. The following tables show the statements, mean scores, standard deviations, remarks, and verbal interpretations from the perspectives of respondents.

*Level of School Organizational Culture in terms of Productivity*

Table 7 illustrates the level of school organizational culture in terms of productivity.

The results from Table 7 highlighted the level of school organizational culture in terms of productivity, with the highest-rated item being "enabling the school head to communicate a vision that motivates me" (mean = 4.53, SD = 0.55), reflecting strong agreement among respondents. The lowest-rated item was "allocating additional resources for professional development, training, and establishing communication channels" (mean = 4.42, SD = 0.59), still indicating strong agreement, but slightly lower than the others.

TABLE 7. Level of School Organizational Culture in terms of Productivity

The school organization culture...	Mean	SD	Remarks
...enables the school head to communicate a vision that motivates me.	4.53	0.55	Strongly Agree
...allows teachers to juggle work and life control manage problems by themselves and perform at their best at work.	4.51	0.52	Strongly Agree
...allocates additional resources for professional development, training, and establishing communication channels.	4.42	0.59	Strongly Agree
...creates platforms to recognize and highlight the efforts of teachers, students, and administrators who contribute to the school's progress.	4.43	0.60	Strongly Agree
...recognizes teachers' input and designs appropriate incentive mechanisms to reward their performance.	4.45	0.60	Strongly Agree
<b>Weighted Mean</b>	<b>4.47</b>		
<b>SD</b>	<b>0.57</b>		
<b>Verbal Interpretation</b>	<b>Highly Organized</b>		

Overall, the weighted mean of 4.47, with a standard deviation of 0.57, suggested that the school's organizational culture was highly organized and productive. This indicated that the school environment effectively motivated teachers, supported professional development, and recognized teacher efforts, thereby fostering a culture that values continuous improvement and high performance.

The research by Kunter et al. (2019) examined the relationship between teachers' ability to manage work-life balance and their professional performance. The study found that when teachers were given the autonomy and support to manage personal and work-related challenges, they were more likely to perform at their best and remain productive. This finding highlighted the importance of allowing teachers to manage work-life balance effectively, contributing to higher performance and productivity.

Table 8 presents the level of school organizational culture in terms of team-oriented.

The results from Table 8 highlighted the level of school organizational culture in terms of being team-oriented. The highest-rated item was "members of the institution clearly understand their roles," with a mean of 4.56 and a standard deviation of 0.58, indicating strong agreement and clear role clarity within the institution. The lowest-rated item was "reassures that teachers' voices were heard and valued in the institution," with a mean of 4.41 and a standard deviation of

0.59, still strongly agreed upon but slightly lower compared to other items.

TABLE 8. Level of School Organizational Culture in terms of Team-Oriented

The school organization culture...	Mean	SD	Remarks
...relieves that the members of the institution clearly understand their roles.	4.56	0.58	Strongly Agree
...reassures that teachers' voices are heard and valued in the institution.	4.41	0.59	Strongly Agree
...contributes to the teachers setting and evaluating goals for improving the school's performance.	4.43	0.60	Strongly Agree
...seeks to arrange teachers' priorities to meet the needs of other work groups.	4.43	0.62	Strongly Agree
...manages disagreements among the people in the institution.	4.46	0.59	Strongly Agree
<b>Weighted Mean</b>	<b>4.46</b>		
<b>SD</b>	<b>0.60</b>		
<b>Verbal Interpretation</b>	<b>Highly Organized</b>		

Overall, the weighted mean of 4.46, with a standard deviation of 0.60, suggests that the school's organizational culture was highly organized and team-oriented. This indicated that the institution effectively fosters role clarity, manages disagreements, and encourages collaboration among teachers to meet common goals, while also valuing teacher input in decision-making processes.

A study by Hargreaves and Fullan (2020) explored the role of teacher voice in shaping school culture and improving performance. They concluded that when teachers' voices were heard and valued, it led to stronger collaboration, higher job satisfaction, and improved educational outcomes. This aligned with the item in Table 10 regarding the value of teacher input, supporting the idea that a culture that actively listened to teachers strengthened overall team dynamics.

