



# SCHOOL HEADS' LEADERSHIP EFFECTIVENESS, PROFESSIONAL COMMITMENT AND WORKPLACE CULTURE

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**Abstract :** This study determined the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024. This study was conducted in March to April 2024. The respondents were 365 randomly selected teachers of public elementary schools in the Schools Division of Antique, Philippines. Stratified proportionate random sampling was used to determine the number of sample to participate in each district. Data were gathered with the use of a questionnaire on school heads' leadership effectiveness adopted from the study of Chua et al. (2021), Professional Commitment Scale (PCS) adopted from the study of Jeffrey and Weatherhold (2014) and workplace culture adopted from Sayson (2021). This study made use of descriptive-correlational research design. The independent variables were age, sex, highest educational attainment, school size and school location while the dependent variables were school heads' leadership effectiveness, professional commitment and workplace culture. Frequency, percentage, and mean were used as descriptive statistical tools while t- test, ANOVA, and Pearson's r as inferential statistical tools. Level of significance was set at .05 at two-tailed test. All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS) software. Findings of the study indicated that level of school heads' leadership effectiveness and professional commitment was "very high" while workplace culture was "very good" as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location. Moreover, no significant differences existed in the level of school heads' leadership effectiveness, professional commitment and workplace culture as assessed by the respondents when classified according to age, sex, highest educational attainment and school location while significant differences existed when classified according to school size. Finally, significant relationships were found among school heads' leadership effectiveness, professional commitment and workplace culture.

**Index Terms-** school heads' leadership effectiveness, professional commitment, Workplace culture

## Chapter 1

### INTRODUCTION

#### Background of the Study

Education practitioners all over the world have recognized leadership as virtually important. Armstrong (2022) postulated that for education institutions to embrace professional commitment, leadership effectiveness has to be considered for the survival of the institutions. The research done by Beach and Reinhertz (2019) found that search for leadership excellence has ignited much interest in leaders from stakeholders of education. Schools as learning organizations deserve to be led well and effectively. Similarly, Oyetunyi (2022) and Adeyemi (2020) asserted that leadership matters because effective leaders make a difference in peoples' lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. According to Korkman (2019), the school head is the most important and influential individual in the school, in particular, when their leadership effectiveness and professional commitment are enhanced, they creates a positive workplace culture.

Effective school heads are able to transform a school into successful teaching and teachers communities (Bottery, 2021). Studies done by Blasé and Blasé (2023) stated that school head provides teachers with an increased efficacy, self-esteem and creates greater motivation. Other studies have shown that teacher's satisfaction with school leadership determines their involvement and commitment to duty (Armstrong, 2022). This phenomenon occurs because teachers who see school heads as facilitators, supporters

and reinforces for the jointly determined school mission than as guiders, directors and leaders of their own personal agenda are far more likely to feel personally accountable for student learning. As teachers begin to feel better about them and what their collective mission is as a result of significant interaction with their school heads they become more effective in the classroom. These types of workplace culture will be realized when the school heads are proactive and professionally committed (Barbuto, 2021).

However, in the Schools Division of Antique, the results of monitoring and evaluation made by the Division Office for school year 2023-2024 revealed that there were school heads who failed to perform their administrative tasks effectively and efficiently as school leaders.

It is in this premise that the researcher was motivated to conduct this study to determine the school heads' leadership effectiveness, professional commitment and workplace culture, hence, this study.

### Statement of the Problem

This study aimed to determine the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024.

Specifically, this study sought answers to the following questions:

1. What is the level of school heads' leadership effectiveness as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
2. What is the level of school heads' professional commitment as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
3. What is the workplace culture as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
4. Are there significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
5. Are there significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
6. Are there significant differences in the workplace culture as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
7. Are there significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture?

### Hypotheses

Based on the preceding problems, the following hypotheses were tested:

1. There are no significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location.
2. There are no significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location.
3. There are no significant differences in the workplace culture as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location.
4. There are no significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture.

### Theoretical Framework

This study was anchored on Fiedler's Theory of Leadership Effectiveness (1960) which states that there is no one best style of leadership. Rather, the most effective leadership for any given situation is one that aligns with the situation at hand. For this reason, Fiedler believed the right leader must be chosen for each job based on their skill set and the requirements of the situation. In order to best match leaders with situations, each leader must first understand their natural leadership style. Then, they need to evaluate whether their leadership style is right for the situation. Furthermore, Fiedler contended that if an organization made an effort to achieve team effectiveness by using leadership then it was necessary to assess the leader with respect to underlying traits, assess the situation the leader is in and find the similarities between the two.

As regards professional commitment, this study was based on Larson's (2019) Theory of Professional Commitment which asserts that professional commitment is the relative strength of identification with and involvement in a profession. Professional commitment entails (1) the belief and acceptance of the goals and values of the profession, (2) a willingness to exert effort on its behalf, and (3) a desire to maintain membership in the profession. According to this theory, professional commitment is a process of socialization into the profession. To the extent that cultural and legal constraints differ across countries, professionals may have differing interpretations about professional goals and values, about the nature of effort that should be exerted on behalf of the profession relative to other commitments, and about the importance of membership in the profession relative to other social groups. This theory further suggests that an individual's professional commitment develops during the process of socialization into a chosen profession when particular emphasis is given to professional values. Because professional commitment is conceptualized as a socialization into the profession, those who have been in the profession for a longer period of time are likely to have stronger professional commitment than those just entering the profession (Larson, 2019).

The above two theories were very applicable to the present study because an effective leadership by school heads could result to positive organizational outcomes as what Fiedler's Theory of Leadership Effectiveness asserted while school heads become more professionally committed after they continuously socializing into their profession as what Larson's Theory of Professional Commitment emphasized.

With regard to workplace culture, this study was linked to Organizational Culture Theory developed by researchers Schein, Hofstede, Geertz, Deal, and Kennedy (1999). According to this theory, cultures are made up of subcultures, defined as groups of individuals who have something in common. The subcultures influence their members' behaviors, either positively or negatively. Each subculture may have its own set of norms and routines. In schools, subcultures can develop into cliques. Subcultures form for several reasons; and per Gruenert and Whitaker (2021), "leaders would be wasting time trying to stop them from developing". How subcultures choose to respond to changes can influence the flourishing or failure of the school's vision. Leaders need to identify and acknowledge the power that a subculture can have and its influence on the fulfillment or failure of the school's vision. Leaders can recruit these subcultures and use them to persuade others. If leaders choose to ignore these groups, they can spread their opposition and ignore the leaders' vision. Collectively, "the stories, symbols, heroes, and rituals of the school will risk supporting something other than the school's core purpose: student learning" (Gruenert & Whitaker, 2021).

Organizational Culture Theory can be applied to this study because the values and beliefs of a school come from its members (school heads, teachers and learners) and can affect the school. The workplace culture is reflected in the day-to-day interactions with its members. Abdullah (2022) wrote, "culture is all about the adults in the school building; culture and its correlation to academic excellence is about the relationship between the principal (and other administrators) and teachers. It is their beliefs, attitudes, and behaviors that create the normative glue."

### Conceptual Framework

This study focused on determining the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024. The respondents were classified in terms of age, sex, highest educational attainment, school size and school location.

In terms of age, the respondents were classified as to young (40 years old and below) and old (more than 40 years old). The researcher believed that young and old respondents differ in their assessment of school heads' leadership effectiveness, professional commitment and workplace culture.

In terms of sex, the respondents were classified as to male and female. The researcher believed that male and female respondents differ in their assessment of school heads' leadership effectiveness, professional commitment and workplace culture.

In terms of highest educational attainment, the respondents were classified as bachelor's degree, master's degree and doctorate degree. The researcher believed that respondents who are doctorate degree holders differ in their assessment of school heads' leadership effectiveness, professional commitment and workplace culture with that of respondents who are bachelor's and master's degree holders.

In terms of school size, the respondents were classified as to small, medium, large and very large. The researcher believed that respondents who came from very large schools differ in their assessment of school heads' leadership effectiveness, professional commitment and workplace culture with that of respondents who are from small, medium and large schools.

In terms of school location, the respondents were classified as to upland and lowland. The researcher believed that respondents who came from upland schools differ in their assessment of school heads' leadership effectiveness, professional commitment and workplace culture with that of respondents who are from lowland schools.

In addition, it was assumed in this study that school heads' leadership effectiveness and professional commitment is significantly related to workplace culture. This means that school heads who are effective leaders and professionally committed create a favorable culture in the workplace.

The relationship among variables is shown in Figure 1 below.

