Exploring the Influence of Teacher Work Values and Leadership Style on Organizational Policies and Practices

Wenefredo Jr. S. Hifarva [a*] and Marleonie M. Bauyot [b]

[a] Department of Education, Division of Davao City, Philippines.
[b] Faculty, Ateneo De Davao University, Davao City, Philippines.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This descriptive-correlational study explored the influence of teacher work values and leadership style on organizational policies and practices within public schools. Utilizing stratified sampling, 183 respondents from seven public schools in the Division of Davao City participated. Data collection employed three modified survey forms, and statistical analysis included averaging, Pearson correlation coefficient, standard deviation computation, and regression analysis. The study found that teacher work values, leadership style, and organizational policies and practices were all perceived to be very high. There was a statistically significant relationship between teacher work values and organizational policies and practices ($r = 0.772$, $p < 0.001$), as well as between leadership style and organizational policies and practices ($r = 0.804$, $p < 0.001$). Regression analysis revealed that teacher work values ($\beta = 0.404$, $p < 0.001$) and leadership style ($\beta = 0.620$, $p < 0.001$) significantly impacted organizational policies and practices. The regression model was significant, $F_{(2, 180)} = 188.575$, $p < 0.001$, and accounted for 68.1% of the variance in

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*Corresponding author: Email: wenefredo.hifarva001@deped.gov.ph;

organizational policies and practices (R^2 = 0.681). These findings suggest that prioritizing and nurturing strong work values and effective leadership styles among teachers and school administrators is crucial. Such emphasis can enhance organizational policies and practices, fostering a more productive and positive working environment in public schools. Based on these results, it is recommended that teachers, school administrators, and officials from the Department of Education (DepEd) prioritize and nurture strong work values and effective leadership styles. This focus is essential for the enhancement of organizational policies and practices, which in turn contributes to a more productive and positive working environment. In summary, the significant impact of teacher work values and leadership style on organizational policies and practices underscores the importance of these factors in promoting effective school management and positive educational outcomes.

1. INTRODUCTION

Organizational policies and practices are the frameworks and procedures that govern decision-making and activities in educational institutions. These guidelines, which are implemented in a certain way in daily operations, establish limits and have an impact on the way educators engage with students and work together with other educators [1,2]. However, recent studies point to a recurring issue that negatively affects public school teachers' overall effectiveness and efficiency: the demanding nature of their heavy workloads [3]. Immediate amendments to legislation are required to address this problem in order to prioritize teacher well-being and raise the minimum standard of education. This issue is reflected in the way that teachers go about their daily lives, as the need to multitask frequently keeps them from allocating enough time to higher-order tasks like professional development, planning, and reflective practice [4]. Since organizational policies and practices create the framework in which teachers work, they also contribute to the prevalence of these issues.

Teacher challenges in the US, India, and Australia reveal a bigger issue with education organizational policies and practices [5]. The pandemic has impacted teachers' dedication and welfare in the US due to organizational policies that impact their ability to manage administrative activities and address pandemic-related uncertainty [6]. To address teachers' rising stress and burnout, organizational policies that support teachers and address their challenges are needed. Similarly, the UNESCO study in India found a shortage of over one million teachers, suggesting a systemic issue related to organizational policies on teacher recruitment,

training, and retention [7]. This insufficiency in staffing not only lowers teaching quality but also increases educational inequities, highlighting the imperative for comprehensive measures to assist teachers. Meanwhile, young Australian teachers are contemplating quitting within 10 years due to hard workloads, difficult students, and low compensation. This underscores the need for organizational policy modifications to recruit and retain competent teachers. The challenges faced by educators impact both individual teachers and the education system [8], emphasizing the importance of organizational policies for the well-being of the teaching profession. Therefore, a thorough review and redesign of organizational rules and processes are essential to create an environment that motivates, retains, and inspires educators.

Public school teachers in various Philippine regions face issues that come from educational system organizational policies and practices. Metro Manila, a major provider, has a large urban schooling a shortage, according to Delgado [9]. Teachers have enormous administrative and meeting burdens in addition to teaching. Differences between policy expectations and practical demands on educators reflect a systemic problem inside organizational systems, which may lead to burnout. In Davao, Sabijon [10] reveals significant challenges arising from teachers' diminishing enthusiasm for their profession. Factors such as stress, inadequate compensation, and limited career advancement opportunities contribute to this decline in motivation. These findings highlight the urgent need for organizational policies that address teachers' incentives and support their professional development. Similarly, Bantilan et al. [11] explore the intricate relationship between

organizational culture, policies, practices, and teacher commitment in Davao del Norte. Despite some positive aspects, the study identifies severe workloads as a critical issue in the education sector. This underscores the necessity for policies that prioritize teachers' well-being, effectively manage workload challenges, and promote sustained dedication and productivity.

