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Transformational Leadership, Collaborative School Culture, and Organizational Performance in Public Elementary Schools, Division of Manila: Basis for a Proposed Localized Continuous Development Initiative

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ABSTRACT

This study examined transformational leadership, collaborative school culture, and organizational performance in public elementary schools in District III, Division of Manila, as a basis for a proposed Localized Continuous Development Initiative. A descriptive research design was employed involving 289 respondents comprising six supervisors, 10 school heads, and 273 teachers. Supervisors and school heads were selected purposively, while teachers were selected through simple random sampling. Data were collected using an expert-validated, pilot-tested researcher-developed questionnaire and documentary analysis of Office Performance Commitment Review Form ratings for school years 2023–2024 and 2024–2025. Analyses included descriptive statistics, comparisons of group assessments, and correlation analysis. Transformational leadership and collaborative school culture were rated highly evident, with grand means of 4.73 and 4.69, respectively. Organizational performance was very satisfactory, with an overall rating of 4.41. Significant differences among respondent groups emerged in individualized consideration, decision-making participation, vision-driven leadership, change management, and most collaborative school culture dimensions. Transformational leadership indicators demonstrated significant positive relationships with organizational performance (r = .61), as did collaborative school culture indicators (r = .51–.61). Leadership- and collaboration-related problems were rated least encountered, with composite weighted means of 2.37 and 2.39, respectively. The proposed initiative received a highly acceptable rating of 4.45. Findings support strengthening inclusive leadership, shared decision-making, and sustained professional collaboration while addressing differences in stakeholder experiences. These results informed a localized initiative intended to sustain leadership effectiveness, collaborative school culture, and organizational improvement.

Keywords: *transformational leadership, collaborative school culture, organizational performance, public elementary schools, continuous professional development*

INTRODUCTION

In the 21st-century basic education, the role of school leadership has expanded beyond routine management to a more dynamic responsibility focused on guiding and strengthening instruction. As a result, transformational leadership has become a widely embraced approach, encouraging school heads to move beyond maintaining existing practices and inspire meaningful and sustained improvement. Also, schools are placing

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greater value on building collaborative cultures, where teachers and staff work together, exchange ideas, and contribute to decision-making in order to improve overall organizational performance.

Moreover, in public elementary schools in the Division of Manila, transformational leadership and collaborative school culture can be described as generally present and positively developing, although still in the process of strengthening and becoming more consistent across schools. Many school leaders are increasingly adopting practices that inspire, guide, and support teachers, while also encouraging participation and shared responsibility in school decision-making. Likewise, collaboration among teachers and staff is becoming more evident, especially in schools where teamwork, open communication, and professional sharing are actively encouraged.

Therefore, the study was conducted to examine how transformational leadership, collaborative school culture, and organizational performance interact. Understanding these relationships provides a meaningful basis for identifying strengths and addressing gaps in current school practices. Also, to generate evidence that can guide the development of a well-informed intervention program aimed at further strengthening leadership practices, enhancing collaboration among school personnel, and improving overall organizational performance.

METHODS

Research Design

The study utilized descriptive research design to assess the current status of transformational leadership, collaborative school culture, and organizational performance in public elementary schools, Division of Manila.

Descriptive research is used to provide an accurate account of characteristics or functions of a population or phenomenon without manipulating the environment. It often involves collecting data through surveys, interviews, and records to explain "what is" rather than "why it is." In the context of educational research, it serves as a valuable design to capture the perspectives and assessments of various stakeholders, enabling researchers to understand patterns, trends, and relationships across educational settings (Creswell, J.W. & Creswell, J.D., 2020).

The descriptive research design is appropriate because it allows a clear and systematic presentation of how transformational leadership and collaborative school culture are practiced in public elementary schools in Manila. Through this approach, the study was able to gather meaningful information about leadership practices, school culture, and organizational performance as they naturally occur in the school setting. It is also effective in capturing the perceptions of different stakeholders, making it possible to understand similarities and differences in their experiences. In this way, the descriptive design provides a reliable basis for identifying patterns and drawing conclusions that can guide school improvement efforts.

Research Instrument

The following are the research instruments of the study:

Survey Questionnaire. This is a researcher-made instrument used as the primary research instrument to gather quantitative data on sub-problems in Chapter 1.