### Research Paradigm

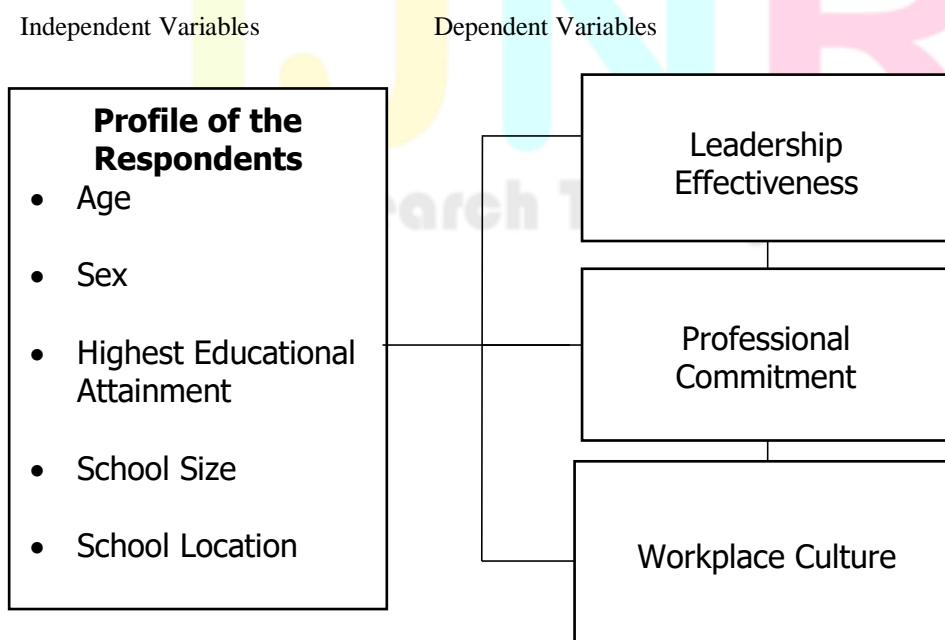




Figure 1: A Schematic Diagram of the Study showing the relationship between the independent and dependent variables

### Significance of the Study

The results of this study were beneficial to the following:

**Department of Education (DepEd) Officials.** The results of this study informed DepEd officials regarding school heads' leadership effectiveness and professional commitment which served as bases for decision-making relative to the management of schools and for coming up with professional development programs geared towards the enhancement of school heads' leadership effectiveness and professional commitment.

**School Heads.** The findings of this study were useful to school heads because they made aware of their leadership effectiveness, professional commitment and workplace culture which gave them opportunity to assess and make necessary adjustment or improvement.

**Teachers.** The teachers likewise benefited from the findings of this study because it highlighted the school heads' leadership effectiveness, professional commitment and workplace culture. This awareness allowed teachers to make necessary adjustments to their school heads that redound to their own professional commitment to their profession.

**Learners.** The learners who were the most important elements of educational system and where all efforts are directed were benefit most from the findings of this study because if their school heads have effective leadership and professionally committed, better opportunities and benefits accrued to the learners and quality education can be achieved.

**Researcher.** The findings of this study also benefited the researcher because it gave her opportunity to reflect and examine her own leadership effectiveness and professional commitment, being one of the school heads, which are needed to achieve the educational goals and objectives successfully.

**Future Researchers.** This study was most beneficial to future researchers and scholars who are interested in conducting similar researches in the future inasmuch as this served as their local reference materials.

### Definition of Terms

For the purpose of better understanding of this study, the following terms were defined conceptually and operationally:

**Leadership Effectiveness.** The term referred to the ability to successfully influence and support a team or group of people (Oxford Dictionary, 2020).

In this study, "leadership effectiveness" referred to the level of school heads' ability to lead their respective schools in the Schools Division of Antique categorized as very high, high, moderate, low and very low.

**Professional Commitment.** The term referred to individuals' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive and uphold the values and goals of the profession (Magdalena, 2020).

In this study, "professional commitment" referred to level of school heads' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive and uphold the values and goals of their profession in the Schools Division of Antique categorized as very high, high, moderate, low and very low.

**Workplace Culture.** This term referred to a belief that is strongly shared and widely enacted by a particular place of work (Hoy & Miskel, 2021).

In this study, "workplace culture" referred to the belief shared by each member of the school in the Schools Division of Antique as assessed by the respondents categorized as very good, good, slightly good, fair and poor.

### Scope and Limitations of the Study

This study determined the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024.

This study was conducted in March to April 2024. The respondents of the study were 365 randomly selected teachers of public elementary schools in the Schools Division of Antique, Philippines. The Slovin's formula was employed to determine the sample size. Stratified proportionate random sampling was used to determine the number of sample to participate in each district.

Data were gathered with the use of a questionnaire on school heads' leadership effectiveness adopted from the study of Chua et al. (2021), Professional Commitment Scale (PCS) adopted from the study of Jeffrey and Weatherhold (2014) and workplace culture adopted from Sayson (2021).

This study made use of descriptive-correlational research design. The independent variables were age, sex, highest educational attainment, school size and school location while the dependent variables were school heads' leadership effectiveness, professional commitment and workplace culture.

Frequency, percentage, and mean were used as descriptive statistical tools while t- test, ANOVA, and Pearson's r as inferential statistical tools. Level of significance was set at .05 at two-tailed test.

All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS) software.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

Chapter 2 presents the review of literature and studies which are related to present investigation.

#### Conceptual Literature

##### On School Heads' Leadership Effectiveness

Success in school mostly lies in a series of action steps that school leaders should implement. It is evident that effective leaders are healthy, intelligent, tactful and resourceful. Leaders are furthermore characterized by their use of different leadership styles and their ability to choose the right leadership style to fit the specific situation. Bush (2021) defined leadership in terms of leadership as influence and leadership as having vision. According to him, a central element in many definitions of leadership is that there is a process of influence. Leadership then refers to people who bend the motivations and actions of others for achieving certain goals; it implies taking initiatives and risks. Ogawa and Bossert (2020) see this influence as an organizational quality flowing through the differing internal networks of the organization. Leadership may also be understood as "influence" but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. Greenfield and Ribbins (2023), claim that the primary role of any leader is the unification of people around key values. The writers add that leadership begins with the "character" of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

As has been mentioned, the function of leadership seems to influence the overall performance of organizations. However, the lack of a unique definition of the concept of a school head's leadership, which is broadly accepted, creates problems in the examination of this impact. Indeed, leadership has been conceptualized and operationalized in many different ways. The fact that researchers have provided inconclusive results is not a sufficient argument for rejecting the concept of "leadership" altogether. For example, Gronn (2020) argues that leadership is still needed but a fundamental reconceptualization of the nature of leadership within organizations is overdue.

A first step to this reconceptualization is the identification of the causes of the lack of a universal definition of the concept of leadership effectiveness (Hallinger & Heck, 2021). A second step is the identification of the main assumptions about effective leadership which seems to be a very difficult task. However, the main assumption that could be broadly accepted is presented by Riley and Louis (2020) who argue that "there is no package for school leadership, no one model to be learned and applied regardless of culture or context, though leadership can be developed and nurtured".

According to Terry and Franklin (2022), three main theoretical frameworks have dominated leadership research at different points in time. These included the trait approach (1930s and 1940s), the behavioral approach (1940s and 1950s), and the contingency or situational approach (1960s and 1970s). Contingency and situational leadership theorists reject the conclusion that there is one best approach to leadership effectiveness. They suggest that time available, task specificity, competence and maturity of the staff, need for involvement, authority, and dynamics of the situation determine what style should be used (Cunningham & Coredeiro, 2022). These writers went on saying that other situational factors like groups size, rewards, leader status, method of appointment and technical background have also a contribution on leadership effectiveness. Although considerable conceptual and methodological progress has been made, little is known about the paths through which school leaders can enhance organizational and student outcomes and about the interplay with contextual factors (Hallinger, 2023).

The leadership style that is adopted by a leader can have a positive or negative influence on the effectiveness with which an aim is achieved, performances are executed, staff development is conducted, and job satisfaction is experienced in a school, all of which impact on the instructional program and academic achievement (Prinsloo, 2023).

Day, Harris and Hadfield's research in 12 "effective" schools in England and Wales concludes that "good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school" (cited in Bush, 2018). Others consider effective leaders who have vision for their schools.

Hersey and Blanchard (2021) in their leadership research confirmed that successful leadership depends on the relationship between organizational situation and the leadership style. According to them, organizational situation include such variables as the climate, managers and subordinate's values, attitudes, and experience; and the nature of the particular work to be done, including time and money. Moreover, to Tannenbaum and Schmidt (cited in Cunningham & Cordeiro, 2022), the most effective leadership is contingent on three forces: forces in the leader, forces in the followers and forces in the situation. Terry and Franklin (2022) further emphasized that leadership effectiveness comes from a complex relationship between the leader, the followers, the organization and the social values and economic and political conditions.

School heads as situational leaders are also significantly influenced by forces within their subordinates and within the external environment and situations regularly occurring in such contextual functioning. In general leadership effectiveness is influenced by time constraints, the complexity of the specific problem, the availability of relevant resources, and the expectations and requirements of the education authorities with the state's relevant legislation and provincial education ordinances (Morrison, 2022).

The vast majority of studies investigating school leadership and its impact on school effectiveness were mainly focused on a principal's leadership. This tendency was based on the belief that the principal was the single source and direction of leadership in the school (Harris, 2023). Moreover, Kythreotis, Pashiardis and Kyriakides (2020) found principal's human leadership style has a direct impact on school achievement. It is thus clear that the effectiveness of leaders who employ a situational leadership style depends on the fit between their brilliance of choosing the appropriate leadership style for the specific task to be executed, with cognizance of their level of authority, and the nature of the specific group that they are leading. There is therefore no fixed personality-based trait for effective leadership and management. School principals who employ a situational leadership style therefore continuously and instantly modify or change their leadership style to cope with changes in their staff's readiness and with cognizance of the maturity and professional development of each individual member of staff (Cunningham & Cordeiro, 2022; Hersey, Blanchard & Johnson, 2021). In sum and despite the descriptions of all the possible

leadership styles engendering leadership effectiveness, there is not a single leadership style promoted as a model for fitting all contexts and all situations.

