

School Heads' Leadership Styles and Organizational Support on the Teachers' Well-Being and School Culture

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Abstract—This study aimed to examine the relationship between school heads' leadership styles and organizational support on teacher well-being and school culture. In particular, the researcher determined the level of leadership styles and organizational support of school heads, as well as the level of teacher well-being and the level of school culture. Furthermore, the researcher explored the significant relationships between leadership styles, organizational support and teacher well-being, and school culture. A quantitative descriptive-correlational research design was used, where two hundred (200) teachers served as respondents. Validated survey questionnaires for measuring leadership styles, organizational support, teacher well-being, and school culture were used in gathering data. Pearson correlation analysis method was used to examine the gathered data. Results indicated that leadership styles and organizational support were both perceived as very high. Inspirational motivation, intellectual stimulation, individualized consideration, ethical leadership, empathy, and support were some of the leadership styles that resulted in a favorable professional environment. Furthermore, the perception of organizational support was very high, particularly with regard to administrative, instructional, emotional, and professional growth support. Likewise, the teacher's well-being was rated very high, implying that the teaching profession was fulfilling from the emotional, social, and professional perspectives. School culture was very high in terms of collaboration, respect, innovation, shared values, and high morale. Though all four variables have been perceived as very high, it was found that there is no significant association between overall leadership styles and teacher well-being resulting in accepting the null hypothesis. Intellectual stimulation had a significant relationship with teacher well-being. A significant relationship existed between leadership styles and school culture which caused the null hypothesis in this variable to be rejected. Organizational support did not significantly associate with teacher well-being and school culture; hence, acceptance of the null hypotheses was observed. This study recommends strengthening specific leadership practices, particularly intellectual stimulation, and enhancing targeted support mechanisms to further improve teacher well-being and sustain a positive school culture.

Keywords—Leadership Styles, Organizational Support, Teacher Well-Being, School Culture, Correlational Study.

I. INTRODUCTION

In the fast-paced changing trends in education, schools are increasingly challenged to adapt to rapid societal changes, technological advancements, and growing demands for accountability and performance. At the heart of these transformations lie the educators and teachers whose well-

being directly influences not only their professional performance but also the broader school culture, (Strobel, 2023). As such, the conditions that support or hinder teacher well-being and foster positive school culture have become a critical focus in educational research and policy.

Among the most significant factors shaping teachers' experiences are the leadership styles practiced within schools and the organizational support structures in place. Leadership style not only sets the tone for the working environment but also shapes how teachers perceive their roles, handle stress, and engage with the school community, (Akiba et al, 2023). Similarly, organizational support including access to resources, professional development, and emotional support plays a crucial role in fostering instructional leaders well-being and a positive school culture which in turn, promote teacher satisfaction and retention, (Maloney, 2020).

Moreover, school culture, characterized by shared beliefs, values, and practices, is deeply intertwined with both leadership and organizational dynamics (Marcelo, 2024). A supportive and inclusive leadership style can enhance teacher morale, collaboration, and commitment, while a toxic or unsupportive leaders can exacerbate stress and disengagement. This study aims to explore the correlation of leadership styles and organizational support in shaping teachers' well-being and influencing school culture. With this, educational leaders and policymakers can develop more effective strategies to support teachers and cultivate sustainable environment.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study sought to examine the extent to which different leadership styles and levels of organizational support impact teachers' well-being and influence the development of a positive and empowered school culture.

Specifically aimed to answer the following questions;

1. What is the level of school heads' leadership styles in terms of;
 - 1.1 Inspirational Motivation;
 - 1.2 Intellectual Stimulation;
 - 1.3 Individualized Consideration;
 - 1.4 Idealized Influence;
 - 1.5 Empathy; and
 - 1.6 Supportiveness?

2. What is the level of the school heads' organizational support;
 - 2.1 Administrative Support;
 - 2.2 Mental Health Resources;
 - 2.3 Resources Support;
 - 2.4 Professional Development Support;
 - 2.5 Recognition and Rewards; and
 - 2.6 Emotional and Social Support?
3. What is the level of teachers Well-Being in terms of:
 - 3.1 Professional well-being;
 - 3.2 Physical well-being;
 - 3.3 Emotional well-being;
 - 3.4 Social well-being; and
 - 3.5 Mindfulness?
4. What is the level of School Culture in terms of;
 - 4.1 Collaboration;
 - 4.2 Respect;
 - 4.3 Innovation;
 - 4.4 Values; and
 - 4.5 Morale?
5. Is there a significant relationship between school heads' leadership styles and teachers' well-being?
6. Is there a significant relationship between the school heads' leadership styles and the school culture?
7. Is there a significant relationship between the organizational support and teachers' well-being?
8. Is there a significant relationship between the organizational support and the school culture?

II. METHODOLOGY

A quantitative descriptive-correlational research design was used, where two hundred (200) teachers served as respondents. Validated survey questionnaires for measuring leadership styles, organizational support, teacher well-being, and school culture were used in gathering data. Pearson correlation analysis method was used to examine the gathered data.

III. RESULTS AND DISCUSSION

This part presents the different results and discussed the results from treating the data gathered in this study. This chapter, backed by tables, addressed every particular issue raised in Chapter 1 under the statement of the problem. It presents the data gathered about the significant relationship between school heads' leadership styles, organizational support and teacher's well-being, and school culture. In particular, the study sought to address the following:

Level of School Heads' Leadership Styles

In this study, the level of school heads' leadership styles refers to Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Idealized Influence, Empathy, and Supportiveness. Table 4 shows the level of school heads' leadership styles in terms of Inspirational Motivation, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Expresses confidence in the school community's ability to achieve excellence" (M=6.50, SD=0.87), suggests a very high level of school

heads' ability to motivate and instill confidence in their teachers. Also, the statement "Communicates a clear and compelling vision for the school's future" received a slightly lower mean (M=6.42, SD=0.95), but it still designates a very strong demonstration of leadership in guiding the school toward its goals. Other statements, such as fostering a sense of purpose, inspiring, and enthusiasm. Encouraging all received similarly high means ranging from 6.46 to 6.47, reflecting consistent positive perceptions from the participants.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of participants.

Table 1. Level of School Heads' Leadership Styles in terms of Inspirational Motivation

Statements	Mean	SD	Remarks
The school head...			
...communicates a clear and compelling vision for the school's future.	6.42	0.95	Strongly Agree
...expresses confidence in the school community's ability to achieve excellence.	6.50	0.87	Strongly Agree
...fosters a sense of purpose and commitment among teachers.	6.46	0.90	Strongly Agree
...inspires enthusiasm and optimism within the school community.	6.46	0.88	Strongly Agree
...provides encouragement that empowers teachers to perform at their best.	6.47	0.90	Strongly Agree
Weighted Mean	6.46		
SD	0.72		
Verbal Interpretation	Very High		

The overall level of school heads' leadership styles in terms of Inspirational Motivation attained a weighted mean score of 6.46 with a standard deviation of 0.72 and was verbally interpreted as very high among the participants.

In summary, the results indicate that school heads strongly exhibit Inspirational Motivation by clearly communicating their vision, instilling confidence, and encouraging teachers to perform at their best. This suggests that the school leadership effectively promotes a culture of enthusiasm, commitment, and optimism, which can positively influence teacher performance and the overall school environment.

Table 2. Level of School Heads' Leadership styles in terms of Intellectual Stimulation

Statements	Mean	SD	Remarks
The school head...			
...encourages teachers to explore new teaching strategies and methods.	6.57	0.80	Strongly Agree
...promotes critical thinking when addressing school challenges.	6.48	0.83	Strongly Agree
...challenges teachers to consider different perspectives in decision-making.	6.40	0.84	Strongly Agree
...fosters an environment where questioning current practices is welcomed.	6.42	0.83	Strongly Agree
...motivates teachers to continuously seek professional growth opportunities.	6.52	0.81	Strongly Agree
Weighted Mean	6.48		
SD	0.76		
Verbal Interpretation	Very High		

Table 2 demonstrates the level of school heads' leadership styles in terms of Intellectual Stimulation, including the statements, mean, standard deviation, and remarks. The

highest-rated statement, “Encourages teachers to explore new teaching strategies and methods” (M = 6.57, SD = 0.80), suggests a very high level of school heads’ ability to intellectually engage and challenge teachers to innovate in their teaching. Likewise, the statement “Promotes critical thinking when addressing school challenges” (M = 6.48, SD = 0.83) reinforces this very high level of leadership in fostering analytical and reflective thinking.