*Level of School Organizational Culture in Terms of People-Oriented*

Table 9 shows the level of school organizational culture in terms of people-oriented.

TABLE 9. Level of School Organizational Culture in terms of People-Oriented

The school organization culture...	Mean	SD	Remarks
...establishes trust and mutual support through sustainable interaction and empowerment within the institution.	4.45	0.56	Strongly Agree
...supports teachers' active participation in and outside of the classroom by providing opportunities for them to take on instructional and administrative responsibilities.	4.41	0.57	Strongly Agree
...encourages trust by focusing on important personal and professional connections (e.g., celebrating achievements, milestones, etc.).	4.50	0.56	Strongly Agree
...provides opportunities for teachers to function as department heads in raising teaching quality by improving professional development and sharing skills with their colleagues.	4.53	0.56	Strongly Agree
...inspire teachers to meet each other to set long-term objectives, spend time together to assist each other, and organize regular meetings with the principal, who takes the greatest part in guiding and supporting teachers' efforts.	4.55	0.53	Strongly Agree
<b>Weighted Mean</b>	<b>4.49</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>	<b>Highly Organized</b>		

The results from Table 9 revealed the level of school organizational culture in terms of being people-oriented, with the highest-rated item being "inspire teachers to meet each other to set long-term objectives, spent time together to assist each other, and organize regular meetings with the principal, who takes the greatest part in guiding and supporting teachers' efforts," which received a mean of 4.55 and a standard deviation of 0.53. This reflects a strong agreement among respondents regarding the importance of supportive interactions between teachers and the principal. The lowest-rated item, although still strongly agreed upon, "supports teachers' active participation in and outside of the classroom by providing opportunities for them to take on instructional and administrative responsibilities," with a mean of 4.41 and a standard deviation of 0.57. Despite this, the overall weighted mean of 4.49 and standard deviation of 0.56 suggested that the school's organizational culture was highly people-oriented.

This indicated that the school fosters a culture of trust, mutual support, and active participation, with a strong emphasis on empowering teachers and building professional relationships to enhance teaching quality and collaboration.

The impacts of teacher leadership and professional development on enhancing the quality of instruction were investigated in a study by Darling-Hammond et al. (2020). They found that providing teachers with opportunities to lead, such as functioning as department heads or sharing their skills with colleagues, improved teaching quality and enhanced teacher collaboration. This was reflected in the item from Table 9 about providing opportunities for teachers to function as department heads, which received a high mean score. The study underscored the importance of professional development in cultivating leadership and fostering collaborative school cultures.

Table 10 illustrates the level of school organizational culture in terms of outcome-oriented.

TABLE 10. Level of School Organizational Culture in terms of Outcome-Oriented

The school organization culture...	Mean	SD	Remarks
...makes sure teachers who work together help the organization achieve its goals.	4.56	0.60	Strongly Agree
...shows that the members of the institution are sure about what is expected of them and take pride in a job well done.	4.56	0.56	Strongly Agree
...establishes a habit of using data for decision-making is necessary to know if a change is an improvement.	4.47	0.57	Strongly Agree
...acknowledges that shared ownership of a common educational goal is essential to focus improvement efforts.	4.48	0.53	Strongly Agree
...understands that the school is a learning community that continually improves its effectiveness, learning from both successes and failures.	4.60	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.53</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>	<b>Highly Organized</b>		

This shows the level of school organizational culture in terms of being outcome-oriented. The highest-rated item was "understands that the school is a learning community that continually improves its effectiveness, learning from both

successes and failures," which received a mean of 4.60 and a standard deviation of 0.55, indicating a strong agreement on the importance of continuous learning and improvement. The lowest-rated item was "establishes a habit of using data for decision-making is necessary to know if a change is an improvement," with a mean of 4.47 and a standard deviation of 0.57, although still strongly agreed upon, it received a slightly lower score compared to other items.

Overall, the weighted mean of 4.53 with a standard deviation of 0.56 suggests that the school's organizational culture was highly outcome-oriented. This indicated a strong emphasis on achieving the school's goals, ensuring clarity in roles and responsibilities, and continuously improving through reflection and data-driven decision-making.