The problems Region XI public elementary school teachers face are rooted in organizational policies and practices. Guhao and Sioting [12] found that teachers in this region struggle to develop professional learning communities (PLCs). The multifaceted impact of organizational policies on the teaching environment is shown by issues like high teacher workloads, low student engagement, hostile educational settings, poor PLC implementation, and a lack of understanding of such communities [13]. These issues reflect a disconnect between policy expectations and educator practical limits, which may reduce teacher commitment and hinder PLC integration. Critical analysis and reformulation of organizational policies is needed to support instructors, reduce workload issues, and foster a culture of sustained professional development and competency in teaching.

Insufficient research exists on the intricate interaction between teacher work values, leadership styles, and organizational policies and practices [14,15]. Baptiste [16] and others examined how leadership affects teacher performance [17,18,19]. However, little research has examined how instructional and distributed leadership styles affect teacher work values. Leadership styles [20] and work values [21] have been studied separately on organizational results, but their combined impact on policies and practices has not. Winstead et al. [22] and Robinson et al. [23] examined how these factors affect teacher well-being, but not school protocols. Most study focuses on organizational culture [24] and teacher motivation [25] rather than specific policies and practices impacted by teacher values and leadership styles. This study aims to bridge this gap by examining the intertwined influence of these factors on clearly defined organizational policies and practices offering a more nuanced understanding of how they shape the educational environment.

This study is socially relevant for teachers since it provides insights into how their work values and leadership styles combine to influence the environment in which they operate. Teachers can advocate for changes in policies and practices by comprehending the collective impact they have and how it relates to their values and student well-being. This study enables teachers to actively influence the design of their educational environments, leading to a more significant and effective professional journey.

This study goes beyond the common exploration of technology's impact on education by focusing on how teacher work values and leadership styles specifically affect organizational policies and practices. The research provides useful insights for educators, legislators, and school administrators by revealing complex relationships. The results will be shared through articles in peer-reviewed journals and presentations at research conferences, promoting a wider comprehension and possible enhancements in the educational field.

2. STATEMENT OF THE PROBLEM

This study investigated the influence of teacher work values and leadership style on organizational policies and practices. Specifically, it addressed the following questions:

1. What is the level of teachers' work values in terms of:

    1.1 physical facilities;
    1.2 professional growth;
    1.3 interpersonal relationship;
    1.4 social environment;
    1.5 personal gratification;
    1.5 new challenges; and
    1.6 job security?

2. What is the level of teachers' leadership style in terms of:

    2.1 charismatic leader;
    2.2 ideological leader; and
    2.3 pragmatic leader?

3. What is the level of teachers' organizational policies and practices in terms of:

    3.1 safety practices;
    3.2 ergonomic practices;
    3.3 disability management; and
    3.4 people-oriented climate?

4. Is there a significant relationship between:

4.1 Teachers' work values and organizational policies, and practices?
4.2 Teachers' leadership style and organizational polices, and practices?

5. Do teachers' work values and leadership styles significantly influence the organizational policies and practices?

2.1 Hypotheses

The following hypotheses were created to determine if there is a level of significance and a significant relationship between the variables:

1. There is no significant relationship between teachers' work values and organizational policies and practices.
2. There is no significant relationship between teachers' leadership styles, and organizational policies, and practices.
3. Teachers' work values and leadership styles do not influence organizational policies and practices.

3. THEORETICAL FRAMEWORK

This study was based on Rokeach's [26] work, which emphasized that teacher work values served as the basis for teachers' professional actions and decision-making. The theory of Work Adjustment [27] highlighted that individuals aim to harmonize their ideals with their work environment. Teachers who prioritize student well-being or professional growth are inclined to support policies and practices that align with these values in the school.