Though the mean is slightly lower for “Challenges teachers to consider different perspectives in decision-making” (M = 6.40, SD = 0.84), it still specifies a strong commitment to encouraging diverse viewpoints and critical analysis among the school community. The overall level of school heads’ leadership styles in terms of Intellectual Stimulation attained a weighted mean score of 6.48 with a standard deviation of 0.76 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that school heads effectively promote intellectual growth by encouraging innovative teaching, critical thinking, and reflective decision-making. This demonstrates that their leadership fosters a culture of continuous professional development, open-mindedness, and proactive problem-solving within the school. Intellectual stimulation focuses on fostering a culture of innovation and critical thinking within an organization. By asking workers to challenge preconceptions and enabling them to use their intellectual capital to come up with innovative ideas, this strategy questions the current state of affairs.

Level of School Heads’ Leadership Styles in Terms of Individualized Consideration

Table 3 displays the level of school heads’ leadership styles in terms of Individualized Consideration, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Supports flexible approaches to meet teachers’ individual circumstances” (M = 6.48, SD = 0.90), suggests a very high level of school heads’ ability to attend to the unique needs and situations of their teachers. Similarly, the statement “Provides personal guidance to support teachers’ professional growth” (M = 6.47, SD = 0.84) reinforces the strong commitment of school heads to nurturing teacher development on an individual basis. Although the mean is slightly lower for “Offers constructive feedback tailored to individual needs” (M = 6.40, SD = 0.96), it still shows the school heads’ consistent practice of personalizing support and fostering professional growth.

The overall level of school heads’ leadership styles in terms of Individualized Consideration attained a weighted mean score of 6.45 with a standard deviation of 0.84 and was verbally interpreted as very high among the participants.

In summary, the results indicate that school heads effectively demonstrate individualized consideration by recognizing teachers’ unique strengths, offering tailored guidance, and showing genuine concern for both personal and professional well-being. This approach promotes a supportive and motivating school environment that values each teacher’s growth and contribution.

Table 3. Level of School Heads’ Leadership Styles in Terms of Individualized Consideration

Statements	Mean	SD	Remarks
The school head...			
...provides personal guidance to support teachers’ professional growth.	6.47	0.84	Strongly Agree
...recognizes the unique strengths and contributions of each teacher.	6.44	0.88	Strongly Agree
...offers constructive feedback tailored to individual needs.	6.40	0.96	Strongly Agree
...shows genuine concern for teachers’ personal and professional well-being.	6.46	0.88	Strongly Agree
...supports flexible approaches to meet teachers’ individual circumstances.	6.48	0.90	Strongly Agree
Weighted Mean	6.45		
SD	0.84		
Verbal Interpretation	Very High		

Level of School Heads’ Leadership Styles in terms of Idealized Influence

Table 4 expresses the level of school heads’ leadership styles in terms of Idealized Influence, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Makes decisions that prioritize the best interests of students and teachers” (M = 6.54, SD = 0.88), suggests a very high level of school heads’ ability to serve as ethical and professional role models while placing the welfare of the school community first. Correspondingly, the statement “Demonstrates integrity in all decisions and actions” (M = 6.49, SD = 0.86) reinforces this very high level of leadership characterized by honesty, reliability, and commitment to core values.

While the mean is slightly lower, it nonetheless indicates that school leaders generally demonstrate ethical behavior and cultivate a sense of trust among both teachers and students. This perception reflects their ability to inspire confidence and integrity within the school community.

Table 4. Level of School Heads’ Leadership Styles in terms of Idealized Influence

Statements	Mean	SD	Remarks
The school head...			
...serves as a role model for ethical and professional behavior.	6.52	0.83	Strongly Agree
...demonstrates integrity in all decisions and actions.	6.49	0.86	Strongly Agree
...consistently upholds the school’s values and mission.	6.50	0.86	Strongly Agree
...inspires pride in being part of the school community.	6.52	0.88	Strongly Agree
...makes decisions that prioritize the best interests of students and teachers.	6.54	0.88	Strongly Agree
Weighted Mean	6.51		
SD	0.82		
Verbal Interpretation	Very High		

The assessment of school heads’ leadership styles in terms of Idealized Influence resulted in a weighted mean score of 6.51 and a standard deviation of 0.82. This indicates that participants perceive these leadership qualities as very high, suggesting strong effectiveness in serving as role models within their schools.

In summary, the findings clearly demonstrate that school heads’ embody Idealized Influence by acting as strong role models. They always maintain integrity and proactively

cultivate pride and trust in their students. Their leadership establishes a clear standard of ethical behavior that significantly enhances the school culture. This effectively motivates both teachers and students to adopt and emulate these vital values.

Table 5. Level of School Heads' Leadership Styles in terms of Empathy

Statements	Mean	SD	Remarks
The school head...			
...demonstrates a profound understanding of teachers' personal and professional challenges.	6.45	0.84	Strongly Agree
...encourages transparent and meaningful communication between teachers and school leadership.	6.44	0.87	Strongly Agree
...acknowledges and integrates teachers' perspectives and emotions in decision-making processes.	6.46	0.90	Strongly Agree
...supports teachers in navigating complex or high-pressure professional situations.	6.43	0.87	Strongly Agree
...shows genuine compassion and responsiveness to teachers encountering professional or personal difficulties.	6.47	0.88	Strongly Agree
Weighted Mean	6.45		
SD	0.83		
Verbal Interpretation	Very High		

Table 5 illustrates the level of school heads' leadership styles in terms of Empathy, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Shows genuine compassion and responsiveness to teachers encountering professional or personal difficulties" (M = 6.47, SD = 0.88), suggests a very high level of school heads' ability to understand and respond to the needs and emotions of their teachers.

As well, the statement "Acknowledges and integrates teachers' perspectives and emotions in decision-making processes" (M = 6.46, SD = 0.90) reinforces this very high level of empathetic leadership, highlighting the school heads' commitment to valuing teacher input. Even though the mean is slightly lower for "Supports teachers in navigating complex or high-pressure professional situations" (M = 6.43, SD = 0.87), it still signifies consistent and meaningful attention to the personal and professional well-being of teachers. The overall level of school heads' leadership styles in terms of Empathy attained a weighted mean score of 6.45 with a standard deviation of 0.83 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that school heads effectively demonstrate empathy by being compassionate, attentive, and responsive to teachers' needs and challenges. Their empathetic approach fosters trust, open communication, and a supportive school climate, which contributes to the professional satisfaction and motivation of teachers.

Table 6 confirms the level of school heads' leadership styles in terms of Supportiveness, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Facilitates access to professional development opportunities tailored to teachers' needs" (M = 6.53, SD = 0.81), suggests a very high level of school heads' ability to provide practical support and resources that enhance teacher growth. Moreover, the statement "Provides consistent

guidance and assistance to teachers in achieving professional goals" (M = 6.51, SD = 0.80) reinforces this strong supportive leadership. Despite the mean being slightly lower for "Encourages teachers to seek help and resources when faced with challenges" (M = 6.47, SD = 0.83), it still denotes the school heads' consistent commitment to assisting and mentoring teachers. The overall level of school heads' leadership styles in terms of supportiveness attained a weighted mean score of 6.50 with a standard deviation of 0.79 and was verbally interpreted as very high among the participants. In summary, the results indicate that school heads effectively demonstrate supportiveness by providing guidance, resources, and professional development opportunities while fostering an environment where teachers feel comfortable seeking assistance. This supportive leadership strengthens teacher confidence, professional competence, and overall school performance.