A study by Wayman and Stringfield (2020) investigated the impact of data-driven decision-making in schools. They concluded that using data to inform decisions was essential for improving school performance, aligning with the item in Table 10 about establishing a habit of using data for decision-making. This practice was shown to improve both teaching quality and student learning outcomes by providing actionable insights into areas that need attention.

Table 11 presents the level of school organizational culture in terms of competitive awareness.

TABLE 11. Level of School Organizational Culture in terms of Competitive Awareness

The school organization culture...	Mean	SD	Remarks
...realizes that working in our institution inspires people to do their best.	4.53	0.53	Strongly Agree
...guides the employees to work toward a goal rather than work with no goal in mind.	4.57	0.54	Strongly Agree
...creates a sense of urgency that spurs employees to identify and grab opportunities.	4.57	0.53	Strongly Agree
...pushes teachers to compete against themselves to improve continuously and contribute something significant to the institution.	4.51	0.56	Strongly Agree
...helps teachers increase production, efficiency, focus, and profits. In addition, competition is great for employee motivation and employee growth.	4.47	0.64	Strongly Agree
<b>Weighted Mean</b>	<b>4.53</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>			<b>Highly Organized</b>

The table shows the level of school organizational culture in terms of competitive awareness. The highest-rated items were "guides the employees to work toward a goal rather than work with no goal in mind" and "creates a sense of urgency that spurs employees to identify and grab opportunities," both receiving a mean of 4.57 with standard deviations of 0.54 and 0.53, respectively. These items indicated a strong agreement that the school encourages goal setting and seizing opportunities, creating a motivated and focused environment. The lowest-rated item, though still strongly agreed upon, was "helps teachers increase production, efficiency, focus, and profits. In addition, competition is great for employee motivation and employee growth," which received a mean of 4.47 and a standard deviation of 0.64. Despite being the lowest, it still reflected a positive view of the role of competition in the school's culture. The overall weighted

mean of 4.53 with a standard deviation of 0.56 suggested that the school's organizational culture was highly competitive and fostered a sense of urgency, goal orientation, and continuous improvement, motivating teachers to perform at their best.

A study by Wayman and Stringfield (2020) investigated the impact of data-driven decision-making in schools. They concluded that using data to inform decisions was essential for improving school performance, aligning with the item in Table 11 about establishing a habit of using data for decision-making. This practice was shown to improve both teaching quality and student learning outcomes by providing actionable insights into areas that need attention.

Table 12 shows the level of school organizational culture in terms of organizational commitment.

TABLE 12. Level of School Organizational Culture in terms of Organizational Commitment

The school organization culture...	Mean	SD	Remarks
...shows that the goals and strategies of my organization are taking us in the right direction.	4.50	0.61	Strongly Agree
...demonstrates that teachers are important to the success of an institution.	4.56	0.57	Strongly Agree
...recognizes good quality performance among teachers.	4.56	0.53	Strongly Agree
...practices open communication which makes every member feel appreciated and belong.	4.56	0.51	Strongly Agree
...promotes an atmosphere that helps them learn from each other's strengths and failures for the best interest of the organization.	4.56	0.51	Strongly Agree
<b>Weighted Mean</b>	<b>4.55</b>		
<b>SD</b>	<b>0.55</b>		
<b>Verbal Interpretation</b>			<b>Highly Organized</b>

The degree of organizational dedication in the school's organizational culture is shown by this. The highest-rated items, each receiving a mean of 4.56 and standard deviations ranging from 0.51 to 0.57, were "demonstrates that teachers are important to the success of an institution," "recognizes good quality performance among teachers," "practices open communication which makes every member feel appreciated and belong," and "promotes an atmosphere that helps them learn from each other's strengths and failures for the best interest of the organization." These responses indicated a strong agreement that the school values its teachers, fosters an inclusive atmosphere, and encourages professional growth. The lowest-rated item, although still strongly agreed upon, was "shows that the goals and strategies of my organization are taking us in the right direction," which received a mean of 4.50 and a standard deviation of 0.61. The overall weighted mean of 4.55 with a standard deviation of 0.55 suggested that the school's organizational culture was highly committed, with a strong emphasis on valuing teachers, fostering open communication, and creating a supportive environment for professional development and organizational growth.