Leadership style, which refers to the method leaders use to influence others, significantly impacts the educational atmosphere. Bass and Avolio [28] established the Transformational leadership theory, which stated that leaders who inspire and motivate teachers can establish a healthy school culture. This can greatly impact the creation and execution of organizational policies and practices. When a leader's approach is in harmony with teachers' fundamental beliefs, it promotes trust and cooperation. This environment of empowerment and engagement allows teachers to actively contribute to the development of policies and practices that align

with their collective beliefs. A mismatch between leadership style and teacher values can cause unhappiness and disengagement, which may impede the effectiveness of policies and practices.

On the other hand, Leadership style is not solely limited to the role of a school principal; it extends to the actions and behaviors exhibited by teachers within their classrooms and professional spheres. Fullan [29], in his theory of distributed leadership, proposes that leadership can be distributed amongst various individuals within a school, including teachers. This shared leadership fosters collaboration, innovation, and a sense of ownership among teachers. Additionally, Leithwood and Riehl [30] emphasized the importance of transformational leadership, where teachers inspire and motivate their peers, contributing to positive organizational policies and practices.
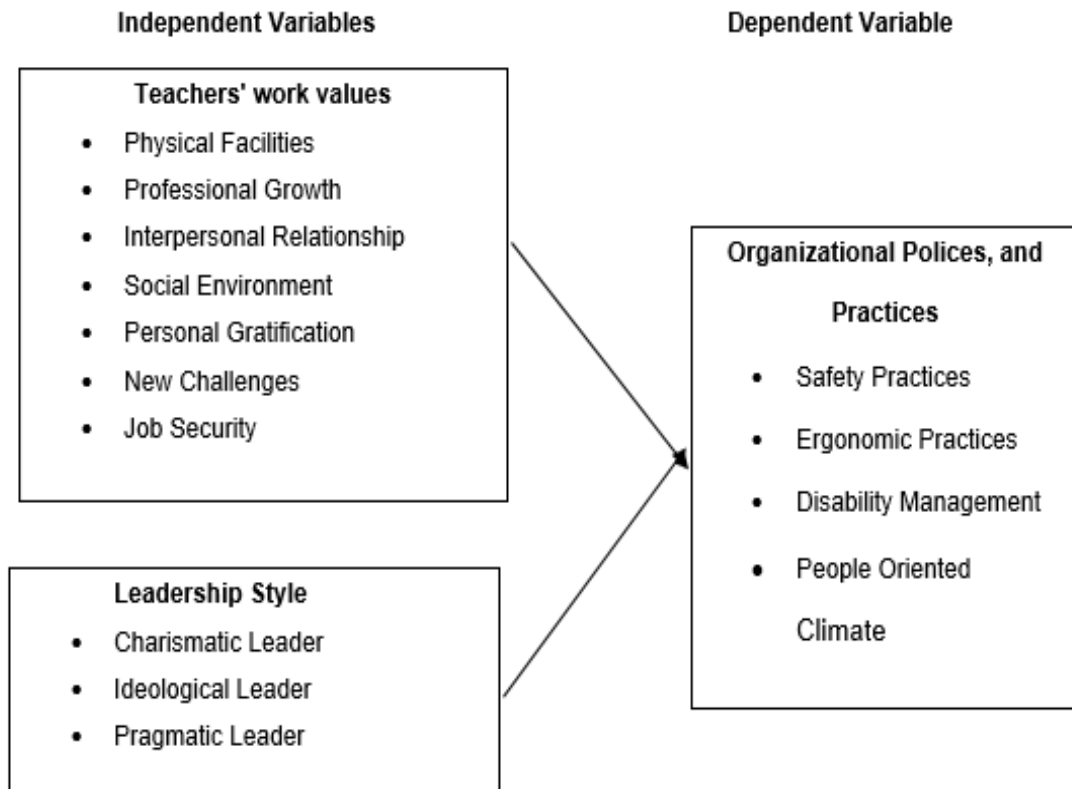
Conversely, Fig. 1 depicted the conceptual paradigm of the study. Teachers' work values is the first independent variable in this study. It includes physical facilities, professional growth, interpersonal relationships, social environment, personal gratification, new challenges, and job security. The second independent variable is the leadership style with its indicators such as charismatic leader, ideological leader, and pragmatic leader. Organizational policies and practices is the dependent variable comprised of safety practices, ergonomic practices, disability management, and people-oriented.