Table 6. Level of School Heads' Leadership styles in terms of Supportiveness

Statements	Mean	SD	Remarks
The school head...			
...provides consistent guidance and assistance to teachers in achieving professional goals.	6.51	0.80	Strongly Agree
...encourages teachers to seek help and resources when faced with challenges.	6.47	0.83	Strongly Agree
...facilitates access to professional development opportunities tailored to teachers' needs.	6.53	0.81	Strongly Agree
...offers constructive feedback that promotes growth and improvement.	6.50	0.83	Strongly Agree
...creates an environment where teachers feel comfortable requesting assistance.	6.52	0.82	Strongly Agree
Weighted Mean	6.50		
SD	0.79		
Verbal Interpretation	Very High		

Table 7. Composite of School Heads' Leadership Styles

Indicators	Weighted Mean	SD	Verbal Interpretation
Inspirational Motivation	6.46	0.72	Very High
Intellectual Stimulation	6.48	0.76	Very High
Individualized Consideration	6.45	0.84	Very High
Idealized Influence	6.51	0.82	Very High
Empathy	6.45	0.83	Very High
Supportiveness	6.50	0.79	Very High
Grand Mean	6.48		
SD	0.79		
Verbal Interpretation	Very High		

The level of school heads' leadership styles in terms of Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Idealized Influence, Empathy, and Supportiveness. arrived at a grand mean score of 6.48 and a standard deviation of 0.79 and was verbally interpreted as very high among the participants. This means that the school heads' leadership styles in In In summary, the findings suggest that school heads employ a well-rounded and transformational leadership approach that not only promotes teacher development and professional competence but also fosters a positive, collaborative, and motivating school environment. Their leadership practices likely contribute to enhanced teacher performance, job satisfaction, and overall school effectiveness.

Level of school heads' organizational support

In this study, the level of school heads' organizational support refers to Administrative Support, Mental Health Resources, Resources Support, Professional Development Support, Recognition and Rewards, and Emotional and Social Support.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of participants.

Table 8. Level of School Heads' Organizational Support in terms of Administrative Support

Statements	Mean	SD	Remarks
The school head...			
...provides timely assistance in addressing teachers' concerns	6.45	0.93	Strongly Agree
...ensures that teachers have access to necessary teaching resources.	6.43	0.97	Strongly Agree
...supports teachers in implementing innovative instructional practices.	6.46	0.91	Strongly Agree
...responds promptly to requests related to school operations.	6.49	0.96	Strongly Agree
...values and considers teachers' input in decision-making processes.	6.47	0.91	Strongly Agree
Weighted Mean	6.46		
SD	0.90		
Verbal Interpretation	Very High		

Table 8 presents the level of school heads' organizational support in terms of Administrative Support, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Responds promptly to requests related to school operations" (M = 6.49, SD = 0.96), suggests a very high level of school heads' ability to provide timely and effective administrative assistance. Furthermore, the statement "Supports teachers in implementing innovative instructional practices" (M = 6.46, SD = 0.91) reinforces their strong commitment to facilitating teacher success through organizational backing. But the mean is slightly lower for "Ensures that teachers have access to necessary teaching resources" (M = 6.43, SD = 0.97), it still implies consistent and meaningful administrative support in meeting teachers' professional needs.

The overall level of school heads' organizational support in terms of Administrative Support attained a weighted mean score of 6.46 with a standard deviation of 0.90 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that school heads provide effective administrative support by promptly addressing teacher concerns, ensuring access to resources, and valuing teacher input in decision-making. This level of support fosters a well-organized, responsive, and collaborative school environment that enhances teacher performance and instructional quality.

Table 9 indicates the level of school heads' organizational support in terms of Mental Health Resources, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Promotes awareness of available mental health resources within the school community" (M = 6.41, SD = 1.04), suggests a very high level of school heads' ability to provide and communicate access to mental health

support. Besides, the statement "Provides access to professional mental health services that address teachers' emotional needs" (M = 6.40, SD = 1.02) reinforces their commitment to addressing teachers' emotional well-being. However, the mean is slightly lower for "Encourages utilization of counseling or psychological support programs for staff" (M = 6.33, SD = 1.08), it still suggests consistent support for teachers' mental health needs.

Table 9. Level of School Heads' Organizational support in terms of Mental Health Resources

Statements	Mean	SD	Remarks
The school head...			
...provides access to professional mental health services that address teachers' emotional needs.	6.40	1.02	Strongly Agree
...encourages utilization of counseling or psychological support programs for staff.	6.33	1.08	Strongly Agree
...offers workshops or seminars focused on stress management and emotional resilience.	6.37	1.09	Strongly Agree
...ensures confidential and accessible avenues for teachers to seek mental health assistance.	6.35	1.08	Strongly Agree
...promotes awareness of available mental health resources within the school community.	6.41	1.04	Strongly Agree
Weighted Mean	6.37		
SD	1.03		
Verbal Interpretation	Very High		

The overall level of school heads' organizational support in terms of Mental Health Resources attained a weighted mean score of 6.37 with a standard deviation of 1.03 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that school heads effectively provide mental health support by ensuring access to counseling services, promoting stress management programs, and fostering awareness of available resources. Such support contributes to teachers' emotional resilience, professional well-being, and the creation of a healthy and supportive school environment.

Level of School Heads' Organizational Support in terms of Resources Support

Table 10 demonstrates the level of school heads' organizational support in terms of resources Support, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Offers adequate access to technology for teaching and learning" (M = 6.42, SD = 1.00), suggests a very high level of school heads' ability to provide essential teaching resources that facilitate effective instruction. Furthermore, their dedication to fostering a positive learning environment is strengthened by the statement "Ensures that learning facilities are well-maintained and functional" (M = 6.41, SD = 0.99).

While the mean is slightly lower for "Ensures that teaching supplies are replenished in a timely manner" (M = 6.33, SD = 1.09), it still reveals consistent attention to supporting teachers with necessary instructional materials.

The overall level of school heads' organizational support in terms of Resources Support attained a weighted mean score of 6.37 with a standard deviation of 1.00 and was verbally interpreted as very high among the participants.

Table 10. Level of School Heads' Organizational Support in terms of Resources Support

Statements	Mean	SD	Remarks
The school head...			
...provides sufficient instructional materials for effective teaching.	6.37	1.00	Strongly Agree
...ensures that learning facilities are well-maintained and functional.	6.41	0.99	Strongly Agree
...offers adequate access to technology for teaching and learning.	6.42	1.00	Strongly Agree
...ensures that teaching supplies are replenished in a timely manner.	6.33	1.09	Strongly Agree
...allocates budget and resources to enhance instructional quality.	6.34	1.12	Strongly Agree
Weighted Mean	6.37		
SD	1.00		
Verbal Interpretation	Very High		

In summary, the findings indicate that school heads effectively provide resources support by ensuring access to instructional materials, functional facilities, and technology. Such support promotes a productive teaching and learning environment, enabling teachers to deliver quality instruction and enhance student outcomes.

Table 11. Level of School Heads' Organizational Support in terms of Professional Development Support

Statements	Mean	SD	Remarks
The school head...			
...supports teachers in applying newly acquired knowledge and skills in the classroom.	6.51	0.94	Strongly Agree
...allocates resources to facilitate continuous learning opportunities for teaching staff.	6.46	0.93	Strongly Agree
...offers guidance and mentorship to help teachers achieve their professional goals.	6.44	0.95	Strongly Agree
...integrates professional development planning into teachers' career progression frameworks.	6.45	0.94	Strongly Agree
...responds to teachers expressed needs for specialized training or skill enhancement.	6.45	0.94	Strongly Agree
Weighted Mean	6.46		
SD	0.91		
Verbal Interpretation	Very High		

Table 11 displays the level of school heads' organizational support in terms of Professional Development Support, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Supports teachers in applying newly acquired knowledge and skills in the classroom" (M = 6.51, SD = 0.94), suggests a very high level of school heads' ability to facilitate the practical application of professional learning. Likewise, the statement "Allocates resources to facilitate continuous learning opportunities for teaching staff" (M = 6.46, SD = 0.93) reinforces their strong commitment to promoting ongoing professional growth. At the same time, the mean is slightly lower for "Offers guidance and mentorship to help teachers achieve their professional goals" (M = 6.44, SD = 0.95), it still designates consistent support in enhancing teachers' skills and career development.