The survey questionnaire was developed in consultation with the adviser. The sub-variables in the survey questionnaire as to transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, decision-making participation, vision-driven leadership, and change management, were taken from the study entitled: "*Transformational School Leadership and Teachers' Work Engagement in Public Schools*." (Canonizado, 2025). Meanwhile, the sub-variables relative to collaborative school culture in terms of shared vision and mission, collegial relationships, continuous professional development, individual and collective accountability, problem solving and collaboration, sense of community, leadership support, and open communication, were taken from the study entitled: "*Collaborative School Culture of Public Secondary Schools in the Municipality of Lebak*" (Savariz & Magallanes, 2024).

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The survey questionnaire underwent a rigorous validation process to ensure its content validity and overall quality. It was reviewed by experts composed of two Graduate School faculty members, one School Head, and one Public School District Supervisor. Their professional insights and recommendations were systematically incorporated to improve the instrument's clarity, relevance, and alignment with the study objectives. Likewise, a pilot test was conducted with a selected group of respondents to evaluate the reliability of the instrument and to identify any ambiguities or difficulties in item interpretation. The responses and feedback obtained during this phase were carefully examined, leading to necessary revisions and refinements to enhance the precision and comprehensibility of the questionnaire. To maintain the integrity of the data, participants involved in the pilot testing were excluded from the actual administration of the survey.

The following are the parts:

Part I. Profile of the Respondents. This was used to gather information about the profile of the respondents, such as age, sex, civil status, educational attainment, and number of years in service.

Part II. Assessment on the Transformational Leadership of Public Elementary Schools in the Division of Manila. This was used to gather data on the transformational leadership of public elementary schools in terms of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, decision-making participation, vision-driven leadership, and change management

Part III. Assessment on the Collaborative School Culture of Public Elementary Schools. This was utilized to collect data as to collaborative school culture in terms of shared vision and mission, collegial relationships, continuous professional development, individual and collective accountability, problem solving and collaboration, sense of community, leadership support, and open communication

Part IV. Assessment on the Problems Encountered by the Respondents Relative to Transformational Leadership and Collaborative School Culture. This was employed to collect data as to the problems encountered by the respondents relative to the transformational leadership and collaborative school culture

Part V. Assessment on the Acceptability of the Proposed Localized Continuous Development Initiative. This was utilized to gather information as to the acceptability of the Proposed Localized Continuous Development Initiative.

Documentary Analysis. This was employed to collect data as to the organizational performance using the Office Performance Commitment Review Form (OPCRF) ratings for School Year 2023 – 2024 and School Year 2024 - 2025.

Data Gathering Procedures

The following steps are the procedures undertaken in gathering the necessary data:

1. Permission was sought from the Schools Division Superintendent and the school heads of the selected public elementary schools under District III, Division of Manila, to conduct the study.
2. Upon approval, the survey questionnaires were distributed to the selected groups of respondents via online platforms, specifically through Google Forms, to ensure accessibility and convenience.
3. The responses to the survey questionnaires were downloaded.
4. The data were sorted and tallied systematically for proper organization.
5. The organizational performance using the Office Performance Commitment Review Form (OPCRF) Ratings were gathered for School Year 2023–2024 and School Year 2024–2025.
6. The data were subjected to statistical treatment, interpretation, and analysis with the assistance of a statistician and adviser, to ensure accuracy and reliability.
7. The data were presented in both tabular and textual formats, guided by the sub-problems and hypotheses outlined in the statement of the problem.

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Sampling Technique

The respondents were 289, composed of six supervisors, 10 school heads, and 273 teachers from public elementary schools from a total population of 876. In the selection of respondents, the study utilized purposive sampling in the selection of supervisors, school heads, and non-teaching personnel. Purposive sampling is a non-probability sampling technique in which the researcher deliberately selects participants based on specific characteristics, knowledge, or experience relevant to the study. It is used to obtain rich and meaningful data from individuals who are most capable of providing information about the phenomenon being investigated (Gray, 2024)

Purposive sampling is appropriate since it is important to gather information from individuals who have first-hand experience and meaningful insights into these practices. This sampling method ensures that the participants chosen are well-positioned to provide relevant and in-depth responses about the phenomena being studied, rather than selecting respondents randomly who may not have sufficient knowledge of the study. In this way, purposive sampling strengthens the relevance and quality of the data gathered, making the findings more meaningful and aligned with the objectives of the study. Furthermore, simple random sampling was used for teacher respondents. Simple random sampling is a probability sampling technique in which every individual in the population has an equal and independent chance of being selected. It is considered one of the most straightforward and unbiased sampling methods because selection is based purely on chance, ensuring that each member of the population has the same opportunity to be included in the sample (Fraenkel et al., 2023).