4. CONCEPTUAL FRAMEWORK

4.1 Definition of Terms

For a more comprehensive understanding, the following terms were defined conceptually and operationally:

Teachers' work values: Teacher work values are the fundamental concepts and beliefs that influence teachers' professional actions and decision-making in the school setting [31]. In this study, the term entailed the evaluation of teacher work values using a survey instrument that measures their agreement with statements reflecting specific values, such as prioritizing student well-being in teaching practice and being dedicated to continuous professional development to improve teaching skills.

Independent Variables

Teachers' work values
- Physical Facilities
- Professional Growth
- Interpersonal Relationship
- Social Environment
- Personal Gratification
- New Challenges
- Job Security

Leadership Style
- Charismatic Leader
- Ideological Leader
- Pragmatic Leader

Dependent Variable

Organizational Polices, and Practices
- Safety Practices
- Ergonomic Practices
- Disability Management
- People Oriented Climate

Fig. 1. The Conceptual Framework of the Study

Leadership Style: Leadership style refers to the unique method a leader uses to impact, inspire, and direct individuals or groups to reach common objectives [32]. In this study, it pertained to the leader's recognizable and steady set of behaviors, attitudes, and decision-making methods that influence their relationships with followers and the general course of the group or organization.

Organizational Polices, and Practices: Organizational Policies and Practices refer to the official rules, regulations, and procedures set by a school administration to regulate many areas of its operation, such as curriculum, instruction, student discipline, and professional behavior [33]. In this study, it denoted the organized and authoritative principles, standards, and procedures established by a school administration.

5. SIGNIFICANCE OF THE STUDY

The study was concerned with determining the influence of teacher work values and leadership style on organizational policies and practices. It aimed to be beneficial to several stakeholders.

Teachers: This study enlightened teachers on the impact of their values on organizational policies and practices. This understanding empowered individuals to advocate for constructive changes that aligned with their ideals and enhanced their work experience. The results helped in developing policies that supported collaboration, professional growth, and job satisfaction, creating a good and supportive work environment that enhanced student learning.

School Administrators: This research offered useful insights to school administrators by aiding in their comprehension and cultivation of leadership styles that aligned with teachers' ideals [34,35,36]. This promoted trust, cooperation, and dedication within the school community and enabled data-informed decision-making to develop evidence-based policies and practices that catered to the requirements of students and educators. Ultimately, these endeavors enhanced a more favorable and efficient school environment.

DepEd Officials: The study results guided the formulation of national education policies that promoted positive and efficient school settings

that acknowledged and appreciated teachers' work values. This helped in directing resource allocation techniques to promote leadership styles that aligned with teachers' values, which could have enhanced learning outcomes and teacher retention.

Future Researchers: This work enhanced the current knowledge base by providing fresh perspectives for future research efforts. The methodologies used encouraged the creation of more rigorous approaches to studying important aspects of education. The findings led to further exploration of how these variables interacted and influenced the educational environment.

6. METHODOLOGY

This paragraph covered various approaches employed in the investigation, including the research framework, participants, survey tools, data collection techniques, statistical data analysis, and ethical safeguards.

6.1 Research Design

In this study, a quantitative non-experimental methodology was employed, utilizing a descriptive and correlational approach. The research method involved analyzing numerical data to identify patterns, make projections, examine causal relationships, and draw conclusions applicable to larger populations [37]. Quantitative research focused on gathering information from a specific sample population through scientific investigation, analyzing observed or measured data [38]. Nonexperimental designs were used to investigate social issues without altering the existing environment, and respondents were not randomly assigned to different groups (Frey, 2018). The descriptive approach explored language acquisition and instruction in natural situations without any intervention or alteration of elements. The aim of the descriptive approach was to define a phenomenon and its characteristics. Moreover, it focused more on events rather than the reasons or mechanisms of existence [39]. The researcher utilized this study to investigate, ascertain, and elucidate the

relationship between teacher work values and leadership style on organizational policies and practices.

6.2 Research Respondents

Furthermore, the respondents in this study were public-school teachers who were working for the Department of Education in the division of Davao City. The survey encompassed 183 teachers from different public schools. Specifically, School A had 43 teachers, School B had 19 teachers, School C had 11 teachers, School D had 44 teachers, School E had 7 teachers, School F had 17 teachers, School G had 11 teachers, and School H had 25 teachers. This study used a simple random sampling technique to determine the sample size and total number of respondents.