The overall level of school heads' organizational support in terms of Professional Development Support attained a weighted mean score of 6.46 with a standard deviation of 0.91 and was verbally interpreted as very high among the participants. In summary, the findings indicate that school

heads effectively provide professional development support by offering mentorship, allocating resources, and facilitating continuous learning opportunities. This fosters teachers' professional growth, strengthens instructional practices, and contributes to overall school improvement and student success. Professional development opportunities for educators are essential to increasing knowledge practice, and student outcomes.

Level of School Heads' Organizational Support in terms of Recognition and Awards

Table 12 expresses the level of school heads' organizational support in terms of Recognition and Rewards, including the statements, mean, standard deviation, and remarks.

The highest-rated statement, "Recognizes teachers' achievements in a timely manner" (M = 6.50, SD = 0.92), suggests a very high level of school heads' commitment to acknowledging teachers' accomplishments. Similarly, the statement "Acknowledges outstanding performance during school activities or meetings" (M = 6.48, SD = 0.94) reinforces their consistent effort to publicly appreciate teachers' contributions. Even as the mean is slightly lower for "Provides incentives that motivate teachers to excel in their work" (M = 6.43, SD = 1.03), it still specifies the strong practice of motivating teachers through meaningful rewards and recognition systems.

Table 12. Level of School Heads' Organizational Support in terms of Recognition and Rewards

Statements	Mean	SD	Remarks
The school head...			
...recognizes teachers' achievements in a timely manner.	6.50	0.92	Strongly Agree
...provides rewards that reflect teachers' contributions to student success.	6.46	0.93	Strongly Agree
...acknowledges outstanding performance during school activities or meetings.	6.48	0.94	Strongly Agree
...provides incentives that motivate teachers to excel in their work.	6.43	1.03	Strongly Agree
...values teachers' efforts through public recognition.	6.46	0.96	Strongly Agree
Weighted Mean	6.46		
SD	0.91		
Verbal Interpretation	Very High		

The level of school heads' organizational support in terms of Recognition and Rewards attained a weighted mean score of 6.46 with a standard deviation of 0.91 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that school heads effectively foster a culture of appreciation by recognizing achievements, providing incentives, and valuing teachers' efforts. Such recognition and reward systems enhance teacher motivation, job satisfaction, and commitment, ultimately contributing to improved performance and a positive school climate.

Table 13 illustrates the level of school heads' organizational support in terms of Emotional and Social Support, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Offers formal and

informal mentorship programs to strengthen social and emotional connections” (M = 6.46, SD = 0.99), suggests a very high level of school heads’ commitment to fostering meaningful professional relationships within the school community. Correspondingly, the statement “Supports teachers in managing interpersonal conflicts within the school environment” (M = 6.44, SD = 0.98) reinforces their proactive role in maintaining harmony and collaboration among staff members. While the mean is slightly lower for “Responds sensitively to teachers’ emotional needs in challenging professional situations” (M = 6.41, SD = 1.02), it still shows consistent attentiveness to teachers’ emotional well-being. The level of school heads’ organizational support in terms of Emotional and Social Support attained a weighted mean score of 6.43 with a standard deviation of 0.96 and was verbally interpreted as very high among the participants.

Table 13. Level of School Heads’ Organizational Support in terms of Emotional and Social Support

Statements	Mean	SD	Remarks
The school head...			
...provides avenues for teachers to express their emotions and receive empathetic responses.	6.42	1.03	Strongly Agree
...encourages collegial relationships and peer networking among staff members.	6.44	0.98	Strongly Agree
...supports teachers in managing interpersonal conflicts within the school environment.	6.46	0.99	Strongly Agree
...offers formal and informal mentorship programs to strengthen social and emotional connections.	6.41	1.02	Strongly Agree
...responds sensitively to teachers’ emotional needs in challenging professional situations.	6.45	0.97	Strongly Agree
Weighted Mean	6.43		
SD	0.96		
Verbal Interpretation	Very High		

In summary, the findings indicate that school heads effectively cultivate a supportive and socially cohesive environment by promoting collegial relationships, addressing interpersonal concerns, and responding sensitively to emotional needs. This strong emotional and social support system enhances teamwork, trust, and overall morale within the school community.

Table 14. Composite of School Heads’ Organizational Support

Indicators	Weighted Mean	SD	Verbal Interpretation
Administrative Support	6.46	0.90	Very High
Mental Health Resources	6.37	1.03	Very High
Resources Support	6.37	1.00	Very High
Professional Development Support	6.46	0.91	Very High
Recognition and Rewards	6.46	0.91	Very High
Emotional and Social Support	6.43	0.96	Very High
Grand Mean	4.43		
SD	0.95		
Verbal Interpretation	Very High		

The level of school heads’ organizational support in terms of Administrative Support, Mental Health Resources, Resources Support, Professional Development Support, Recognition and Rewards, and Emotional and Social Support arrived at a grand mean score of 6.43 and a standard deviation

of 0.95 and was verbally interpreted as very high among the participants.

This means that the school heads’ organizational support is consistently evident across multiple dimensions of school management and teacher welfare. In summary, the findings suggest that school heads demonstrate a comprehensive and well-structured approach to organizational support. Their consistent provision of resources, emotional backing, professional growth opportunities, and recognition mechanisms contributes to enhanced teacher motivation, job satisfaction, and performance. Ultimately, this high level of organizational support strengthens institutional effectiveness and promotes a collaborative, resilient, and high-performing school environment.

Level of Teacher Well-Being

In this study, the level of teacher well-being refers to professional well-being, physical well-being, emotional well-being, social well-being, and mindfulness.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of participants.

Table 15. Level of Teacher Well-Being in terms of Professional Well-Being

Statements	Mean	SD	Remarks
The teacher...			
...has the opportunities for continuous professional learning.	6.59	0.83	Strongly Agree
...participates in various training and workshops.	6.51	0.84	Strongly Agree
...pursues advanced studies or certifications.	6.52	0.83	Strongly Agree
...facilitates collaboration for sharing best teaching practices.	6.53	0.84	Strongly Agree
...attend mentoring or coaching to enhance teaching skills.	6.57	0.86	Strongly Agree
Weighted Mean	6.54		
SD	0.80		
Verbal Interpretation	Very High		

Table 15 confirms the level of teacher well-being in terms of Professional Well-Being, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Provides opportunities for continuous professional learning” (M = 6.59, SD = 0.83), suggests a very high level of teacher professional well-being, indicating that teachers are actively engaged in ongoing development and growth. As well, the statement “Provides mentoring or coaching to enhance teaching skills” (M = 6.57, SD = 0.86) reinforces the strong presence of collaborative and developmental support systems that enhance instructional competence. Though the mean is slightly lower for “Participates in various training and workshops” (M = 6.51, SD = 0.84), it still indicates the strong involvement of teachers in professional advancement activities. The level of teacher well-being in terms of Professional Well-Being attained a weighted mean score of 6.54 with a standard deviation of 0.80 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that teachers demonstrate a high level of professional well-being characterized by continuous learning, active participation in

professional development activities, collaboration, and mentoring engagement. This suggests that teachers are committed to improving their instructional practices and career growth, which contributes to enhanced teaching effectiveness, job satisfaction, and overall school performance.