Moreover, Slovin's Formula was utilized to determine a sufficient number of teachers who fairly represent the entire group, especially when it is not feasible to include everyone. By applying this formula, it ensures that the sample is both manageable and statistically reliable, allowing the findings to remain valid and reflective of the larger teacher population.

Table 1. *Population and Sample*

Respondents	Population	Sample	Percentage
Supervisors	6	6	100.00
School Heads	10	10	100.00
Teachers	860	273	31.74
Total	876	289	32.99

As presented in Table 1, the respondents of the study are supervisors with a frequency of 6 or 100 percent; school heads with a frequency of 10 or 100 percent and lastly, teachers with a frequency of 273 or 31.74 from a total population of 860. Generally, there are 289 or 32.99 percent respondents from a total population of 876

Table 2. *Respondents by School*

Schools	School Heads			Supervisors			Teachers			Total		
	N	n	%	N	n	%	N	n	%	N	n	%
Pedro Guevarra ES	1	1	10.00	1	1	6.67	168	53	19.41	170	55	19.03
Mariano Gomez Es	1	1	10.00	1	1	16.67	164	52	19.05	166	54	18.68
Apolinario Mabini ES	1	1	10.00	1	1	16.67	137	43	15.75	139	45	15.57
Andres Bonifacio ES	1	1	10.00				93	31	11.36	94	32	11.07
Francisco Balagtas ES	1	1	10.00	1	1	16.67	92	29	10.62	94	31	10.72
Antonio Regidor ES	1	1	10.00	1	1	16.67	59	19	6.96	61	21	7.27
Marcella Agoncillo ES	1	1	10.00				52	16	5.86	53	17	5.88
Cecilio Apostol ES	1	1	10.00	1	1	16.67	41	13	4.76	43	15	5.19
Antonio Luna ES	1	1	10.00				28	9	3.30	29	10	3.46
Eriberto Remigio ES	1	1	10.00				26	8	2.93	27	9	3.11
Total	10	10	100.00	6	6	100.00	860	273	100.00	876	289	100.00

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As shown in Table 2, the respondents of the study by school are namely: Pedro Guevarra Elementary School with a frequency of 55 or 19.03 percent, Mariano Gomez Elementary School with a frequency of 54 or 18.68 percent, Apolinario Mabini Elementary School with a frequency of 45 or 15.57 percent, Andres Bonifacio Elementary School with a 32 or 11.07 percent, Francisco Balagtas Elementary School with 31 or 10.72 percent, Antonio Regidor Elementary School with 21 or 7.27 percent, Marcella Agoncillo Elementary School with 17 or 5.88 percent, Cecilio Apostol Elementary School with 15 or 5.19 percent, Antonio Luna Elementary School with 10 or 3.46 percent and lastly, Eriberto Remigio Elementary School with 9 or 3.11 percent, respectively.

As a whole, the majority of the respondents are from Pedro Guevarra Elementary School, which accounts for teacher respondents, and the least are from Eriberto Remigio Elementary School, which accounts for the school head.

Respondents of the Study

The respondents of the study were supervisors, school heads, and teachers from District III, Division of Manila.

The following tables present the demographic profile of the respondents as to age, sex, civil status, educational attainment, and number of years in service:

Table 3. *Respondents as to Age*

Age	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	3	50.00	7	70.00	74	27.11	84	29.06
46 – 50 years old			2	20.00	30	10.99	32	11.07
41 – 45 years old	1	16.67	1	10.00	50	18.31	52	17.99
36 – 40 years old	2	33.33			42	15.38	44	15.22
31 – 35 years old					32	11.72	32	11.07
26 – 30 years old					41	15.02	41	14.19
21 – 25 years old					4	1.47	4	1.38
Total	6	100.00	10	100.00	273	100.00	289	11.00

As reflected in Table 3, the supervisors whose age range are 51 years old and above have a frequency of 3 or 50 percent, 36 – 40 years old have a frequency of 2 or 33.33 percent, and lastly, 41 – 45 years old have 1 or 16.67 percent.

Furthermore, school heads who are 51 years old and above have a frequency of 7 or 7o percent, 46 – 50 years old have a frequency of 2 or 20 percent, and 41 – 45 years old have 1 or 10 percent.