7. RESEARCH INSTRUMENTS

This study employed three modified research instruments. The instruments were chosen and adjusted to align with the study's overarching goals. Expert panel members validated the three research instruments. Additionally, Cronbach's Alpha (α) coefficient was calculated to evaluate the internal consistency of the items.

The **Work Values Questionnaire** (WLQ) was modified from the instrument identified by the University of Denver Career Center, as outlined by Aguado et al. [40]. This questionnaire consisted of 39 items focusing on six work values: physical facilities (5 items), professional advancement (5 items), interpersonal relationships (6 items), social environment (4 items), personal gratifications (6 items), new challenges (7 items), and job security (6 items). The questionnaire was based on a 5-point Likert scale ranging from 5 (Strongly agree) to 1 (Strongly disagree). For reliability, the Cronbach's alpha (α) coefficients for the instruments were as follows: Physical facilities (α=0.82), Professional advancement (α=0.85), Interpersonal relationships (α =0.88), Social environment (α=0.80), Personal gratifications (α=0.83), New challenges (α=0.86), and Job security (α=0.84).

The following specified parameter limits, descriptive equivalents, and interpretations were enforced for evaluating the teachers' work values:

Table 1. Work values interpretations

Parameter Limits	Descriptive Equivalents	Interpretations
4.20 – 5.00	Very High	This indicates that teachers' work values are very much observed.
3.40 – 4.19	High	This indicates that teachers' work values are much observed.
2.60 – 3.39	Moderate	This indicates that teachers' work values are moderately observed.
1.80 – 2.59	Low	This indicates that teachers' work values are less observed.
1.00 – 1.79	Very Low	This indicates that teachers' work values are least observed.

The **Teacher Leadership Style** (TLS) scale was modified from the instrument identified by Tsai (2017). This questionnaire consisted of 30 items focusing on three indicators: charismatic leader (14 items), ideological leader (4 items), and pragmatic leader (11 items). The questionnaire was also based on a 5-point Likert scale ranging from 5 (Strongly agree) to 1 (Strongly disagree). The Cronbach's alpha (α) coefficients for the instruments were as follows: Charismatic Leader (α=0.90), Ideological Leader (α=0.78), and Pragmatic Leader (α=0.87).

The following specified parameter limits, descriptive equivalents, and interpretations were enforced for evaluating the teachers' leadership styles:

Table 2. Teacher leadership style interpretation

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that teachers' commitment to work is very much manifested.
3.40 – 4.19	High	This means that teachers' commitment to work is much manifested.
2.60 – 3.39	Moderate	This means that teachers' commitment to work is moderately evident.
1.80 – 2.59	Low	This means that teachers' commitment to work is less manifested.
1.00 – 1.79	Very Low	This means teachers' commitment to work is least manifested.

The **Organizational Policies and Practices Questionnaire** (OPPQ) was used, as it has been proven to be a dependable tool for assessing the organizational policies and practices of instructors (Tang, MacDermid, Amick III, & Beaton, 2011). The OPPQ included 11 items rated on a 5-point scale from Strongly Agree (5) to Strongly Disagree (1). For reliability, the Cronbach's alpha (α) coefficient for the instrument was α=0.81.

The following specified parameter limits, descriptive equivalents, and interpretations were enforced for evaluating the teachers' work values:

Table 3. Organizational Policies and Practices Interpretation

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that the organizational policies and practices of teachers are very much evident.
3.40 – 4.19	High	This means that the organizational policies and practices of teachers are evident.
2.60 – 3.39	Moderate	This means that the organizational policies and practices of teachers are moderately evident.
1.80 – 2.59	Low	This means that the organizational policies and practices of teachers are less evident.
1.00 – 1.79	Very Low	This means that the organizational policies and practices of teachers are least evident.

8. DATA GATHERING PROCEDURE

The necessary data were gathered through a systematic procedure, which involved the following steps:

Seeking Permission to Conduct the Study: The researcher sought authority to conduct the study. The research adviser furnished a letter of recommendation to the researcher. Subsequently, the researcher sent a formal letter seeking authorization to conduct the study to the Division Superintendent of Davao City. Upon receiving clearance, the researcher forwarded a copy of the study to the Division of Davao del Norte and the School President of the state college.