It is apparent from the preceding discussions that leadership effectiveness is a product of many forces that act and interact simultaneously. Every leader must achieve some degree of integration of these varying and complex forces; otherwise there is a void in the leader's leadership necessary to perform the managerial job effectively. Effective leaders must be clear in the set of beliefs they plan to practice and the impact their style has on the culture, ethos, and environment in which subordinates work. Leadership style guides the action and interaction of the work group serving as a catalyst for achievement while bringing together diverse people within an organization to work for the common good (Hersey, Blanchard & Johnson, 2021).

### On School Heads' Professional Commitment

The concept of professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. Most of the authors define this concept as "the strength of an individual's identification with and involvement in an organization (Morrow, 2021, Wang, 2022) or the "psychological attachment felt by an individual within an organization and reflecting the degree to which an individual has interiorized and adopted the organization's characteristics or perspective" (Magdalena, 2020).

It is necessary to establish the difference between career, profession and occupation concepts, because these are used in the definition of professional commitment. *Occupation/vocation* "describe the mastering or establishing a set of knowledge and abilities related to the production of goods or delivery of services". *Profession* refers to a set of characteristics that can vary from one occupation to another, that is, high involvement, feeling of identity, autonomy and high adherence to objectives and professional values. *Career* comprehends both occupations and professions and considers a sequence of jobs related to a certain field (Wallace, 2021).

Professional commitment "is an attitude of a person in relation to his(er) profession or vocation" and "...motivation to work on the vocation chosen" (Wallace, 2021).

In this sense, professional commitment has been a theme of great interest in research on human behavior in organizations. Professional commitment is a new and expanding research line among researchers in the area (Wallace, 2021).

According to Meyer and Allen (2019) professional commitment means mobilizing to the best of one's ability the knowledge and know-how of the individual and also calls for training to keep both up to date. It requires personal commitment and a willingness to take on the tasks assigned and to acquire knowledge necessary to do the job. It implies the effective contribution of each person in caring particularly for the environment and for worker health and safety.

The bonding developed between the individual and the organization is very important. Thus, institutions should consider new strategies regarding professional commitment to achieve organizational objectives. Researchers in the area mention that the conciliation-conflict relation between organization/profession can be mediated by the level at which the profession is compatible with personal vocation, as well as by the level at which the individual finds support for his(er) own professional realization (Randall, 2021).

Assertions were found which state that both high and low levels of professional commitment are detrimental for the individual and organization, and that moderate levels are the most adjustable ones, balancing satisfaction of individual and organizational needs (Randall, 2021).

The system of values adopted in institutions has a different focus on these aspects. The system of values of institutions training these professionals is based on professional autonomy and, especially, on the code of ethics established, in disagreement with the system of values of employment institutions, which is based on hierarchical authority, in the control, regulations and norms that establish basic rules for the transit of members inside institutions (Randall, 2021).

However, organizational and professional commitments are not necessarily incompatible; conflicts would not exist between the two if professionals' expectations and objectives met those of the organizations they work for (Wallace, 2021).

Researchers in the area consider that professional commitment can be more positive, stressing that, because it possesses a specific set of tasks, it can trigger a high level of commitment and, thus, involve the individual with higher intensity to achieve the proposed objectives (Wallace, 2021).

The teacher professional commitment literature can be distilled for generalizations and assumptions about the ways that teachers define, describe, and characterize commitment. The current accepted conceptualizations of teacher professional commitment can be directly linked back to the research done in the 1970's into organizational commitment by Kanter (1974) and Mowday, Steers and Porter (1979).

Teachers are thought to have commitments to the social context in which they work, or to what Kanter describes as the "social system." However, the overarching assumption is that teacher professional commitment is not one dimensional, but has many layers and dimensions (Day, 2021; Tyree, 2020).

Accepted ideas about teacher professional commitment assume that it is multidimensional. These dimensions are thought to be external to the teacher but interconnected and have some influence on each other (Meyer & Allen, 2019). Understanding the orientation of an individual's commitment is crucial, as a teacher may behave differently according to those aspects of the profession and organization to which they are committed (Tyree, 2020). There is a growing body of literature that suggests that there is crucial link between emotional attachment to the work of teaching and teachers' level of professional commitment (Day, 2021). This literature challenges the view that teacher professional commitment is focused exclusively on external dimensions and explores the relationship between teacher passions, values and beliefs, and teacher professional commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education. This literature takes the position that while teachers do articulate a commitment to external factors (such as students) they also make significant links to personal passions which have clear articulations with ideology, values and beliefs (Day, 2021).

### On Workplace Culture

Workplace culture is a concept that, as a whole, deals with the elements that make up an organization (Mathews & Khann, 2022). The concept also on a deeper level deals with how the employees interact with their work, employers, and colleagues on a day to day basis. These are the intangible forces that define the vibe of the workplace. To describe it would be



difficult but one can understand how the culture can either positively or negatively affect the concern. Employers contribute to this workplace culture by their attitudes to running the company and their management styles. It is common practice to select an employee who will best fit the culture in the company if not this could derail the productivity and team spirit already at work. Environments can be healthy or unhealthy both having their respective effects on the work flow at the company. Healthy cultures are those in which the employee is satisfied at his job, has open relationships with the higher-ups and colleagues. It is the best space for the employee to feel engaged at his work and the company would have succeeded at retaining their best employee. On the other hand, an unhealthy culture is toxic and perhaps the leading cause for the loss of talent and work productivity in the employees. Blocked lines of communication and closed fist management styles are all causes for the unhealthy culture at the work place. In this case, the employee is most likely to leave from the lack of satisfaction in his job and work is disrupted (Patrick & Kumar, 2022).

Workplace cultures can have dominant focus based on what the organization decides to set the tone. Organization that focus on building strong leaderships and encourage the next leaders can be said to have a culture of leadership. The environment built by them will foster growth, mentoring and rising up leaders. There is bound to be freedom for the employee to explore growth and take part in decision making. The managers here know how to let the employee have some form of control in their work (Sukadarin et al., 2022).

A lot of technology based organizations have done away with rigid flow of management structures primarily to foster a free flow of creativity and innovation the success on which this industry grows. In such organizations one can find that communication is free and open and even workspaces are open to facilitate that innovation. Employees who feel valued are said to be more loyal and committed to their work than those who feel they are replaceable. Organizations in the long run benefit from having satisfied employees who feel they are valued by having open access to higher ups and have their wages regularly raised. Such an organization will empower their employees to grow and inculcate strong confidence in them. They feel an empowered employee will lead to an empowered organization (Amah & Daminabo-Weje, 2023).

An employee's adaptability and desire for team work is a great asset to the organization. Many concerns focus on fostering this team spirit and encourage contribution and collaboration among the employees. The employee's ability can be determined in a group setting (Amah & Daminabo-Weje, 2023).

## Related Studies

### Foreign Studies

Dolebo (2022) examined the factors affecting school leaders' effectiveness in primary in Kambata-Tembaro Zone, Ethiopia. Descriptive survey research design was employed. It was conducted in a sample of 10 primary schools and on 66 school leaders (principals, deputy principals and department heads), and 90 teachers. Data were collected using questionnaire and focus group discussions with Woreda education officers and experts. Both quantitative and qualitative techniques of data analysis were employed. Percentage and frequency were employed to analyze behavioral matrix items; weighted mean was computed to find out average values against each item score of organizational actors affecting leadership effectiveness. Spearman's rank order correlation coefficient ( $\rho$ ) was used to test the perceptual variations between teachers and school leaders regarding subordinate related factors affecting leadership effectiveness. It was revealed that most primary school principals in Kambata-Tembaro Zone value interpersonal relations; want to promote happiness of everybody, afraid to say no and want to live peacefully rather than giving attention for the work to be done. It was found that school leaders overestimated their performance which, was not revealed by other participants. The study also revealed that there were internal and external factors affecting the effectiveness of school leadership in discharging their functions. The internal factors were teacher and school leader related and the external factors were socio-cultural environment and organization related ones. It was concluded that effective school leadership is a function of presence of effective, supportive/participative leaders, presence of effective and matured followers/subordinates and presence of good organizational climate, social values, economic and political conditions.

Zakia (2020) analyzed the leadership effectiveness of a university. Research method of this study used qualitative descriptive. The respondents were the head and the secretary of the study program. The questionnaire was used as instrument. The result of this research found that effectiveness of leadership study program was generally placed at a very good and good level. It could be shown of the achievement of educational and learning goals, research, and society dedication. Fulfill needed leadership achievements with knowledge of duties, responsibilities, and completing tasks properly. Fulfill of needs superiors and subordinates was done by fostering a harmonious relationship with superiors, accepting and carrying out tasks given by superiors, and responding well to suggestions from lecturers and students. Furthermore, study program leaders, in general, have been carried out leadership functions such as instructive function, consultative function, participatory function, delegation function, and supervisory function.