Moreover, teachers who are 51 years old and above have a frequency of 74 or 27.11 percent, 41 – 45 years old have a frequency of 50 or 18.31 percent, 36 – 40 years old have a frequency of 42 or 15.38 percent, 26 – 30 years old have a frequency f 41 or15.02 percent, 31 – 35 years old have 32 or 11.72 percent, 46 – 50 years old have 30 or 10.99 percent, and lastly, 21 – 25 years old have 4 or 1.47 percent, respectively.

In general, the majority of the respondents are 51 years old and above, with 84 or 29.06 percent, while the least are 21 – 25 years old, with 4 or 1.38 percent, which represents both the teacher respondents.

The results imply that most respondents are seasoned educators, bringing valuable experience to their roles, while the small number of younger teachers indicates the need to attract and develop new entrants to ensure continuity in the workforce.

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Table 4. *Respondents as to Sex*

Sex	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Male	2	33.33	3	30.00	28	10.26	33	11.42
Female	4	66.67	7	70.00	245	89.74	256	88.58
Total	6	100.00	10	100.00	273	100.00	289	100.00

As manifested in Table 4, the female supervisors have a frequency of 4 or 66.67 percent, while male has a frequency of 2 or 33.33 percent.

Furthermore, school heads who are female have a frequency of 7 or 70 percent, while males have a frequency of 3 or 30 percent.

Also, teachers who are female have a frequency of 245 or 89.74 percent, while males have a frequency of 28 or 10.26 percent.

Generally, the majority of the respondents are female with a frequency of 256 or 88.58 percent, while males have a frequency of 33 or 11.42 percent.

The findings imply that the respondents in public elementary schools are predominantly female across all groups. This indicates that women play a major role in the education sector, particularly in elementary school settings, where they are actively involved in leadership and instructional responsibilities, while the relatively smaller proportion of male respondents may emphasize the continuing gender distribution in the teaching profession.

Table 5. *Respondents as to Civil Status*

Civil Status	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Single	1	16.67			81	29.67	82	28.37
Married	5	83.33	10	100.00	183	67.03	198	68.51
Legally Separated					7	2.56	7	2.42
Widow/ed					2	0.73	2	0.69
Total	6	100.00	10	100.00	273	100.00	289	100.00

As shown in Table 4, the supervisors who are married have a frequency of 5 or 83.33 percent, while singles have a frequency of 1 or 16.67 percent.

Moreover, the school heads who are married have a frequency of 10 or 100 percent, respectively.

Furthermore, teachers who are married have a frequency of 183 or 67.03 percent, single have a frequency of 81 or 29.67 percent, legally separated have a frequency of 7 or 2.56 percent, and lastly, widow/ed have a frequency of 2 or 0.73 percent.

As a whole, the majority of the respondents are married, and the least are widow/ed, which account for the teacher respondents.

The findings imply that most of the respondents are married, particularly among supervisors, school heads, and a large portion of teachers. This shows that many of the participants are likely managing both professional responsibilities and family life, which may influence their perspectives on workload, support systems, and work-life balance in the school.

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Table 6. *Respondents as to Educational Attainment*

Educational Attainment	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	4	66.67	1	10.00	6	2.20	11	3.81
Doctorate with earned units			2	20.00	2	0.73	4	1.38
Master's Degree	2	33.33	4	40.00	43	15.75	49	16.96
Masters with earned units			1	10.00	111	40.66	112	38.75
Bachelor's Degree			2	20.00	111	40.66	113	39.10
Total	6	100.00	10	100.00	273	100.00	289	100.00

As depicted in Table 6, the supervisors who are doctorate holders have a frequency of 4 or 66.67 percent, while those with a Master's degree have a frequency of 2 or 33.33 percent.

Moreover, school heads who are master's degree have a frequency of 4 or 40 percent, both doctorate with earned units and bachelor's degree have a frequency of 2 or 20 percent, and lastly, doctorate and master's with earned units have a frequency of 1 or 10 percent, respectively.

Meanwhile, teachers who are master's with earned units and bachelor's degree have a frequency of 111 or 40.66 percent, master's degree have a frequency of 43 or 15.75 percent, doctorate with 6 or 2.20 percent, and lastly, doctorate with earned units with 2 or 0.73 percent, respectively.

In general, the majority of the respondents are bachelor's degree, while the least are doctorate with earned units, which represents both the teacher respondents.