A study by Gu et al. (2020) explored the relationship between teacher recognition and organizational commitment. Their research found that when teachers feel recognized and valued for their contributions, it increases their sense of belonging and commitment to the institution. This aligned with the high ratings for items like "recognizes good quality performance among teachers" and "demonstrates that teachers

are important to the success of an institution", suggesting that teacher recognition played a key role in fostering commitment.

Gu et al. (2020) further discussed how teacher recognition positively influenced organizational commitment. They found that when teachers felt appreciated and acknowledged for their contributions, they were more likely to exhibit a greater sense of commitment to the school. The items related to recognizing teachers' performance and emphasizing their importance in the school's success received high ratings.

The overall grand mean of 4.51, with a standard deviation of 0.57, categorizes the school's organizational culture as "Highly Organized," emphasizing a well-structured, committed, and productive environment that encourages teamwork, people-oriented approaches, and a focus on

outcomes. This suggested a strong, cohesive organizational culture that values both individual contributions and collective goals, creating a supportive and efficient educational setting.

*Test of the Relationship Between the School Heads' Distributed Leadership Practices to the School Organizational Culture*

To test the significant relationship between the school heads' distributed leadership practices to the school organizational culture in terms of productivity, team-oriented, people-oriented, outcome-oriented, competitive awareness, and organizational commitment, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

TABLE 13. Significant Relationship Between the School Heads' Distributed Leadership Practices to the School Organizational Culture

School heads' distributed leadership in terms of practices		School organizational culture					
		p	t-o	p-o	o-o	C a	organizational commitment
symmetric relationships	Pearson Correlation	0.2847	0.3289	0.2394	0.3953	0.2392	0.3135
	Significance (2-Tailed)	0.0285	0.0150	0.1214	0.4789	0.5052	0.7335
	N	130	130	130	130	130	130
professional collaboration	Analysis	Not Sig	Sig	Not Sig	Not Sig	Not Sig	Not Sig
	Pearson Correlation	0.2597	0.2758	0.3828	0.3661	0.2659	0.3236
	Significance (2-Tailed)	0.0982	0.0645	0.2338	0.8786	0.8600	0.8500
participatory management	N	130	130	130	130	130	130
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
	Pearson Correlation	0.3662	0.3538	0.4525	0.4313	0.3201	0.4159
participatory management	Significance (2-Tailed)	0.0354	0.0235	0.1119	0.6255	0.6287	0.9018
	N	130	130	130	130	130	130
	Analysis	Sig	Sig	Not Sig	Not Sig	Not Sig	Not Sig

Table 13 presents the significant relationships between school heads' distributed leadership practices to the school organizational culture. Among the different practices, participatory management stands out with statistically significant correlations to both productivity ( $r = 0.3662$ ,  $p = 0.0354$ ) and team-oriented ( $r = 0.3538$ ,  $p = 0.0235$ ) aspects of the school organizational culture, indicating a moderate positive relationship.

This suggests that when school heads implement participatory management, it tends to enhance collaboration and foster productivity within the school. Other practices, such as symmetric relationships and professional collaboration, did not show significant relationships with the school organizational culture indicators, as all their correlations yielded non-significant results. These findings suggested that while some practices of distributed leadership, like participatory management, were associated with specific positive aspects of organizational culture, other practices may not have as direct an impact on shaping the overall organizational climate. The lack of significant relationships in some areas highlighted that the strength and direction of these leadership practices' influence on organizational culture may vary depending on the specific context or factors at play in the school setting.

*Test of the Relationship Between the School Heads' Distributed Leadership Strategies to the School Organizational Culture*

To test the significant relationship between the school heads' distributed leadership strategies to the school organizational culture in terms of productivity, team-oriented,

people-oriented, outcome-oriented, competitive awareness, and organizational commitment, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

The results lead one to conclude that the null hypothesis "There is no significant relationship between the school heads' distributed leadership methods and the school organizational culture" was accepted at the 0.05 level of significance, demonstrating that there was no such relationship.