Arshadi and Zare (2020) investigated the relationship of leadership effectiveness and perceived organizational support with work ability, considering the mediating role of job satisfaction. Data were gathered from a sample of 330 employees of an industrial organization in Ahvaz, Iran, who were selected by stratified random sampling method. Among this sample, 72 percent were men and the average age was 41 years. The fitness of the proposed model was examined through structural equation modeling (SEM), using SPSS-19 and AMOS-18 software packages. The indirect effects were tested using the bootstrap procedure in Preacher and Hayes (2008) SPSS Macro program for mediation. Findings indicated that the proposed model fit the data properly. Results also revealed that leadership effectiveness was very high and perceived organizational support significantly correlated with leadership effectiveness. In addition, job satisfaction mediated these relationships.

Frew et al. (2020) identified the factors that affect leadership effectiveness of public service organization of North Shoa. For this purpose, 190 leaders in the sectors and 50 individuals from the community have been participated in the study and predetermined survey questionnaire with factors affecting leadership effectiveness Likert scale questions were provided to respective parties to obtain information from them. To collect the data, the study have employed simple random sampling to identify respondents from selected woredas of the zone and then applied purposive selection to select respective parties to respond to survey questionnaires. The finding indicated that there were factors that affect leadership effectiveness such as professional skill, motivation, understanding what is leadership, working experience, and corruption.

The professional commitment in educational organizations was conducted by Celep (2022). In this study, the researcher tried to determine the school heads' level of professional commitment with regard to the commitment to school, to teaching works, to work group and to teaching occupation. In the direction of this aim, a scale with four dimensions including 28 items was administrated for determining the school heads' professional commitment. That scale was applied on 302 teachers who are working for public high schools. As a result of the research, school heads had very high level of professional commitment regardless of their demographic profile. Likewise, close relationships of the variables related to school head's commitment to their schools, the work group, and the occupation were found out and a direct relationship was discovered between the school heads' professional commitment and having a proper pride to belong to such a school and work group.

Sood and Anand (2022) studied the level of professional commitment of secondary school principals serving in teacher training institutions of Himachal Pradesh. Results showed that the level of professional commitment of secondary school principals in Himachal Pradesh was moderate. Significant differences were found in professional commitment of secondary school principals with regard to gender, marital status and administrative experience.

Hanafi (2020) build a model of causality that consisted of a structural model and a measurement model in the form of a path diagram based on the theoretical justification of the principal's policy variables, professional commitment, and learning effectiveness. The population of this study was 338 certified teachers of State Vocational Schools in Padangsidimpuan. Sampling was carried out proportionally with a sample of 200 people. This research instrument was a questionnaire to collect data on principal policies on professional commitment and learning effectiveness. The data obtained were analyzed by SEM method using Amos. The results showed that: (1) there was a positive effect of the principal's policy on professional commitment; (2) there was a positive effect of professional commitment on the effectiveness of learning; and (3) there is a positive influence of the principal's policy through professional commitment to the effectiveness of learning.

Hidayat et al. (2022) examined the relationship between leadership effectiveness and professional commitment of school principals both directly and through job satisfaction as a mediator variable. The participants of this study were 137 teachers randomly selected from seven private vocational schools in the Bogor Regency area. The research instrument used consisted of four questionnaires with five measurement scales to measure variables of professional commitment, leadership effectiveness, personal value, and job satisfaction. Path analysis techniques were used to analyze the data in this study. The research found that principals' professional commitment was directly influenced by their leadership effectiveness. In this context, teacher job satisfaction acts as a reasonably effective mediator between the principal's leadership and professional commitment.

Ranju (2021) conducted a research work on Professional Commitment of School Heads in The State of Panjab. The study was conducted on a sample of 200 school heads in the state of Panjab. The sample was selected randomly from districts of Ludhiana and Hoshiarpur. Data was collected with the help of Professional Commitment Scale for School Heads. The findings revealed that male and female school heads differ significantly on professional commitment. Mostly school heads had average level of professional commitment.

Jamwal (2021) examined the significant relationship and difference between professional commitment of school heads in terms of selected important aspects. For this study, the researcher has consulted various conducted studies and has made healthy discussion with school head, teachers and students even educationists of the society. The results revealed that there was significant relationship between professional commitment and school heads in terms of mostly aspects. The results also revealed that there were significant differences in the professional commitment of school heads in terms of age, sex, highest educational attainment, school size and school location.

Verma et al. (2020) examined and compared the professional commitment and school culture among secondary school heads in terms of their (i) gender and (ii) varying length of administrative experience in relation to their emotional competence. Descriptive survey method of research was used in the study. A sample of 600 secondary school heads from Punjab state were taken for the study, out of which 351 were male and 249 were female; Similarly 253 school heads were having less than ten years of teaching experience and 347 school heads were having more than ten years of teaching experience. The data was collected by using standardized tool as professional commitment scale for school heads by Kaur and Kaur (2011) and emotional competence Scale by Sharma and Bhardwaj (1998). Statistical techniques like coefficient of correlation were used to analyze the collected data. On the bases of data analyzed, it was found that there was a very good school culture that prevails in schools. It was also found that significant positive relationship between professional commitment and school culture of secondary school heads irrespective of their gender and length of administrative experience.

Bett et al. (2020) established factors influencing the professional commitment of public secondary school heads in Trans-Nzoia West sub-county, Kenya. It adopted a descriptive correlational research design. Stratified random sampling was used to obtain categories of schools that best represent the entire population being studied. Cluster sampling technique was employed where all the 309 school heads from 10 randomly selected county schools participated in the study. Data were analyzed using descriptive statistics, Pearson product-moment correlation coefficient and multiple regression analysis. It was found that there was a significant direct relationship between school heads' professional commitment and their attitudes towards their profession, beliefs about student learning, value systems and their evaluation of the workplace culture.

Finally, Ushakov and Shatila (2021) investigated the impact of workplace culture on employee retention. This study used online Google forms to collect data from September 2021 to October 2021. The target demographic for the research was those who worked for Lebanon's private businesses. The poll was conducted in English, the second language of Lebanon. Furthermore, 179 workers ( $N = 179$ ) were utilized for this research. The research findings revealed that fun events and support for fun managers enable workers to connect informally and help people know each other better, creating an environment that promotes friendship building. Based on these connected reasons, fun activities and the support of managers for fun are considerably linked to turnover.

### Local Studies

Dullat (2020) examined the leadership effectiveness based on gender, school type, stream of education and experience as principal. Simple random arrangement/technique (lottery method) has been used to categorize the proportionate number of schools. A total of 145 schools which included 64 public secondary schools and 81 private secondary schools participated in the study. The researcher used the standardized available scale, Leadership Effectiveness Scale - A measure of Leader s Characteristics (LES-TH) by Dr. Haseen Taj (2010). Results of the study revealed that school principals possessed high, average and low levels of leadership



effectiveness. Gender showed effect on total leadership effectiveness and its components among male and female principals. In the total leadership effectiveness and its components, female principals showed higher levels than male principals. Stream of education showed effect on total leadership effectiveness and in the two components namely interpersonal relations and operations as citizen.

Tindowen (2020) determined the organizational and professional commitment of secondary school heads in Northern Philippines in relation to their job satisfaction. The study utilized a descriptive correlational method of research with 120 Secondary school heads as the respondents of the study. The results of the study revealed that secondary school heads had high level of organizational commitment and professional commitment. At the same time, they also had high level of satisfaction towards their job. In addition, their high level of organizational commitment and professional commitment lead to their high level of satisfaction towards their work.

Remolla (2022) explored the predictors of professional commitment of elementary school heads in the district of Malolos, Bulacan. Samples of 145 school heads were involved in the study. Questionnaire on professional commitment was used to gather the needed data and were interpreted using mean and stepwise multiple regression analysis. Analysis of the data indicated that personal factors such as sex, civil status, educational attainment and length of experience were found as strong predictors of professional commitment of school heads.

Lorenzo (2021) tried to investigate the level of commitment towards profession among faculty members of O.B. Montessori Schools in Quezon City. This study was participated by 85 randomly selected faculty members of Montessori schools. Professional commitment scale was developed by researcher to obtain the needed data. Findings of the study revealed that faculty members had very high level of professional commitment towards their teaching profession regardless of different variables considered such as sex, age, family background, and extent of school support.

Delima (2022) determined the influence of professional identity, professional commitment and teachers' performance in Davao Region. The respondents of the study were the 400 public secondary school heads chosen from the ten schools divisions of Region XI, Philippines using Slovin's formula. Three sets of questionnaires on five point rating scale were prepared. The data obtained were tabulated, analyzed and interpreted utilizing descriptive-correlational method with mean, Pearson r, and Linear Regression. In all cases, significant differences among variables in this study were found.

Jocson (2021) attempted to find out the professional commitment and job satisfaction of public elementary school heads in the District of Marilao. The researcher used descriptive correlational method to investigate the relationship of professional commitment and job satisfaction of respondents. The samples were collected from 126 school head respondents in gathering of data. A survey questionnaire consisted of personal information of respondents and Question to Measure Commitment and Job Satisfaction developed by Sue Hayday of the Institute of Employment Studies was used. It was proven that there was a high correlation between professional commitment and job satisfaction.