Table 7. *Respondents as to the Number of Years in Service*

Numbers of Years in Service	Supervisors		School Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
31 years and above	3	50.00	7	70.00	30	10.99	40	13.84
26 - 30 years					29	10.62	29	10.03
21 - 25 years			2	20.00	18	6.59	20	6.92
16 – 20 years	2	33.33	1	10.00	50	18.32	53	18.34
11 – 15 years	1	16.67			57	20.88	58	20.07
6 – 10 years					39	14.29	39	13.49
1 - 5 years					50	18.32	50	17.30
Total	6	100.00	10	100.00	273	100.00	289	100.00

As presented in Table 7, the supervisors who are 31 years and above in service have a frequency of 3 or 50 percent, 16 – 20 years have a frequency of 2 or 33.33 percent, and lastly, 11 – 15 years have a frequency of 1 or 16.67 percent.

Furthermore, school heads who are 31 years and above in service have a frequency of 7 or 70 percent, 21 – 25 years have a frequency of 2 or 20 percent, and lastly, 16 – 20 years with 1 or 10 percent, respectively.

Likewise, teachers who are 11 – 15 years in service have a frequency of 57 or 20.88 percent, both 16 – 20 years and 1 – 5 years have a frequency of 50 or 18.32 percent, 6 – 10 years have a frequency of 39 or 14.29 percent, 31 years and above have a frequency of 30 or 10.99 percent, 26 – 30 years with 29 or 10.62 percent, and lastly, 21 – 25 years with 18 or 6.59 percent, respectively.

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As a whole, the majority of the respondents are 11 – 15 years in service, while the least are 21 – 25 years, which accounts for both teacher respondents.

The results imply that the study is informed by a mix of seasoned educators and moderately experienced teachers, which may contribute to a balanced understanding of school practices and leadership experiences across varying levels of professional maturity.

RESULTS AND DISCUSSION

The following are the salient findings of the study:

On the assessment of the supervisors, school heads, and teachers as to the transformational leadership in public elementary schools, Division of Manila

The transformational leadership of public elementary schools in the Division of Manila was Highly Evident, as evidenced by the grand mean of 4.73

On the assessment of the three groups of respondents on collaborative school culture

The three groups of respondents rated the collaborative school culture of public elementary schools in the Division of Manila as Highly Evident, as supported by the grand mean of 4.69.

On the comparison of assessment among four groups of respondents as to transformational Leadership and collaborative school culture

The study reveals a combination of shared and differing views among supervisors, school heads, and teachers. For transformational leadership, there is agreement in key areas such as idealized influence (F = 1.87), inspirational motivation (F = 1.01), and intellectual stimulation (F = 2.51), as these values are lower than the critical value of 3.47, indicating no significant differences. However, differences are evident in individualized consideration (F = 3.84), decision-making participation (F = 4.57), vision-driven leadership (F = 3.62), and especially change management (F = 7.45), showing that these aspects are experienced differently across roles. A similar pattern is seen in collaborative school culture, where most areas show significant differences, including leadership support (F = 55.33) and problem-solving and collaboration (F = 15.12), while only continuous professional development (F = 2.72) shows no difference. Overall, while there is a shared understanding of core leadership practices, the variations in higher F-values suggest gaps in how leadership and collaboration are experienced in daily school settings, highlighting the need for better alignment and more inclusive practices.

On the organizational performance in Public Elementary Schools, Division of Manila, using the Office Performance Commitment Review Form (OPCRF) for the last two years

The organizational performance using the Office Performance Commitment Review Form (OPCRF) ratings of public elementary schools in the Division of Manila remains consistently at a Very Satisfactory (VS) level, as manifested by the overall rating of 4.41, representing SY 2023–2024 and SY 2024–2025.

On the significant relationship between transformational leadership, collaborative school culture, and organizational performance

The study clearly shows that both transformational leadership and collaborative school culture are strongly linked to better organizational performance in public elementary schools. All areas of transformational leadership posted a consistent moderate to strong positive relationship (r = 0.61), with computed t-values (around 3.13) exceeding the critical value of 2.120 (df = 16), confirming their significant influence. This means that practices such as inspiring teachers, involving them in decisions, supporting their growth, and effectively managing change are closely connected to improved school outcomes. In the same way, indicators of collaborative school culture also showed significant relationships, with correlation values ranging from r = 0.60 to r = 0.61, and

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t-values above 3.12, except for open communication, while slightly lower (r = 0.51; t = 2.77; df = 15; CV = 2.131), remains significant.

On the problems encountered relative to transformational leadership and collaborative school culture

There were least encountered problems relative to transformational leadership and collaborative school culture in public elementary schools in Manila, as supported by the overall composite weighted means of 2.37 and 2.39, respectively.