Level of Teachers' Well-being in terms of Physical Well-being

Table 16 presents the level of teacher well-being in terms of Physical Well-Being, including the statements, mean, standard deviation, and remarks. The highest-rated statements, "Responds promptly to health-related concerns or emergencies affecting staff members" and "Ensures that the physical work environment is safe, comfortable, and ergonomically designed" (M = 6.57, SD = 0.82), suggest a very high level of teacher physical well-being, reflecting strong institutional responsiveness to health and safety needs. Moreover, the statement "Supports teachers in managing occupational stress that may impact physical health" (M = 6.50, SD = 0.86) reinforces the emphasis on maintaining teachers' overall physical condition. Although the mean is slightly lower for "Promotes awareness of nutrition, exercise, and lifestyle practices that enhance physical well-being" (M = 6.48, SD = 0.87), it still signifies a strong commitment to fostering healthy lifestyle practices among teachers.

Table 16. Level of Teachers' Well-Being in terms of Physical Well-being

Statements The teacher...	Mean	SD	Remarks
...promotes awareness of nutrition, exercise, and lifestyle practices that enhance physical well-being.	6.48	0.87	Strongly Agree
...responds promptly to health-related concerns or emergencies affecting staff members.	6.57	0.82	Strongly Agree
...promotes awareness of nutrition, exercise, and lifestyle practices that enhance physical well-being.	6.51	0.82	Strongly Agree
...ensures that the physical work environment is safe, comfortable, and ergonomically designed.	6.57	0.82	Strongly Agree
...supports in managing occupational stress that may impact physical health.	6.50	0.86	Strongly Agree
Weighted Mean	6.52		
SD	0.79		
Verbal Interpretation	Very High		

The level of teacher well-being in terms of physical well-being attained a weighted mean score of 6.52 with a standard deviation of 0.79 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that teachers experience a high level of physical well-being supported by safe working conditions, health awareness initiatives, and responsive health-related assistance. Such conditions contribute to improved energy, reduced stress, and sustained productivity, ultimately enhancing teachers' effectiveness and overall school performance.

Table 17 indicates the level of teacher well-being in terms of Emotional Well-Being, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Cultivates a school climate that values and prioritizes the

emotional well-being of educators" (M = 6.53, SD = 0.84), suggests a very high level of emotional well-being among teachers, reflecting a supportive and emotionally responsive school environment.

Table 17. Level of teacher Well-Being in terms of Emotional Well-being

Statements The teacher...	Mean	SD	Remarks
...supports in managing stress and emotional challenges arising from professional responsibilities.	6.50	0.86	Strongly Agree
...recognizes emotional experiences and contributions in the workplace.	6.52	0.83	Strongly Agree
...fosters resilience by providing resources and strategies for coping with emotional demands.	6.52	0.84	Strongly Agree
...promotes a culture of empathy and emotional sensitivity among staff members.	6.48	0.85	Strongly Agree
...cultivates a school climate that values and prioritizes the emotional well-being of educators.	6.53	0.84	Strongly Agree
Weighted Mean	6.51		
SD	0.82		
Verbal Interpretation	Very High		

Furthermore, the statements "Recognizes and validates teachers' emotional experiences and contributions in the workplace" and "Fosters resilience by providing resources and strategies for coping with emotional demands" (M = 6.52, SD = 0.83; 0.84) reinforce the presence of a nurturing and empathetic climate. Whereas the mean is slightly lower for "Promotes a culture of empathy and emotional sensitivity among staff members" (M = 6.48, SD = 0.85), it still denotes a strong emphasis on emotional awareness and mutual support within the school community. The level of teacher well-being in terms of Emotional Well-Being attained a weighted mean score of 6.51 with a standard deviation of 0.82 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that teachers experience a highly supportive emotional environment characterized by empathy, resilience-building, and validation of emotional experiences. Such emotional well-being strengthens teachers' coping capacity, job satisfaction, and overall effectiveness, contributing to a positive and productive school climate.

Level of Teachers' Well-being in terms of Social Well-being

Table 18 shows the level of teacher well-being in terms of Social Well-Being, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Cultivates a sense of belonging and inclusion within the school community" (M = 6.58, SD = 0.82), suggests a very high level of teacher social well-being, reflecting a strong sense of connectedness and inclusivity among staff members. Besides, the statement "Encourages participation in team-building and cooperative professional activities" (M = 6.55, SD = 0.82) reinforces the collaborative culture within the school. Even though the mean is slightly lower for "Facilitates the development of professional networks that enhance collaboration and collegiality" (M = 6.51, SD = 0.83), it still implies the presence of meaningful professional relationships and mutual support among teachers.

The level of teacher well-being in terms of Social Well-Being attained a weighted mean score of 6.54 with a standard

deviation of 0.80 and was verbally interpreted as very high among the participants. In summary, the findings indicate that teachers experience a strong sense of social connection, collaboration, and belonging within the school community. This high level of social well-being fosters teamwork, mutual respect, and constructive conflict resolution, ultimately enhancing teacher morale, engagement, and overall school effectiveness.

Table 18. Level of Teacher Well-Being in terms of Social Well-being

Statements The teacher...	Mean	SD	Remarks
...strengthens positive and respectful interactions among teachers and staff members.	6.54	0.84	Strongly Agree
...facilitates the development of professional networks that enhance collaboration and collegiality.	6.51	0.83	Strongly Agree
...cultivates a sense of belonging and inclusion within the school community.	6.58	0.82	Strongly Agree
...encourages participation in team-building and cooperative professional activities.	6.55	0.82	Strongly Agree
...addresses social conflicts or challenges among staff members in a constructive manner.	6.52	0.83	Strongly Agree
Weighted Mean	6.54		
SD	0.80		
Verbal Interpretation	Very High		

Table 19. Level of Teacher Well-Being in terms of Mindfulness

Statements The teacher...	Mean	SD	Remarks
... encourage them to maintain awareness of their thoughts, emotions, and behaviours in the classroom.	6.60	0.83	Strongly Agree
...promotes reflective practices that enhance present-moment focus and professional attentiveness.	6.54	0.84	Strongly Agree
...facilitates strategies for managing stress through mindful awareness and self-regulation.	6.56	0.84	Strongly Agree
...integrates mindfulness techniques into daily teaching routines and interactions.	6.57	0.84	Strongly Agree
...guides teachers in recognizing and managing emotional triggers in professional settings.	6.52	0.86	Strongly Agree
Weighted Mean	6.56		
SD	0.81		
Verbal Interpretation	Very High		

Table 19 demonstrates the level of teacher well-being in terms of Mindfulness, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Encourages teachers to maintain awareness of their thoughts, emotions, and behaviors in the classroom” (M = 6.60, SD = 0.83), suggests a very high level of teacher well-being in terms of mindfulness, reflecting strong self-awareness and emotional regulation in professional practice.

Additionally, the statement “Integrates mindfulness techniques into daily teaching routines and interactions” (M = 6.57, SD = 0.84) reinforces the consistent application of mindful practices in classroom settings. Despite the mean being slightly lower for “Guides teachers in recognizing and managing emotional triggers in professional settings” (M =

6.52, SD = 0.86), it still suggests a strong capacity for reflective practice and emotional control.

The level of teacher well-being in terms of Mindfulness attained a weighted mean score of 6.56 with a standard deviation of 0.81 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that teachers exhibit a high degree of mindfulness characterized by self-awareness, reflective thinking, and effective stress management. Such mindfulness strengthens emotional stability, enhances classroom focus, and promotes thoughtful decision-making, ultimately contributing to improved instructional effectiveness and overall teacher well-being.