Sanchez (2023) determined whether work engagement mediates the relationship between professional commitment and organizational climate. The study employed a quantitative, non-experimental design using a correlational technique. The respondents were the public school non-teaching personnel of the Davao de Oro Division. Mean, Pearson-r, and Regression Analysis were used to determine the study's findings. Moreover, adapted survey questionnaires were used for professional commitment, organizational climate, and work engagement. Results revealed that the level of professional commitment, organizational climate, and work engagement among non-teaching personnel was very high. Further, there were significant relationships between professional commitment and work engagement and between organizational climate and work engagement. In its singular capacity, among professional commitment and organizational climate, organizational climate best influences the work engagement having the highest beta coefficient. However, professional commitment can also influence the working competence but with the support of other variables.

Racelis (2020) described and characterized the culture in Philippine organizations. Results of a questionnaire survey of 136 Philippine managers regarding their firms' organizational culture show that specific industries may share common cultural characteristics along the organic-mechanistic and integration differentiation continuums, and that some of those commonalities might be explained by similarities in their competitive environment, customer requirements, and societal expectations. These results, however, have yet to be verified by similar explorations into other demographic variables such as company size. This study can be extended by exploring the relationships between the resulting cultural variables and such organizational characteristics as: firm size, financial performance, stock price performance, ethical behavior, work satisfaction, corporate success factors, firms' market-orientedness, success in mergers and acquisitions, various other performance variables, etc.

Finally, Sayson (2021) determined the strengths of each of the type of organizational culture in the BukSU-ELS work environment and the extent it was practiced, and identified its dominant organizational culture type. It was conducted in the Bukidnon State University-Elementary Laboratory School (BukU-ELS). The respondents were the purposively chosen twenty-one (21) ELS faculty members. It utilized the descriptive research method through the use of the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn. Findings revealed that all four (4) organizational culture types were observed in the ELS work environment. The topmost strengths include commitment, emphasis on innovation and development, setting measurable goals, and following the established procedures. The dominant organizational culture type is the Hierarchy culture.

### Relevance of Related Literature and Studies

This chapter deals with the concepts of school heads' leadership competence, professional commitment and workplace culture which are two important constructs investigated in this present study.

The major purpose of this review of the available literature is to determine the significant facts which are essentially related to the problem under study. The knowledge emerging from this study would enable the researcher to avoid unintentional duplication, as well as it would also provide understanding and insight for development of a logical framework for the present problem under investigation. Moreover, studies that have been done would provide for formulating research hypotheses and indicate what needs to be done and will form the basis for the justification of conducting the present study.

A glance of the previous researches conducted in relation to important variables dealt with in this study provided the researcher the confidence as well as right path and direction in the analyses and interpretation of her gathered data.

The various researches cited in this study were all related to the present study in terms of focus, design, methodology and results. These previous studies deliberately helped the researcher to pursue her research about school heads' leadership effectiveness, professional commitment and workplace culture.

### Chapter 3

#### RESEARCH METHODOLOGY

This chapter presents the research design, respondents of the study, data gathering instrument, data gathering procedure, and statistical tools used.

##### Research Design

This study employed the descriptive-correlational method of research which determined the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024.

According to Best, as cited by Calderon and Gonzales (2021), descriptive research describes and interprets what is and is concerned with conditions of relationships that exists; practices that prevail; beliefs, processes that are going on; effects that are being felt, or trends that are developing. Correlational research, on the other hand, involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Vizcarra, 2021).

This research design was appropriate to the present study which aimed to describe the relationship between school heads' leadership effectiveness, professional commitment and workplace culture as dependent variables in relation to their age, sex, highest educational attainment, school size and school location, as independent variables.

##### Respondents of the Study

The respondents of the study were 365 randomly selected teachers of public elementary schools from 22 school districts in the Schools Division of Antique for School Year 2023-2024.

The sample size of this study was determined by computing the Slovin's formula. Stratified proportionate random sampling technique was used to determine the number of teachers included for each district. Fishbowl technique was then used to draw the names of the teachers that participated in the study.

As presented in Table 1, 12 or 3.27% of the respondents came from Districts of Anini-y, Barbaza, Hamtic South and San Remigio I; 7 or 1.91% came from District of Belison, 21 or 5.85% came from the Districts of Bugasong, 17 or 4.77% came from the District of Caluya, 27 or 7.35% came from the District of Culasi, 16 or 4.37% came from Districts of Hamtic North, Laua-an, Patnongon II and Tibiao, 10 or 2.86% came from District of Libertad, 11 or 2.98% came from District of Pandan, 23 or 2.98% came from District of Patnongon I, 33 or 9.07% came from District of San Jose, 15 or 3.99% came from District of San Remigio I, 9 or 2.48% came from District of Sebaste, 26 or 7.16% came from District of Sibalom North, 22 or 5.97% came from District of Sibalom South, 19 or 5.25% came from District of Tobias Fornier, and 13 or 3.58% came from the District of Valderrama.

Table 1. Distribution of the Respondents

School District	N	n	%
Anini-y	137	12	3.27
Barbaza	134	12	3.20
Belison	80	7	1.91
Bugasong	245	21	5.85
Caluya	200	17	4.77
Culasi	308	27	7.35
Hamtic North	183	16	4.37
Hamtic South	136	12	3.25
Laua-an	180	16	4.30
Libertad	120	10	2.86
Pandan	125	11	2.98
Patnongon I	267	23	6.37
Patnongon II	186	16	4.44
San Jose	380	33	9.07
San Remigio I	138	12	3.29
San Remigio II	167	15	3.99
Sebaste	104	9	2.48
Sibalom North	300	26	7.16
Sibalom South	250	22	5.97
Tibiao	179	16	4.27
Tobias Fornier	220	19	5.25
Valderrama	150	13	3.58
Total	4,189	365	100.00

### Data Gathering Instrument

The needed data in this study were gathered through a questionnaire composed of four parts.

Part I was designed to gather data on the profile of the respondents such as age, sex, highest educational attainment, school size and school location.

Part II of the instrument was used to gather data on the school heads' leadership effectiveness as assessed by the respondents adopted from the study of Chua et al., (2021). This instrument consisted of 15 items that required the respondents to indicate the level of leadership effectiveness of their school heads using the following options: 5- Always, 4- Often, 3-Occasionally, 2- Rarely, and 1- Never.

To establish data on the school heads' leadership effectiveness as assessed by the respondents, the following scale of means was used:

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	All school heads have the ability to lead their respective schools.
3.41 – 4.20	High	Most school heads have the ability to lead their respective schools.
2.61 – 3.40	Moderate	Some school heads have the ability to lead their respective schools.
1.81 – 2.60	Low	Few school heads have the ability to lead their respective schools.
1.00 – 1.80	Very Low	None of the school heads has the ability to lead their respective schools.

Part III of the instrument was utilized to gather data on the school heads' professional commitment as assessed by the respondents using the Professional Commitment Scale (PCS) adopted from the study of Jeffrey and Weatherhold (2014) and slightly modified by the researcher to suit the local setting.

To answer the instrument, the respondents were asked to indicate their extent of agreement to each statement in the instrument using these options: 5-Strongly Agree, 4- Agree, 3- Slightly Agree, 2- Disagree and 1-Strongly Disagree.

To establish data on the school heads' professional commitment, the following scale of means was used:

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	All school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.
3.41 – 4.20	High	Most school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.
2.61 – 3.40	Moderate	Some school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.
1.81 – 2.60	Low	Few school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.
1.00 – 1.80	Very Low	None of the school heads is motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.

Finally, Part IV of the instrument was utilized to gather data on the workplace culture as assessed by the respondents. This part of instrument consisted of 15 items derived from the study of Sayson (2021) that required the respondents to indicate their extent of agreement to each statement using these options: 5- Strongly Agree, 4- Agree, 3-Uncertain, 2-Disagree, and 1- Strongly Disagree.



To establish data on the workplace culture, the following scale of means was used:

Scale of Means	Description	Interpretation
4.21 – 5.00	Very Good	All members of the school have the belief that is strongly shared and widely enacted in their place of work.
3.41 – 4.20	Good	Most members of the school have the belief that is strongly shared and widely enacted in their place of work.
2.61 – 3.40	Slightly Good	Some members of the school have the belief that is strongly shared and widely enacted in their place of work.
1.81 – 2.60	Fair	Few members of the school have the belief that is strongly shared and widely enacted in their place of work.
1.00 – 1.80	Poor	None of the members of the school has the belief that is strongly shared and widely enacted in their place of work.

### Validity of the Research Instrument

The research instrument used in this study underwent a content validation by a jury of experts composed of five members. This jury was requested by the researcher to validate the items in the instrument by writing before each item options, Include, Improve, or Exclude.

The researcher then examined the responses and after which the ratio of the positive responses for each item was computed.

To determine the validity of the instrument, the agreement ratio was computed. Items with an agreement ratio of 80% and above were accepted and included in the final draft of the instrument while items with an agreement ratio of below 80% were excluded. Items that were rated by the jury members as Improve were revised based on the suggestions given.

### Reliability of the Research Instrument

To determine the reliability of the research instrument used in this study, a pilot testing was conducted to 30 teachers from the Schools Division of Antique who were not previously selected as respondents of this study. These teachers were not included in the actual administration of the questionnaires.

A Cronbach's alpha was computed to find out whether the research instrument is valid or not.