General Orientation and Seeking Consent from Research Respondents: Before commencing the study, the researcher secured approval and backing from the school principals, the superintendent of the division of schools, and the research adviser. The study adhered to ethical principles like beneficence, fairness, and respect for individuals, with a specific focus on protecting data privacy. The respondents provided their informed consent or informed assent before data collection began. Each document included an electronic signature, a scanned signature, or another form of indicating voluntary participation. Data for the quantitative study were gathered online using Google Forms. The researcher supervised all correspondence and managed the survey administration.

Administration and Retrieval of the Questionnaire: The investigation commenced in March and concluded in April of the academic year 2023–2024. The gatekeeper was trained by the researcher on ethical problems with data gathering before the survey questionnaire was released. Furthermore, the researcher confirmed that the gatekeeper agreed to sign a confidentiality agreement. The researcher presented an online overview of the research. If an individual could not attend the orientation, the researcher provided study information by phone or Messenger video chat. If a respondent could not attend the orientation, the researcher located a replacement for the study. The researcher promptly received the completed data questionnaires.

Checking, Collating, and Processing Data: The researcher compiled, validated, and tabulated the raw scores of the respondents in an Excel file for the statistician to use in data analysis. The data were then assessed based on the findings and subsequent discussion.

9. STATISTICAL TREATMENT OF DATA

The statistical tools such as Mean, Standard Deviation, Pearson r, and Multiple Regression Analysis were used to analyze and interpret the results of the study.

Mean: This is a value that sums up a set of integers and is referred to as the arithmetic mean. This tool was used in the study to specifically answer research questions 1, 2, and 3.

Standard Deviation: The dispersion of a dataset from its mean was expressed by the standard deviation. The degree to which the scores were dispersed or near the mean was assessed using this statistical method. This data was required to address questions 1, 2, and 3.

Pearson r: The most often used correlation metric is the Pearson product-moment correlation, also referred to as Pearson r. This was applied to address research questions 4.1 and 4.2.

Multiple Regression Analysis. Regression analysis methods were used to assess the relationships between one or more independent variables and a dependent variable. This method was utilized to address five research questions in this quantitative study.

Application of Multiple Regression in the Study. Multiple regression analysis was employed to understand the relationships between independent variables (e.g., demographic factors, academic behaviors) and the dependent variable (e.g., academic performance). By analyzing these relationships, the study aimed to identify significant predictors of academic outcomes and understand the extent to which each predictor influenced the dependent variable.

10. RESULTS AND DISCUSSION

This chapter presents the results and discussions of the study. In particular, this shows the data in tables and its corresponding descriptive interpretations.

10.1 Summary of the Level of Teachers' Work Values

Table 4 presents a summary of the level of teachers' work values across seven indicators. Notably, across all indicators, the mean scores suggested a very high level of importance placed on various aspects of their work. Physical Facilities received the highest mean score of 4.67, indicating a very high level of importance placed on this aspect by teachers. This was followed closely by Job Security (mean = 4.65), Personal Gratification (mean = 4.63), and Social Environment (mean = 4.58), all of which also received very high ratings. Additionally, Professional Growth (mean = 4.50) and New Challenges (mean = 4.54) were also highly valued by teachers, albeit slightly lower than the aforementioned factors. Lastly, the Interpersonal Relationship, had a mean score of 4.55, within the very high category as well.

The level of teacher work values obtained an overall mean of 4.59 with a descriptive equivalent of very high. This means that the level of teacher work values is much observed. Moreover, an overall standard deviation of 0.54 indicated that measures of variability of teachers' work values were close to the mean. This underscored a profound commitment among teachers toward meeting the needs and expectations of their primary stakeholders, likely the students and their parents. The emphasis on customer orientation reflected a dedication to providing quality education and fostering positive relationships with the educational community.

The research highlighted a remarkably high level of work values among teachers. Studies like Giray [41] pinpoint their dedication to essential values like discipline and patience. This commitment extended beyond the classroom, as evidenced by Woofter [42] who found teacher participation in extracurricular activities. While scores for professional growth and challenge seeking are slightly lower, the high ratings for interpersonal relationships underscored the value teachers place on student and colleague connections, aligning with Rajendran et al. [43] who connect work values to stress management. This dedication across various aspects of their role solidified the importance of work values in shaping the teaching profession.