Table 20. Composite of Teachers' Well-Being

Indicators	Weighted Mean	SD	Verbal Interpretation
Professional well-being	6.54	0.80	Very High
Physical well-being	6.52	0.79	Very High
Emotional well-being	6.51	0.82	Very High
Social well-being	6.54	0.80	Very High
Mindfulness	6.56	0.81	Very High
Grand Mean	6.53		
SD	0.80		
Verbal Interpretation	Very High		

The level of teacher Well-Being in terms of Professional well-being, Physical well-being, Emotional well-being, Social well-being, and Mindfulness. arrived at a grand mean score of 6.53 and a standard deviation of 0.80 and was verbally interpreted as very high among the participants. This means that teacher well-being is strongly manifested across multiple dimensions, reflecting a holistic and balanced state of professional fulfillment, physical vitality, emotional stability, social connectedness, and mindful awareness. The consistently high ratings indicate that teachers perceive strong institutional support and personal capacity in managing their professional responsibilities and overall wellness.

The findings highlight that a nurturing and supportive school environment is essential for enhancing teachers' motivation, resilience, and job satisfaction. This positive atmosphere not only makes teachers feel valued but also increases their effectiveness in the teaching-learning process, ultimately benefiting student outcomes. It ensures educators succeed personally and professionally.

Table 21. Level of School Culture in terms of Collaboration

Statements The school...	Mean	SD	Remarks
...fosters a culture of mutual support among staff members.	6.53	0.87	Strongly Agree
...willingly share teaching strategies and resources with colleagues.	6.53	0.87	Strongly Agree
...teamwork is valued and recognized as essential to school success.	6.54	0.91	Strongly Agree
...cooperate to ensure consistent and effective student learning.	6.55	0.87	Strongly Agree
...promotes trust and respect in all collaborative activities.	6.56	0.85	Strongly Agree
Weighted Mean	6.54		
SD	0.85		
Verbal Interpretation	Very High		

Table 21 shows the level of School Culture in terms of Collaboration, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Promotes trust and respect in all collaborative activities” (M = 6.56, SD = 0.85), suggests a very high level of school culture in terms of collaboration, highlighting the presence of strong interpersonal relationships and mutual confidence among staff members. Also, the statement “Cooperate to ensure consistent and effective student learning” (M = 6.55, SD = 0.87) reinforces the shared commitment toward achieving common educational goals. While the mean is slightly lower for the statements “Fosters a culture of mutual support among staff members” and “Willingly share teaching strategies and resources with colleagues” (M = 6.53, SD = 0.87), it still designates a highly collaborative and supportive working environment.

The level of school culture in terms of collaboration attained a weighted mean score of 6.54 with a standard deviation of 0.85 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that collaboration is deeply embedded in the school’s culture. Teachers demonstrate strong teamwork, open communication, mutual respect, and shared responsibility for student success. Such a collaborative environment enhances professional growth, strengthens collective efficacy, and contributes positively to overall school performance and effectiveness.

Table 22. Level of School Culture in terms of Respect

Statements	Mean	SD	Remarks
The school...			
...strengthens an environment where all members of the school community are treated with dignity.	6.60	0.78	Strongly Agree
...upholds courteous and professional interactions across all levels of the school.	6.53	0.81	Strongly Agree
...cultivates mutual appreciation and consideration among teachers, students, and administrators.	6.58	0.77	Strongly Agree
...models respectful communication and behavior within the school community.	6.58	0.77	Strongly Agree
...reinforces ethical conduct and integrity in everyday practices.	6.59	0.76	Strongly Agree
Weighted Mean	6.57		
SD	0.76		
Verbal Interpretation			Very High

Table 22 demonstrates the level of School Culture. Also shows the statements, mean, standard deviation and remarks. The highest rated statement, “Strengthens an environment where all members of the school community are treated with dignity. The (M = 6.60) suggests a very high level of School Culture in terms of Respect and reinforced with (SD = 0.78). though the “Upholds courteous and professional interactions across all levels of the school. Though the mean is slightly lower (M = 6.53) with (SD = 0.81), it still specifies a very high level of respect.

The level of School Culture in terms of Respect attained a weighted mean score of 6.57 and a standard deviation of 0.76 and was verbally interpreted as very high among the participants.

Table 23. Level of School Culture in terms of Innovation

Statements	Mean	SD	Remarks
The school...			
...experiment with new teaching methods that can help innovating in classroom instructions.	6.51	0.83	Strongly Agree
...support creative ideas for improving instruction.	6.55	0.79	Strongly Agree
...implement original and creative classroom activities.	6.57	0.79	Strongly Agree
...integrate technology creatively in lessons.	6.56	0.78	Strongly Agree
...promotes continuous improvement through creative problem-solving.	6.54	0.81	Strongly Agree
Weighted Mean	6.54		
SD	0.77		
Verbal Interpretation			Very High

Table 23 displays the level of School Culture in terms of Innovation, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Implement original and creative classroom activities” (M = 6.57, SD = 0.79), suggests a very high level of school culture in terms of innovation, reflecting strong encouragement for creativity and originality in teaching practices. Similarly, the statement “Integrate technology creatively in lessons” (M = 6.56, SD = 0.78) reinforces the proactive use of modern tools to enhance instructional delivery. Although the mean is slightly lower for “Experiment with new teaching methods that can help innovating in classroom instructions” (M = 6.51, SD = 0.83), it still shows a consistent commitment to fostering a culture of experimentation and continuous improvement. The level of School Culture in terms of Innovation attained a weighted mean score of 6.54 with a standard deviation of 0.77 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that the school actively promotes innovation by encouraging creative teaching strategies, technology integration, and continuous problem-solving. This culture of innovation supports professional growth, enhances student engagement, and drives the school toward excellence and adaptability in the evolving educational landscape.

Level of School Culture in terms of Values

Table 24 expresses the level of School Culture in terms of Values, including the statements, mean, standard deviation, and remarks. The highest-rated statement, “Promotes values that foster a positive and inclusive environment” (M = 6.61, SD = 0.76), suggests a very high level of school culture in terms of values, reflecting a strong commitment to ethical principles and inclusivity within the school community. Correspondingly, the statement “Align work with the school’s mission and goals” (M = 6.60, SD = 0.76) emphasizes the alignment of staff actions with the school’s overarching vision and objectives. Whereas the mean is slightly lower for “Shared vision is regularly reinforced through school activities and programs” (M = 6.58, SD = 0.76), it still directs a well-established culture that prioritizes core values and collective purpose.

The level of School Culture in terms of Values attained a weighted mean score of 6.60 with a standard deviation of 0.74

and was verbally interpreted as very high among the participants.

Table 24. Level of School Culture in terms of Values

Statements	Mean	SD	Remarks
The school...			
...align work with the school's mission and goals.	6.60	0.76	Strongly Agree
...actively contribute to achieving the school's vision.	6.59	0.77	Strongly Agree
...promotes values that foster a positive and inclusive environment.	6.61	0.76	Strongly Agree
...shared vision is regularly reinforced through school activities and programs.	6.58	0.76	Strongly Agree
...vision inspires teachers to work toward long-term success.	6.60	0.75	Strongly Agree
Weighted Mean	6.60		
SD	0.74		
Verbal Interpretation	Very High		

In summary, the findings indicate that the school upholds a strong value-driven culture where ethical principles, mission alignment, and inclusivity guide behaviors and decisions. This culture fosters commitment, accountability, and shared purpose among staff, enhancing overall organizational cohesion and contributing to a positive, productive, and mission-focused educational environment.

Table 25. Level of School Culture in terms of Morale

Statements	Mean	SD	Remarks
The school...			
...feel motivated and enthusiastic about their work.	6.58	0.77	Strongly Agree
...supports cooperation and open communication.	6.57	0.77	Strongly Agree
...feel valued and appreciated within the school community.	6.52	0.80	Strongly Agree
...work together with other members to maintain a harmonious school environment.	6.55	0.79	Strongly Agree
...reduce conflict and promote understanding.	6.54	0.79	Strongly Agree
Weighted Mean	6.55		
SD	0.75		
Verbal Interpretation	Very High		

Table 25 illustrates the level of School Culture in terms of Morale, including the statements, mean, standard deviation, and remarks. The highest-rated statement, "Feel motivated and enthusiastic about their work" (M = 6.58, SD = 0.77), suggests a very high level of school culture in terms of morale, reflecting strong motivation and positive engagement among staff members. As well, the statement "Supports cooperation and open communication" (M = 6.57, SD = 0.77) reinforces the presence of supportive interpersonal relationships and a collaborative environment. Even though the mean is slightly lower for "Feel valued and appreciated within the school community" (M = 6.52, SD = 0.80), it still signifies a generally high sense of recognition and satisfaction among teachers.