Based on the result of the reliability testing, the research instrument used in this study had generated a reliability coefficient of .935 for questionnaire on school heads' leadership effectiveness, .913 for school heads' professional commitment and .971 for questionnaire on workplace culture which considered the research instrument used in this study as "highly reliable."

After the pilot testing and the research instrument found reliable, the researcher prepared a final copy of the research instrument, and this was ready for the final administration to the target respondents.

### Data Gathering Procedure

After determining the respondents, permission to conduct the study were secured from the Office of the Schools Division Superintendent, Department of Education (DepEd), Schools Division of Antique and from the Office of Public Schools District Supervisors of the 22 school districts.

The researcher personally distributed the questionnaires to the respondents in their respective schools.

During the conduct of the study, all ethical guidelines applicable to treatment of human subjects in research were observed. The retrieval of the questionnaires was also done personally by the researcher after they were completely accomplished by the respondents. The researcher assured the respondents about the confidentiality of their answers in the questionnaire.

The gathered data were tallied and computer-processed through the Statistical Package for the Social Sciences software after which the data were analyzed and interpreted.

### Statistical Tools Used

Analysis of data was done using the following statistical tools enumerated below:

**Frequency.** This was used to determine the number of respondents belonging to each category of the variables.

**Percentage.** This was used to determine the proportion of the respondents belonging to each category of the variables.

**Mean.** This was used to determine the level of school heads' leadership effectiveness, professional commitment and workplace culture as assessed by the respondents.

**t-test.** This was used to determine the significant differences in the level of school heads' leadership effectiveness, professional commitment and workplace culture as assessed by the respondents when classified according to age, sex and school location.

**ANOVA.** This was used to determine the significant differences in the level of school heads' leadership effectiveness, professional commitment and workplace culture as assessed by the respondents when classified according to highest educational attainment and school size.

**Pearson's r.** This was used to determine the significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture.

All statistical computations were processed through Statistical Package for the Social Sciences (SPSS) software.

All inferential statistics were set at .05 level of significance.

## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study. It presents the descriptive and inferential data including their respective analyses and interpretations.

#### Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Taken as a Whole

The level of school heads' leadership effectiveness as assessed by the respondents when taken as a whole and classified according to age, sex, highest educational attainment, school size and school location was determined by computing the mean scores.

When taken as a whole, the level of school heads' leadership effectiveness as assessed by the respondents is "very high" with an obtained overall mean score of 4.57. A scrutiny of the means in the same table reveals that respondents obtained a highest mean score in the indicators "Evaluates the use of financial resources in his/her school" (M=4.65), "Involves the community in school projects" (M=4.63), and "Ensures good rapport with school-community" (M=4.62) described as "Very High" while they obtained the lowest mean score in the indicator "Helps teachers to develop new instructional materials" (M=4.43) described also as "very high."

This result means that respondents believe that all school heads have the ability to lead their respective schools. This is indicated by their effective use of financial resources in their schools, involves the community in school projects and ensures good rapport with school-community.

The study of Arshadi and Zare (2020) affirms the above findings who found that leadership effectiveness was very high.

However, it contradicts the findings of Dullat (2020) who revealed that school principals possessed high, average and low levels of leadership effectiveness.

**Table 2 presents the data.**

**Table 2. Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Taken as a Whole**

Category	Mean	Description
Helps teachers to develop new instructional materials.	4.43	Very High
Coordinates the general instructional activities of teachers.	4.53	Very High
Coordinates the presentation of social programs for slow learners.	4.50	Very High
Ensures that teachers understand their limit to independent action.	4.54	Very High
Accepts responsibility for the work he/she delegates to staff.	4.61	Very High
Allows teachers a measure of authority in doing their duties.	4.63	Very High
Helps teachers to monitor student's progress through examinations.	4.61	Very High
Discusses with students regularly concerning their welfare.	4.50	Very High
Makes himself/herself available for consultation with students.	4.58	Very High
Evaluates the use of physical resources in his/her school.	4.61	Very High
Evaluates the use of financial resources in his/her school.	4.65	Very High
Coordinates money spending to avoid unnecessary expenses.	4.59	Very High
Ensures good rapport with school-community.	4.62	Very High
Ensures regular evaluation of school-community relations of his/her school.	4.56	Very High
Involves the community in school projects.	4.63	Very High
Overall Mean	4.57	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

#### Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Classified According to Variables

When classified according to age, both young (M= 4.56) and old (M=4.58) respondents assessed the level of school heads' leadership effectiveness as "very high."

When classified according to sex, both male (M= 4.44) and female (M=4.58) respondents assessed the level of school heads' leadership effectiveness as "very high."

When classified according to highest educational attainment, respondents who are holder of bachelor's degree (M=4.56), master's degree (M=4.62 and doctorate degree holders (M=4.96) assessed the level of school heads' leadership effectiveness as "very high."

When classified according to school size, respondents who came from small (M=4.40), medium (M=4.27), large (M=4.40) and very large (M=4.27) schools assessed the level of school heads' leadership effectiveness as "very high."

When classified according to school location, respondents who came from upland (M=4.65) and lowland (M=4.55) schools assessed the level of school heads' leadership effectiveness as "very high." This result means that regardless of their profile, respondents of this study believe that all school heads have the ability to lead their respective schools.

This is consistent with the findings of Dullat (2020) who revealed that in the total leadership effectiveness and its components, female principals showed higher levels than male principals.

**Table 3 presents the data.**

**Table 3. Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Classified According to Variables**

Variables	Mean	Description
Age		
Young (40 yrs. old & below)	4.56	Very High
Old (41 yrs. Old & above)	4.58	Very High
Sex		
Male	4.44	Very High
Female	4.58	Very High
Highest Educational Attainment		
Bachelor's Degree	4.56	Very High
Master's Degree	4.62	Very High
Doctorate Degree	4.96	Very High
School Size		
Small	4.40	Very High
Medium	4.27	Very High
Large	4.40	Very High
Very Large	4.27	Very High
School Location		
Upland	4.65	Very High
Lowland	4.55	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81–2.60 Low; 1.00 – 1.80 Very Low

#### **Level of School Heads' Professional Commitment as Assessed by the Respondents When Taken as a Whole**

The level of school heads' professional commitment as assessed by the respondents when taken as a whole and classified according to age, sex, highest educational attainment, school size and school location was determined by computing the mean scores.

When taken as a whole, the level of school heads' professional commitment as assessed by the respondents is "very high" with an obtained overall mean score of 4.60. A scrutiny of the means in the same table reveals that respondents obtained a highest mean score in the indicators "Proud to tell others that he/she part of the profession" (M=4.73), "Feels very loyal to his/her profession" (M=4.72), and "Willing to stay in his/her profession until his/her retirement comes" (M=4.64) described as "very high" while they obtained the lowest mean score in the indicator "Feels it would take very little chance in his/her present circumstances to get him/her to change his/her profession" (M=4.43) also described as "very high."

This result means that respondents believe that all school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.

The study of Celep (2022) who found that school heads had very high level of professional commitment.

However, the above finding contradicts the study of Tindowen (2020) who revealed that secondary school heads had high level of organizational commitment and professional commitment; and the study of Sood and Anand (2022) and Ranju (2021) that mostly school heads had average level of professional commitment.

Table 4 presents the data.



**Table 4. Level of School Heads' Professional Commitment as Assessed by the Respondents When Taken as a Whole**

Category	Mean	Description
Feels very loyal to his/her profession.	4.72	Very High
Proud to tell others that he/she part of the profession.	4.73	Very High
Talks about his/her profession to his/her friends as a great field to work in.	4.57	Very High
Extremely glad that he/she chose his/her profession to work in over other careers he/she was considering at the time he/she decided on his/her profession.	4.61	Very High
Considers his/her present profession as the best of all possible professions to work in.	4.58	Very High
Really cares about the fate of his/her profession.	4.62	Very High
Feels his/her profession really inspires the very best in him/her in his/her job performance.	4.62	Very High
Willing to put in a great deal of effort beyond what are normally expected in order to help make his/her profession respected.	4.62	Very High
Finds that his/her values and profession's values are very similar.	4.62	Very High
Feels deciding to work in his/her profession was a definite advantage on his/her part.	4.57	Very High
Accepts almost any job assignment to keep working in this profession.	4.54	Very High
Feels it is easy for him/her to agree with profession's policies.	4.54	Very High
Feels there is much to gain in sticking with the profession indefinitely.	4.53	Very High
Feels it would take very little chance in his/her present circumstances to get him/her to change his/her profession.	4.43	Very High
Willing to stay in his/her profession until his/her retirement comes.	4.64	Very High
Overall Mean	4.60	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

#### **Level of School Heads' Professional Commitment as Assessed by the Respondents When Classified According to Variables**

When classified according to age, both young (M= 4.62) and old (M=4.58) respondents assessed the level of school heads' professional commitment as "very high."

When classified according to sex, both male (M= 4.54) and female (M=4.60) respondents assessed the level of school heads' professional commitment as "very high."

When classified according to highest educational attainment, respondents who are holder of bachelor's degree (M=4.57), master's degree (M=4.72) and doctorate degree holders (M=4.92) assessed the level of school heads' professional commitment as "very high."

When classified according to school size, respondents who came from small (M=4.55), medium (M=4.64), large (M=4.71) and very large (M=4.90) schools assessed the level of school heads' professional commitment as "very high."