On the intervention program based on the findings of the study.

A Proposed Localized Continuous Development Initiative was crafted based on the findings of the study. It is designed to further sustain the capacity of school heads and teachers to work together in creating a more responsive and high-performing working environment.

On the acceptability of the proposed intervention program

The Proposed Localized Continuous Development Initiative was found to be highly acceptable, as supported by the overall composite weighted mean of 4.45.

CONCLUSION

From the findings of the study, the following conclusions are drawn:

1. Transformational leadership remains highly commendable, with school heads consistently modeling practices that inspire, guide, and support teachers in public elementary schools, Division of Manila.
2. There exists a well-established collaborative culture in public elementary schools, where open communication, shared accountability, and supportive leadership consistently influence daily practices.
3. The groups of respondents share a common understanding of key leadership practices and collaborative efforts; their actual experiences vary across roles, especially in areas that involve direct participation and daily interaction, and where leadership and collaboration are present but not always felt in the same way by all members of the school community.
4. Public elementary schools in the Division of Manila consistently demonstrate a high standard performance level, emphasizing effective management practices and sustained commitment to meeting performance standards across school years.
5. Transformational leadership and collaborative school culture play an important role in strengthening organizational performance in public elementary schools. When school leaders actively inspire, involve, and support teachers, and when a collaborative environment is present among staff, schools tend to function more effectively and achieve better organizational outcomes.
6. The challenges related to transformational leadership and collaborative school culture are generally minimal in public elementary schools in Manila, indicating that leadership practices and teamwork are largely functioning well. Initiative serves as a practical and context-responsive approach to further sustaining leadership effectiveness and collaborative culture in schools, and the development of a more unified and responsive school community that is committed to ongoing improvement and better learning outcomes
7. The Proposed Localized Continuous Development. Initiative is highly appropriate for implementation by the target users in further sustaining the transformational leadership and collaborative school culture in public elementary schools, indicating potential to support continuous growth and development within schools.

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Recommendations

Based on the conclusions, the following recommendations are forwarded:

1. The School Head, in coordination with supervisors and teachers, may adopt the Proposed Localized Continuous Development Initiative in Cecilio Apostol Elementary School and gradually expand its application to other public elementary schools within the Schools Division of Manila, to further enhance existing best practices.
2. The School Head, teachers, in collaboration with supervisors, may further strengthen a positive school culture by consistently nurturing collaboration through meaningful and sustained professional growth activities. This may be done by creating more opportunities for shared learning experiences, reflective discussions on school practices, and systems that acknowledge and celebrate collective efforts and achievements. A stronger sense of unity may also be developed by integrating shared goals into everyday school practices and encouraging honest, respectful conversations among stakeholders.
3. The School Head, in collaboration with Supervisors, may strengthen inclusive practices by ensuring that all stakeholders are meaningfully involved in planning and evaluation processes. Clearer communication of roles, expectations, and school directions can help bridge perception gaps and promote a more unified understanding of leadership and culture.
4. Supervisors, school heads, teachers, and other stakeholders may further enhance organizational performance by embedding a culture of continuous improvement into everyday school practices, rather than relying solely on established routines. Schools are encouraged to consistently use OPCRF results as a reflective tool to identify strengths and pinpoint areas that still need refinement, even in aspects already rated positively. Strengthening data-informed planning can help ensure that decisions are more responsive to actual school needs.
5. To maximize the strong connection between leadership, school culture, and performance, schools may reinforce practices that promote shared responsibility, such as mentoring, coaching, and collaborative goal-setting. Strengthening these areas can help sustain positive outcomes and further improve overall school effectiveness.
6. The School Head and stakeholders may adopt proactive strategies such as open feedback systems and regular check-ins to ensure that small concerns are addressed early. This helps maintain a positive working environment and prevents potential challenges from affecting school operations.
7. The School Head, in coordination with the Division Research Committee, may conduct regular monitoring, feedback collection, and periodic evaluation to track progress and allow timely adjustments. Recognizing achievements and sharing successful practices across schools can further strengthen commitment and motivation among implementers.
8. The School Head and teachers may build partnerships with external stakeholders such as local government units, non-government organizations, and professional organizations to expand resources and expertise to support the implementation of the intervention program.
9. Future researchers may consider expanding this study to include other public elementary schools in the Division of Manila to determine the consistency of the results and provide a broader understanding of how leadership and school culture operate across different school settings. It may also offer insights into new approaches and practices that could further enhance leadership effectiveness and organizational culture in schools.

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