The level of School Culture in terms of Morale attained a weighted mean score of 6.55 with a standard deviation of 0.75 and was verbally interpreted as very high among the participants.

In summary, the findings indicate that the school fosters a positive and motivating environment where teachers feel valued, supported, and engaged. High morale enhances staff commitment, cooperation, and overall productivity, contributing to a harmonious and effective school culture that benefits both educators and students.

Table 26. Composite of School Culture

Indicators	Weighted Mean	SD	Verbal Interpretation
Collaboration	6.54	0.85	Very High
Respect	6.57	0.76	Very High
Innovation	6.54	0.77	Very High
Values	6.60	0.74	Very High
Morale	6.55	0.75	Very High
Grand Mean	6.56		
SD	0.77		
Verbal Interpretation	Very High		

The level of School Culture in terms of Collaboration, Respect, Innovation, Values, and Morale. arrived at a grand mean score of 6.56 and a standard deviation of 0.77, and was verbally interpreted as very high among the participants. This means that the school culture is strongly established and positively reinforced across multiple dimensions, reflecting a collaborative, respectful, innovative, value-driven, and motivating environment. Teachers and staff actively engage in teamwork, uphold ethical and inclusive practices, embrace creative approaches to teaching and problem-solving, and maintain high morale.

Overall, the findings indicate that the school's culture promotes professional commitment, encourages collective responsibility, and creates a supportive climate that enhances both teacher performance and student learning outcomes, ultimately contributing to the school's overall effectiveness and success.

Test of association between the School Heads' Leadership Styles and Teacher's Well-Being

To test the significant relationship between the school heads' leadership styles and teacher's well-being in terms of Professional well-being, Physical well-being, Emotional well-being, Social well-being, and Mindfulness they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 27 presents the significant relationship between the school heads' leadership styles and teacher's well-being across five dimensions: Professional Well-Being, Physical Well-Being, Emotional Well-Being, Social Well-Being, and Mindfulness. The Intellectual Stimulation (IS) component of leadership shows a significant positive relationship with Professional Well-Being (r = 0.175, p = 0.013) and Emotional Well-Being (r = 0.139, p = 0.050), suggesting that school heads who encourage critical thinking, creativity, and problem-solving tend to positively influence teachers' professional growth and emotional health. On the other hand, Inspirational Motivation (IM), Individualized Consideration (IC), Idealized Influence (II), Empathy, and Supportiveness (SUPPORT) reveal no significant relationship with any of the teacher well-being dimensions, with correlation coefficients ranging from -0.017 to 0.075 and p-values greater than 0.05.

Table 27. Significant Relationship between the School Heads' Leadership Styles and Teacher's Well-Being

Correlations		Professional well-being	Physical well-being	Emotional well-being	Social well-being	Mindfulness
Inspirational Motivation	Pearson Correlation	0.029	0.001	-0.008	-0.007	-0.005
	Sig. (2-tailed)	0.682	0.989	0.909	0.922	0.943
	N	200	200	200	200	200
Intellectual Stimulation	Pearson Correlation	.175*	0.109	.139*	0.113	0.097
	Sig. (2-tailed)	0.013	0.123	0.050	0.110	0.173
	N	200	200	200	200	200
Individualized Consideration	Pearson Correlation	0.089	0.057	0.044	0.040	0.050
	Sig. (2-tailed)	0.210	0.420	0.540	0.570	0.478
	N	200	200	200	200	200
Idealized Influence	Pearson Correlation	0.040	-0.007	-0.014	-0.012	-0.017
	Sig. (2-tailed)	0.571	0.916	0.841	0.871	0.813
	N	200	200	200	200	200
EMPATHY	Pearson Correlation	0.075	0.042	0.037	0.043	0.053
	Sig. (2-tailed)	0.293	0.556	0.602	0.546	0.455
	N	200	200	200	200	200
Supportiveness	Pearson Correlation	0.055	0.025	0.006	0.007	0.005
	Sig. (2-tailed)	0.439	0.721	0.932	0.921	0.943
	N	200	200	200	200	200

Table 28. Significant Relationship between the school heads' leadership styles and the school culture

Correlations		Collaboration	Respect	Innovation	Values	Morale
Inspirational Motivation	Pearson Correlation	0.051	0.091	0.041	0.019	0.085
	Sig. (2-tailed)	0.475	0.201	0.569	0.791	0.233
	N	200	200	200	200	200
Intellectual Stimulation	Pearson Correlation	.202**	.251**	.244**	.213**	.235**
	Sig. (2-tailed)	0.004	0.000	0.000	0.002	0.001
	N	200	200	200	200	200
Individualized Consideration	Pearson Correlation	0.082	0.090	0.055	0.066	0.106
	Sig. (2-tailed)	0.249	0.205	0.437	0.350	0.134
	N	200	200	200	200	200
Idealized Influence	Pearson Correlation	0.037	0.046	0.020	0.008	0.056
	Sig. (2-tailed)	0.603	0.516	0.778	0.916	0.431
	N	200	200	200	200	200
Empathy	Pearson Correlation	0.084	0.070	0.045	0.083	0.130
	Sig. (2-tailed)	0.237	0.322	0.528	0.240	0.066
	N	200	200	200	200	200
Supportiveness	Pearson Correlation	0.049	0.074	0.046	0.032	0.097
	Sig. (2-tailed)	0.487	0.299	0.514	0.652	0.171
	N	200	200	200	200	200

This indicates that, while certain leadership practices like Intellectual Stimulation may enhance teacher well-being, most other leadership behaviors of the school heads do not show a statistically significant direct impact on the teachers' professional, physical, emotional, social, or mindfulness well-being in this study.

In summary, the findings suggest that fostering an environment that encourages critical thinking and professional reflection can positively affect teachers' professional and emotional well-being, whereas other leadership dimensions may influence teacher well-being indirectly or in ways not captured by the current analysis.

Test of association between the School Heads' Leadership Styles and the School Culture

To test the significant relationship between the school heads' leadership styles and the school culture in terms of Collaboration, Respect, Innovation, Values, and Morale they

were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

Table 28 presents the significant relationship between the school heads' leadership styles and school culture across five dimensions: Collaboration, Respect, Innovation, Values, and Morale.

The Intellectual Stimulation (IS) component of leadership shows a significant positive relationship with all dimensions of school culture: Collaboration ($r = 0.202$, $p = 0.004$), Respect ($r = 0.251$, $p = 0.000$), Innovation ($r = 0.244$, $p = 0.000$), Values ($r = 0.213$, $p = 0.002$), and Morale ($r = 0.235$, $p = 0.001$). This suggests that school heads who encourage critical thinking, creativity, and reflective decision-making contribute significantly to a positive and innovative school culture.

While Inspirational Motivation (IM), Individualized Consideration (IC), Idealized Influence (II), Empathy, and

Supportiveness (SUPPORT) do not show significant relationships with the school culture dimensions, as evidenced by correlation coefficients ranging from 0.008 to 0.130 and p-values greater than 0.05, this insight provides an opportunity for further exploration. Understanding these dynamics can help identify areas for growth and enhancement within the school culture.

This indicates that, among the leadership dimensions, Intellectual Stimulation plays a key role in enhancing school culture, promoting collaboration, respect, innovation, shared values, and morale within the school community, while other leadership styles do not show a statistically significant direct influence on the school culture in this study. In summary, the findings highlight the importance of fostering a school environment where critical thinking and innovative problem-solving are encouraged, as this leadership behavior is

positively associated with strengthening the overall school culture.