When classified according to school location, respondents who came from upland (M=4.64) and lowland (M=4.56) schools assessed the level of school heads' professional commitment as "very high." This result means that regardless of their profile, respondents of this study believe that all school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.

This is consistent with the findings of Celep (2022) that school heads had very high level of professional commitment regardless of their demographic profile.

Table 5 presents the data.

**Table 5. Level of School Heads' Professional Commitment as Assessed by the Respondents When Classified According to Variables**

Variables	Mean	Description
Age		
Young (40 yrs. old & below)	4.62	Very High
Old (41 yrs. Old & above)	4.58	Very High
Sex		
Male	4.54	Very High
Female	4.60	Very High
Highest Educational Attainment		
Bachelor's Degree	4.57	Very High
Master's Degree	4.72	Very High
Doctorate Degree	4.92	Very High
School Size		
Small	4.55	Very High
Medium	4.64	Very High
Large	4.71	Very High
Very Large	4.90	Very High
School Location		
Upland	4.71	Very High
Lowland	4.57	Very High

Scale of Means: 4.21–5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

#### **Workplace Culture as Assessed by the Respondents When Taken as a Whole**

The workplace culture as assessed by the respondents when taken as a whole and classified according to age, sex, highest educational attainment, school size and school location was determined by computing the mean scores.

When taken as a whole, the workplace culture as assessed by the respondents is “very good” with an obtained overall mean score of 4.28. A scrutiny of the means in the same table reveals that respondents obtained a highest mean score in the indicators “Teachers utilize professional networks to obtain information and resources for classroom instruction” (M=4.68), “Teachers involvement in policy or decision making is taken seriously” (M=4.65), and “Teachers are kept informed of the current issues in the school” (M=4.63) described as “very good” while they obtained the lowest mean score in the indicator “Teaching practice disagreements are voiced openly and discussed” (M=4.44) also described as “very good.”

This result means that respondents believe that all members of the school have the belief that is strongly shared and widely enacted in their place of work.

The study of Verma et al. (2020) corroborates the above finding who found that there was a very good school culture that prevails in schools.

Table 6 presents the data.

**Table 6. Workplace culture as Assessed by the Respondents When Taken as a Whole**

Category	Mean	Description
School head values teachers' ideas.	4.62	Very Good
School head trusts the professional judgments of teachers.	4.50	Very Good
School head takes time to praise teachers that perform well.	4.59	Very Good
Teachers are involved in the decision-making process.	4.64	Very Good
School head facilitates teachers working together.	4.61	Very Good
Teachers are kept informed of the current issues in the school.	4.63	Very Good
Teachers involvement in policy or decision making is taken seriously.	4.65	Very Good
Teachers are rewarded for experimenting with new ideas and techniques in teaching.	4.48	Very Good
School head supports risk-taking and innovation in teaching.	4.48	Very Good
School head protects instruction and planning time.	4.60	Very Good
Teachers have opportunities for dialogue and planning across grades and subjects.	4.61	Very Good
Teachers spend considerable time planning together.	4.56	Very Good
Teachers work together to develop and evaluate programs and projects.	4.59	Very Good
Teaching practice disagreements are voiced openly and discussed.	4.44	Very Good
Teachers utilize professional networks to obtain information and resources for classroom instruction.	4.68	Very Good
Overall Mean	4.58	Very Good

Scale of Means: 4.21–5.00 Very Good; 3.41 – 4.20 Good; 2.61 – 3.40 Slightly Good; 1.81-2.60 Fair; 1.00 – 1.80 Poor

### Workplace Culture as Assessed by the Respondents When Classified According to Variables

When classified according to age, both young (M= 4.55) and old (M=4.59) respondents assessed the workplace culture as “very good.”

When classified according to sex, male (M= 4.46) and female (M=4.59) respondents assessed the workplace culture as “very good.”

When classified according to highest educational attainment, respondents who are holder of bachelor's degree (M=4.56), master's degree (M=4.64) and doctorate degree holders (M=4.91) assessed the workplace culture as “very good.”

When classified according to school size, respondents who came from small (M=4.51), medium (M=4.72), large (M=4.75) and very large (M=4.95) schools assessed the workplace culture as “very good.”

When classified according to school location, respondents who came from upland (M=4.64) and lowland (M=4.56) schools assessed the workplace culture as “very good.” This result means that regardless of their profile, respondents of this study believe that all members of the school have the belief that is strongly shared and widely enacted in their place of work.

This is consistent with the findings of Verma et al. (2020) that there was a very good school culture that prevails in schools.

Table 7 presents the data.



**Table 7. Workplace Culture as Assessed by the Respondents When Classified According to Variables**

Variables	Mean	Description
Age		
Young (40 yrs. old & below)	4.55	Very Good
Old (41 yrs. Old & above)	4.59	Very Good
Sex		
Male	4.46	Very Good
Female	4.59	Very Good
Highest Educational Attainment		
Bachelor's Degree	4.56	Very Good
Master's Degree	4.64	Very Good
Doctorate Degree	4.91	Very Good
School Size		
Small	4.51	Very Good
Medium	4.72	Very Good
Large	4.75	Very Good
Very Large	4.95	Very Good
School Location		
Upland	4.64	Very Good
Lowland	4.56	Very Good

Scale of Means: 4.21–5.00 Very Good; 3.41 – 4.20 Good; 2.61 – 3.40 Slightly Good; 1.81-2.60 Fair; 1.00 – 1.80 Poor

#### **Differences in the Level of School Heads' Leadership Effectiveness When Classified According to Age, Sex and School Location**

As reflected in Table 8, no significant differences existed in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age,  $t = -.194$ ,  $p > .05$ ; sex,  $t = -1.320$ ,  $p > .05$ ; and school location,  $t = 1.341$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age, sex and school location was not rejected.

The above findings indicate that respondents have the same assessment of the level of school heads' leadership effectiveness regardless of their age, sex, and school location.

The above findings support the study of Dullat (2020) that gender showed effect on total leadership effectiveness and its components among male and female principals.

Table 8. Significant Differences in the Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Classified According to Age, Sex and School Location

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	4.56	-.194	.846	Not Significant
Old	4.58			
Sex				
Male	4.44	-1.320	.188	Not Significant
Female	4.58			
School Location				
Upland	4.65	1.341	.181	Not Significant
Lowland	4.55			

$p > .05$ , Not Significant

#### **Differences in the Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size**

Table 9 shows that no significant differences existed in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to highest educational attainment,  $F = 1.665$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to highest educational attainment was not rejected.

On other hand, significant differences existed in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to school size,  $F = 3.853$ ,  $p < .05$ . Results of post-hoc test revealed that the significant differences lie between small and large schools with mean difference of  $-.33$ . Thus, the null hypothesis which states that there are

no significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to highest educational attainment and school size was rejected.

The above finding indicates that respondents have similar assessment of the level of school heads' leadership effectiveness regardless their highest educational attainment while they differ in their assessment when school size is considered.

The above finding is supported by the study of Frew et al. (2020) who revealed that there were factors that affect the leadership effectiveness.

**Table 9. Significant Differences in the Level of School Heads' Leadership Effectiveness as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size**

Variables	Sum of Squares	F-value	p-value	Remarks
Highest Educational Attainment				
Between Groups	.944	1.665	.191	Not Significant
Within Groups	102.613			
Total	103.557			
School Size				
Between Groups	3.213	3.853	.010	Significant
Within Groups	100.344			
Total	103.557			
p < .05, Significant				
p > .05, Not Significant				

#### **Differences in the Level of School Heads' Professional Commitment When Classified According to Age, Sex and School Location**

As reflected in Table 10, no significant differences existed in the level of school heads' professional commitment as assessed by the respondents when classified according to age,  $t = .709$ ,  $p > .05$ ; sex,  $t = -.672$ ,  $p > .05$ ; and school location,  $t = 1.068$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to age, sex and school location was not rejected.

The above findings indicate that respondents have the same assessment of the level of school heads' professional commitment regardless of their age, sex, and school location.

The above findings runs counter by the study Sood and Anand (2022) that significant differences were found in professional commitment of secondary school principals with regard to gender and Ranju (2021) that male and female school heads differ significantly on professional commitment.

Moreover, the study of Jamwal (2021) is inconsistent with the above findings who revealed that there were significant differences in the professional commitment of school heads in terms of age, sex, highest educational attainment, school size and school location.

**Table 10. Significant Differences in the Level of School Heads' Professional Commitment as Assessed by the Respondents When Classified According to Age, Sex and School Location**

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	4.62	.709	.479	Not Significant
Old	4.58			
Sex				
Male	4.55	-.672	.502	Not Significant
Female	4.60			
School Location				
Upland	4.71	1.068	.390	Not Significant
Lowland	4.57			
p > .05, Not Significant				

#### **Differences in the Level of School Heads' Professional Commitment as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size**

Table 11 shows that no significant differences existed in the level of school heads' professional commitment as assessed by the respondents when classified according to highest educational attainment,  $F = 2.856$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to highest educational attainment was not rejected.

On the other hand, significant differences existed in the level of school heads' professional commitment as assessed by the respondents when classified according to school size,  $F = 3.603$ ,  $p < .05$ . Results of post-hoc test revealed that the significant differences lie between small and large schools with mean difference of  $-.34$ . This means that school heads in large schools are more professionally committed than school heads in small schools. Thus, the null hypothesis which states that there are no significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to school size was rejected.