Table 14 outlined the significant relationships between school heads' distributed leadership strategies to the school organizational culture. Among the various strategies, decentralized guidance demonstrated significant positive correlations with outcome-oriented ( $r = 0.5400$ ,  $p = 0.0090$ ), competitive awareness ( $r = 0.4221$ ,  $p = 0.0216$ ), and organizational commitment ( $r = 0.4994$ ,  $p = 0.0034$ ). This indicated that when school heads employ decentralized guidance, which allowed for a more distributed decision-making process, it was positively associated with the school's focus on outcomes, competitiveness, and commitment. In contrast, autonomy and collective action did not show significant relationships with any of the school organizational culture indicators, as their correlations were not statistically significant.

These findings suggested that decentralized guidance was the most influential strategy for fostering a strong organizational culture, particularly in the areas of improving outcomes, enhancing competitiveness, and promoting organizational commitment. The lack of significant findings for autonomy and collective action suggests that these

strategies may not be as directly impactful on school culture in the specific context examined.

TABLE 14. Significant Relationship Between the School Heads' Distributed Leadership Strategies to the School Organizational Culture

School heads' distributed leadership in terms of strategies		School organizational culture					
		p	t-o	p-o	o-o	C a	organizational commitment
autonomy	Pearson Correlation	0.3778	0.4549	0.4317	0.6839	0.5169	0.5398
	Significance (2-Tailed)	0.6582	0.4856	0.9108	0.1126	0.2118	0.0835
	N	130	130	130	130	130	130
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
collective action	Pearson Correlation	0.4093	0.2783	0.4891	0.5491	0.4704	0.4775
	Significance (2-Tailed)	0.4751	0.4059	0.8764	0.3079	0.3664	0.1850
	N	130	130	130	130	130	130
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
decentralized guidance	Pearson Correlation	0.4370	0.4600	0.4305	0.5400	0.4221	0.4994
	Significance (2-Tailed)	0.4979	0.6596	0.2218	0.0090	0.0216	0.0034
	N	130	130	130	130	130	130
	Analysis	Not Sig	Not Sig	Not Sig	Sig	Sig	Sig

IV. CONCLUSION AND RECOMMENDATIONS

The following conclusions were drawn from the findings of this study, which examined the school heads' distributed leadership practices and strategies and the school organizational culture.

The null hypothesis was accepted, indicating no significant relationship between school heads' distributed leadership practices and the school organizational culture. However, the practice of participatory management showed moderate positive correlations with productivity and team-oriented culture, suggesting that this practice can enhance collaboration and productivity in the school environment. Other leadership practices, such as symmetric relationships and professional collaboration, did not show significant relationships with organizational culture, implying their impact may depend on the specific school context.

The findings also revealed that the null hypothesis was accepted, indicating no significant relationship between school heads' distributed leadership strategies and school organizational culture. Nevertheless, decentralized guidance demonstrated significant positive correlations with outcome-oriented, competitive awareness, and organizational commitment, suggesting its effectiveness in enhancing these aspects of the organizational culture. In contrast, autonomy and collective action did not show significant relationships with school culture, indicating their lesser impact in this specific context.

Based on the findings of this study, the following recommendations were made:

School heads may improve school performance by encouraging participatory management and shared decision-making, which promote teamwork and productivity. They should also support decentralized leadership to give teachers more autonomy and focus on results and innovation. Adapting leadership strategies to the specific needs of each school and regularly reviewing them can help ensure greater effectiveness.

The school administrators should ensure that all aspects of the organizational culture are nurtured through continuous communication, recognition of achievements, and regular feedback loops.

Teachers may undergo various professional development training that could foster greater teacher involvement and create opportunities for innovation in school management practices.

School heads, administrators, and teachers should clearly understand each other's roles and responsibilities to avoid ambiguity and power struggles that can lead to communication issues. A respectful and harmonious work environment helps improve school policies, curriculum, and community engagement.

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