Test of the Association between Organizational Support and Teachers' Well-Being

To examine the significant relationship between organizational support and teachers' well-being, we assessed five dimensions of well-being: professional, physical, emotional, social, and mindfulness. Statistical analysis was conducted using Real Statistics Data Analysis Tools, specifically employing the Pearson Product-Moment Correlation Coefficient.

Table 29 presents the significant relationship between organizational support and teachers' well-being across five dimensions: Professional Well-Being, Physical Well-Being, Emotional Well-Being, Social Well-Being and Mindfulness.

Table 29. Significant Relationship between the Organizational Support and Teacher's Well-being

Correlations		Professional well-being	Physical well-being	Emotional well-being	Social well-being	Mindfulness
Administrative Support	Pearson Correlation	0.015	-0.018	-0.019	-0.011	-0.033
	Sig. (2-tailed)	0.828	0.798	0.788	0.873	0.648
	N	200	200	200	200	200
Mental Health Resources	Pearson Correlation	0.081	0.064	0.038	0.067	0.049
	Sig. (2-tailed)	0.255	0.368	0.589	0.347	0.494
	N	200	200	200	200	200
Resources Support	Pearson Correlation	0.071	0.031	0.032	0.040	0.037
	Sig. (2-tailed)	0.321	0.664	0.656	0.573	0.600
	N	200	200	200	200	200
Professional Development Support	Pearson Correlation	0.045	0.018	0.006	0.025	0.008
	Sig. (2-tailed)	0.525	0.796	0.933	0.731	0.905
	N	200	200	200	200	200
Recognition and Rewards	Pearson Correlation	-0.003	-0.016	-0.027	-0.019	-0.030
	Sig. (2-tailed)	0.965	0.820	0.707	0.786	0.674
	N	200	200	200	200	200
Emotional and Social Support	Pearson Correlation	0.018	-0.018	-0.040	-0.028	-0.030
	Sig. (2-tailed)	0.799	0.804	0.578	0.693	0.678
	N	200	200	200	200	200

The organizational support dimensions—Administrative Support (AS), Mental Health Resources (MHR), Resources Support (RS), Professional Development Support (PD), Recognition and Rewards (RAA), and Emotional and Social Support (EASS)—all show no significant relationship with any aspect of teacher well-being, as indicated by correlation coefficients ranging from -0.040 to 0.081 and p-values greater than 0.05. This implies that, in this study, the level of organizational support provided by school heads does not significantly influence teachers' professional, physical, emotional, social well-being, or mindfulness. Although the school heads' organizational support is rated very high, its direct effect on the individual well-being of teachers appears to be minimal or non-significant in the context of this research.

In summary, the findings suggest that while organizational support is present, other factors beyond the support provided by the school administration may play a more critical role in shaping teachers' overall well-being.

Test of the Association between the Organizational Support and The School Culture

To test the significant relationship between organizational support and school culture in terms of collaboration, respect, innovation, values, and morale, statistical analysis was conducted using the Pearson product moment correlation coefficient.

Table 30 presents the significant relationship between organizational support and school culture across five dimensions: Collaboration, Respect, Innovation, Values, and Morale. The organizational support dimensions—Administrative Support, Mental Health Resources, Resources Support, Professional Development Support, Recognition and Rewards and Emotional and Social Support—all show no significant relationship with any aspect of school culture, as indicated by correlation coefficients ranging from -0.015 to 0.091 and p-values greater than 0.05.

This suggests that, in this study, the level of organizational support provided by school heads does not significantly

influence the collaborative, respectful, innovative, value-driven, or morale-related aspects of the school culture. Despite organizational support being rated very high by participants, it

appears that other factors beyond the support from school administration may have a stronger impact on shaping the school culture.

Table 30. Significant Relationship between the organizational support and the school culture

Correlations		Collaboration	Respect	Innovation	Values	Morale
Administrative Support	Pearson Correlation	0.002	0.016	-0.011	-0.017	0.019
	Sig. (2-tailed)	0.972	0.817	0.877	0.809	0.793
	N	200	200	200	200	200
Mental Health Resources	Pearson Correlation	0.067	0.056	0.055	0.066	0.091
	Sig. (2-tailed)	0.346	0.429	0.439	0.355	0.199
	N	200	200	200	200	200
Resources Support	Pearson Correlation	0.060	0.070	0.048	0.040	0.074
	Sig. (2-tailed)	0.401	0.324	0.498	0.578	0.300
	N	200	200	200	200	200
Professional Development Support	Pearson Correlation	0.048	0.037	0.043	0.020	0.053
	Sig. (2-tailed)	0.499	0.599	0.549	0.783	0.459
	N	200	200	200	200	200
Recognition and Rewards	Pearson Correlation	0.001	0.007	-0.011	-0.010	0.032
	Sig. (2-tailed)	0.984	0.919	0.882	0.891	0.653
	N	200	200	200	200	200
Emotional and Social Support	Pearson Correlation	-0.008	0.022	-0.015	-0.008	0.029
	Sig. (2-tailed)	0.906	0.755	0.831	0.910	0.685
	N	200	200	200	200	200

In summary, the findings indicate that organizational support, while present, is not a significant determinant of school culture in the context of this research.

IV. CONCLUSION AND RECOMMENDATIONS

There was no significant relationship between overall school heads’ leadership styles and teacher well-being; therefore, thus the hypothesis is accepted, though intellectual stimulation showed significant associations with certain aspects of teacher well-being. This suggests that while general leadership behaviors may not directly affect teacher well-being, focusing on stimulating teachers’ thinking and encouraging professional growth can enhance their satisfaction, engagement, and resilience.

School heads’ leadership styles had a significant relationship with school culture, indicating that specific leadership behaviors, particularly intellectual stimulation, positively influence collaboration, respect, innovation, values, and morale within the school. The null hypothesis, stating that there is no significant relationship between school heads’ leadership styles and school culture was rejected.

School leaders who actively challenge and inspire staff can cultivate a stronger, more positive, and innovative school culture, highlighting the critical role of strategic leadership in shaping organizational climate.

Organizational support was not significantly related to teacher well-being. As a result, the researcher determined to accept the null hypothesis, suggesting that while support is perceived positively, it may not directly translate to measurable changes in teachers’ well-being. Schools should consider complementing support mechanisms with targeted leadership practices, mentoring, and empowerment initiatives to have a more meaningful impact on teacher well-being.

Organizational support was also not significantly related to school culture, indicating that leadership behaviors may play a more critical role than support mechanisms in shaping the school’s cultural environment. This highlights that creating a thriving school culture requires proactive leadership engagement rather than relying solely on organizational resources or support systems.

Based on the findings and conclusions drawn from this study, the following recommendations

School heads may further strengthen intellectual stimulation by encouraging teachers to think critically, try innovative instructional strategies, and engage in collaborative problem-solving activities.

School heads and policymakers may integrate organizational support mechanisms with leadership initiatives to maximize their impact on teacher well-being and school culture. Schools should regularly review and improve support programs, such as professional development opportunities, mental health services, recognition schemes, and mentorship programs, to ensure they are responsive to teachers’ evolving needs.

It is recommended for teachers and school leaders to continue promoting professional, physical, emotional, social, and mindfulness programs that enhance teacher resilience, job satisfaction, and professional growth. Teachers should be encouraged to participate actively in collaborative projects, reflective practices, and peer-support networks to maintain holistic well-being.

It is suggested for school heads and management teams to maintain and reinforce a positive school culture by promoting collaboration, respect, innovation, values, and morale through recognition, team-building activities, and inclusive decision-making. Leadership behaviors should be aligned with cultural initiatives to sustain a productive, empowered, and cohesive school community.

It is recommended for researchers to explore additional factors affecting teacher well-being and school culture, such as community engagement, educational policies, or long-term effects of leadership and organizational support programs. Future studies should examine how combined leadership and support strategies impact teachers' professional satisfaction and overall school performance over time.

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