10.2 Summary of the Level of Teachers' Leadership Style

Table 5 presents a summary of the level of teachers' leadership styles across three indicators. Charismatic Leader emerged as the most prominent style with a very high mean score of 4.79, followed closely by both Ideological Leader and Pragmatic Leader, each scoring 4.66, indicating very high levels as well. The overall mean score of 4.70 suggested a robust presence of various leadership styles among teachers within the very high range. This data indicated a multifaceted approach to leadership within the teaching community, characterized by charisma, ideology, and pragmatism, contributing to a strong and dynamic leadership culture.

The level of teachers' leadership style obtained an overall mean of 4.70 with a descriptive equivalent of very high. This means that the level of teachers' leadership style was very evident. Moreover, the overall standard deviation of 0.53 indicated that measures of variability of teacher work values were near the mean. This data indicated a multifaceted approach to leadership within the teaching community, characterized by charisma, ideology, and pragmatism, contributing to a strong and dynamic leadership culture.

These findings were supported by different literature, As supported by Sarwar et al. [44], leadership in schools falls on the shoulders of principals. However, recent research unveiled a fascinating phenomenon – teachers exhibited a remarkable blend of leadership styles. This study highlighted very high scores for Charismatic, Ideological, and Pragmatic leadership styles among teachers. Charismatic teachers, like those studied by Zhou et al. [45], become motivational forces for their colleagues, igniting passion and a shared vision for excellence. Ideological leaders, as described by Lucas (2020), champion student well-being and advocate for equitable learning environments. A strong ethical compass shaped a positive school culture. Finally, Pragmatic leaders excelled at navigating challenges, as evidenced by Huang et al. [46], who linked this style to teacher satisfaction. These teachers were adept problem-solvers, tackling curriculum changes, resource constraints, and classroom dynamics with a results-oriented mindset. This unique blend of inspirational charisma, unwavering ideology, and practical problem-solving created a rich tapestry of leadership within schools, fostering a vibrant educational ecosystem that empowers both teachers and students.

Table 4. Summary of the level of teachers' work values

Items	SD	Mean	Descriptive Equivalent
1. Physical Facilities	0.50	4.67	Very High
2. Professional Growth	0.62	4.50	Very High
3. Interpersonal Relationship	0.55	4.55	Very High
4. Social Environment	0.50	4.58	Very High
5. Personal Gratification	0.52	4.63	Very High
6. New Challenges	0.53	4.54	Very High
7. Job Security	0.53	4.65	Very High
Category	0.54	4.59	Very High

Table 5. Summary of the level of teachers' leadership style

Items	SD	Mean	Descriptive Equivalent
1. Charismatic Leader	0.58	4.79	Very High
2. Ideological Leader	0.50	4.66	Very High
3. Pragmatic Leader	0.51	4.66	Very High
Category	0.53	4.70	Very High

Table 6. Summary of the Level of Teachers' Organizational Policies and Practices

Items	SD	Mean	Descriptive Equivalent
1. Safety Practices	0.51	4.63	Very High
2. Ergonomic Practices	0.43	4.76	Very High
3. Disability Management	0.57	4.63	Very High
4. People Oriented Climate	0.50	4.68	Very High
Category	0.50	4.68	Very High

10.3 Summary of the Level of Teachers' Organizational Policies, and Practices

Table 6 presents a summary of the level of teachers' organizational policies and practices across four indicators. Ergonomic Practices received the highest mean score of 4.76, indicating a very high level of implementation and emphasis on ergonomic considerations within the teaching environment. This is closely followed by People Oriented Climate (mean = 4.68) and Safety Practices (mean = 4.63), both also falling within the very high range. Disability Management, with a mean score of 4.63, is also highly valued by teachers. The overall mean score of 4.68 suggests a strong commitment to creating a safe, supportive, and inclusive work environment, reflecting positively on the organizational policies and practices implemented within educational institutions.

The level of teachers' organizational policies and practices obtained an overall mean of 4.70 with a descriptive equivalent of 'very high.' This meant that the level of teachers' organizational policies

and practices was much manifested. Moreover, an overall standard deviation of 0.50 indicated that measures of variability of teacher work values were close to the mean. The high mean scores across all indicators suggested that teachers prioritized and valued organizational policies and practices related to safety, ergonomics, disability management, and fostering a people-oriented climate.

These findings implied that educational institutions were likely to have well-established frameworks in place to support teachers' well-being and enhance their professional effectiveness.