The above finding indicates that respondents have the same assessment of the level of school heads' professional commitment regardless of their highest educational attainment while they differ in their assessment when school size is considered.

The above finding corroborates the study of Jamwal (2021) that there were significant differences in the professional commitment of school heads in terms of school location.

**Table 11. Significant Differences in the Level of School Heads' Professional Commitment as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size**

Variables	Sum of Squares	F-value	p-value	Remarks
Highest Educational Attainment				
Between Groups	1.363	2.856	.059	Not Significant
Within Groups	86.401			
Total	87.765			
School Size				
Between Groups	2.552	3.603	.014	Significant
Within Groups	85.213			
Total	87.765			
p < .05, Significant				
p > .05, Not Significant				

#### Differences in the Workplace Culture When Classified According to Age, Sex and School Location

As reflected in Table 12, no significant differences existed in the workplace culture as assessed by the respondents when classified according to age,  $t = -.688$ ,  $p > .05$ ; sex,  $t = -1.134$ ,  $p > .05$ ; and school location,  $t = .935$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the workplace culture as assessed by the respondents when classified according to age, sex and school location was not rejected.

The above findings indicate that respondents have the same assessment of the workplace culture regardless of their age, sex, and school location.

**Table 12. Significant Differences in the Workplace Culture as Assessed by the Respondents When Classified According to Age, Sex and School Location**

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	4.55	-.688	.505	Not Significant
Old	4.59			
Sex				
Male	4.46	-1.134	.257	Not Significant
Female	4.59			
School Location				
Upland	4.64	.935	.350	Not Significant
Lowland	4.57			
p > .05, Not Significant				

#### Differences in the Workplace Culture as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size

Table 13 shows that no significant differences existed in the workplace culture as assessed by the respondents when classified according to highest educational attainment,  $F = 1.246$ ,  $p > .05$ . Thus, the null hypothesis which states that there are no significant differences in the workplace culture as assessed by the respondents when classified according to highest educational attainment was not rejected.

On the other hand, significant differences existed in the workplace culture as assessed by the respondents when classified according to school size,  $F = 6.242$ ,  $p < .05$ . Results of post-hoc test revealed that the significant differences lie between small and large schools with mean difference of  $-.44$ . This means that large schools have better workplace culture than small schools. Thus,



the null hypothesis which states that there are no significant differences in the workplace culture as assessed by the respondents when classified according to school size was rejected.

The above finding indicates that respondents have similar assessment of the workplace culture regardless their highest educational attainment while they differ in their assessment when school size is considered.

**Table 13. Significant Differences in the Workplace Culture as Assessed by the Respondents When Classified According to Highest Educational Attainment and School Size**

Variables	Sum of Squares	F-value	p-value	Remarks
Highest Educational Attainment				
Between Groups	.779	1.246	.289	Not Significant
Within Groups	113.115			
Total	113.894			
School Size				
Between Groups	5.617	6.242	.000	Significant
Within Groups	108.277			
Total	113.894			

p < .05, Significant  
p > .05, Not Significant

#### Relationships Among School Heads' Leadership Effectiveness, Professional Commitment and Workplace Culture

This study finally aimed to determine the significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture using Pearson's r correlation.

Results of Pearson r correlation show that significant relationship existed between school heads' leadership effectiveness and workplace culture ( $r=.830$ ,  $p < .05$ ), school heads' leadership effectiveness and professional commitment ( $r=.837$ ,  $p < .05$ ) and school heads' professional commitment and workplace culture ( $r=.825$ ,  $p < .05$ ). Thus, the null hypothesis which states that there are no significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture was rejected.

These findings indicate that workplace culture is dependent on the school heads' leadership effectiveness and professional commitment. The more effective in leadership and professionally committed the school heads are, the better the workplace culture of their schools.

The findings of Hidayat et al. (2022) affirm the above findings who found that principals' professional commitment was directly influenced by their leadership effectiveness.

Likewise, the above finding is consistent with the study of Verma et al. (2020) who found significant positive relationship between secondary school heads' professional commitment and school culture.

Table 14 presents the data.

**Table 14. Significant Relationships Among School Heads' Leadership Effectiveness, Professional Commitment and Workplace Culture**

		Leadership Effectiveness	Professional Commitment	Workplace Culture	Remarks
Leadership Effectiveness	Pearson Correlation	1	.837**	.830**	
	p-level		.000	.000	Significant
	N	365	365	365	
Professional Commitment	Pearson Correlation	.837**	1	.825**	
	p-level	.000		.000	Significant
	N	365	365	365	
Workplace Culture	Pearson Correlation	.830**	.825**	1	
	p-level	.000	.000		Significant
	N	365	365	365	

p < .05, Significant

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn, and recommendations made.

#### Summary

This study aimed to determine the school heads' leadership effectiveness, professional commitment and workplace culture among elementary schools in the Schools Division of Antique, Philippines for the school year 2023-2024.

This study was conducted in March to April 2024. The respondents of the study were 365 randomly selected teachers of public elementary schools in the Schools Division of Antique, Philippines. The Slovin's formula was employed to determine the sample size. Stratified proportionate random sampling was used to determine the number of sample to participate in each district.

Data were gathered with the use of a questionnaire on school heads' leadership effectiveness adopted from the study of Chua et al. (2021), Professional Commitment Scale (PCS) adopted from the study of Jeffrey and Weatherhold (2014) and workplace culture adopted from Sayson (2021).

This study made use of descriptive-correlational research design. The independent variables were age, sex, highest educational attainment, school size and school location while the dependent variables were school heads' leadership effectiveness, professional commitment and workplace culture.

Frequency, percentage, and mean were used as descriptive statistical tools while t- test, ANOVA, and Pearson's r as inferential statistical tools. Level of significance was set at .05 at two-tailed test.

All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS) software.

Specifically, this study sought answers to the following questions:

1. What is the level of school heads' leadership effectiveness as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
2. What is the level of school heads' professional commitment as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
3. What is the workplace culture as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location?
4. Are there significant differences in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
5. Are there significant differences in the level of school heads' professional commitment as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
6. Are there significant differences in the workplace culture as assessed by the respondents when classified according to age, sex, highest educational attainment, school size and school location?
7. Are there significant relationships among school heads' leadership effectiveness, professional commitment and workplace culture?

#### Findings of the Study

1. The level of school heads' leadership effectiveness was "very high" as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location.
2. The level of school heads' professional commitment was "very high" as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location.
3. The workplace culture was "very good" as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, school size and school location.
4. No significant differences existed in the level of school heads' leadership effectiveness as assessed by the respondents when classified according to age, sex, highest educational attainment and school location while significant differences existed when classified according to school size.
5. No significant differences existed in the level of school heads' professional commitment as assessed by the respondents when classified according to age, sex, highest educational attainment and school location while significant differences existed when classified according to school size.
6. No significant differences existed in the workplace culture as assessed by the respondents when classified according to age, sex, highest educational attainment and school location while significant differences existed when classified according to school size.
7. Significant relationships were found among school heads' leadership effectiveness, professional commitment and workplace culture.

## Conclusions

Based on the foregoing findings, the researcher concluded that:

1. The respondents believe that all school heads have the ability to lead their respective schools as indicated by the effective use of financial resources of their schools, involving the community in school projects and ensuring good rapport with school-community.
2. The respondents believe that all school heads are motivated to stay in their job with willingness to strive and uphold the values and goals of their profession.
3. The respondents believe that all members of the school have the belief that is strongly shared and widely enacted in their place of work.
4. The respondents have the same assessment of the level of school heads' leadership effectiveness regardless of their age, sex, highest educational attainment and school location while they differ when school size is considered.
5. Age, sex, highest educational attainment and school location are factors that do not make the respondents' assessment of the school heads' professional commitment vary or differ while school size make them differ in their assessment.
6. The respondents have similar view of the workplace culture existing in elementary schools regardless of their age, sex, highest educational attainment and school location while they differ in their view of the workplace culture when school size is considered.
7. The workplace culture of elementary schools is dependent on the school heads' leadership effectiveness and professional commitment. The more effective in leadership and professionally committed the school heads are, the better the workplace culture of their schools.

## Recommendations

Based on the findings and conclusions, the researcher had the following recommendations:

1. The higher officials of the Department of Education must continue enhancing the leadership effectiveness and professional commitment of school heads for them to become more resilient in managing their respective schools.
2. School heads must remain effective in leading their schools towards attainment of educational goals by attending various leadership trainings and seminars.
3. Schools heads must remain professionally committed in performing their administrative tasks by ensuring transparency and productivity to better serve their stakeholders.
4. Schools heads must continue establishing favorable workplace culture in their respective schools to provide teachers and learners with better educational opportunities and conducive work and learning environment essential for successful attainment of educational goals.
5. The teachers and learners must do their share in helping their school heads establish and maintain better workplace culture to ensure effective teaching and learning.
6. Other stakeholders must also help school heads in maintaining their leadership effectiveness and professional commitment to guarantee effective school governance that will benefit the learners, teachers and entire school community.
7. Researchers in other school divisions and regions may replicate the present study to get the overall picture of school heads' leadership effectiveness, professional commitment and workplace culture of schools.

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