Previously, teacher workload remained a concern [3]. However, educational institutions here had seemingly gone above and beyond in prioritizing teacher well-being. They had implemented exceptional ergonomic practices, ensuring well-designed classrooms with proper lighting – a stark contrast to the typical complaints of cramped spaces and harsh fluorescent lights. This commitment had extended to fostering a truly supportive environment. Research by Ingersoll [47]

highlighted the importance of a "People-Oriented Climate," and these institutions appeared to have mastered it, nurturing collaboration and high teacher morale. Inclusivity had been another hallmark, with a strong focus on disability management ensuring all teachers felt valued and supported. In essence, these exceptional organizational policies and practices prioritized teacher well-being to an extraordinary degree. This proactive approach created a thriving educational ecosystem that benefited not only educators but also fostered a positive learning environment for students.

10.4 Test of Significance of the Relationship Between Teacher's Work Values and Leadership Style on the Organizational Policies, and Practices

Table 7 presented the correlation between teachers' work values and leadership style on the organizational policies and practices. The researchers calculated the correlation coefficient (r) between teachers' work values and organizational policies and practices to be 0.772, indicating a strong positive correlation at that time. This suggested that as the level of teachers' work values increased, so did the significance of organizational policies and practices within educational institutions. The associated p-value of 0.000, being less than the commonly used significance level of 0.05, led to the rejection of the null hypothesis (Ho) and indicated a statistically significant relationship between the variables at the time of the study. Therefore, it can be inferred that teachers' work values significantly influenced the implementation and effectiveness of organizational policies and practices within educational settings.

The study found a significant correlation between school heads' leadership styles, as perceived by teachers, and the implementation of organizational policies and practices. The correlation coefficient (r) was 0.804, indicating a strong positive relationship. This suggested that the leadership styles of school heads substantially influenced how organizational policies and practices were adopted and executed within educational settings. With a p-value of 0.000, which is below the commonly used significance level of 0.05, the null hypothesis (Ho)

is rejected, affirming the statistical significance of the correlation. Therefore, it can be inferred that the leadership styles of school heads significantly impacted the implementation of organizational policies and practices within schools.

The alignment between teachers' work values and an institution's policies was crucial for creating a positive and productive educational environment. Research by Lowery-Moore et al. [48] and Sukaryaditisna [49] demonstrated that teachers who saw their values reflected in organizational policies experienced higher job satisfaction and commitment. When schools prioritized aspects important to teachers, such as job security, professional growth opportunities, and positive working relationships, they fostered teacher well-being and motivation, which led to better student outcomes. Uribe-Florez et al. [50] emphasized the importance of empowering teachers as change agents. By recognizing their strong work ethic, and providing avenues for their influence, schools created a virtuous cycle. Teachers felt valued and invested in the institution's success, reinforcing their commitment to upholding policies that supported them and further enhancing the positive work environment, boosting teacher morale and effectiveness.

School heads' leadership styles played a significant role in shaping both the school culture and the adoption and execution of organizational practices. The study identified three key leadership styles: Charismatic, Ideological, and Pragmatic. Charismatic leaders inspired their colleagues, Ideological leaders championed ethical and student-centered approaches, and Pragmatic leaders navigated practical challenges. Research by Park et al. [51] highlighted that these styles directly influenced practices related to safety, disability management, and fostering a positive work environment. For example, a school head who prioritized safety might have spearheaded initiatives to create secure learning spaces, benefiting both students and colleagues. This synergy between leadership styles and organizational practices fostered a collaborative ecosystem. Llorente and Almagro [52] indicated that school heads who advocated for inclusivity contributed to a more positive school climate, ultimately leading to improved student engagement and achievement. By recognizing and nurturing these connections between teacher values, leadership styles, and

organizational practices, educational institutions could have paved the way for a thriving teaching profession and better outcomes for all students.

10.5 Regression Analysis on the Teacher Work Values and Leadership Style on Organizational Policies and Practices

The regression analysis conducted on Teacher Work Values and Leadership Style examined their influence on Organizational Policies and Practices, revealing noteworthy insights. For Teacher Work Values, the analysis yielded an unstandardized coefficient (B) of 0.404 with a standard error of 0.094, resulting in a standardized coefficient (Beta) of 0.331. The t-statistic was 4.309, and the p-value was 0.000, leading to the rejection of the null hypothesis. This suggested that Teacher Work Values significantly influenced Organizational Policies and Practices. Conversely, Leadership Style demonstrated a stronger influence, with a higher unstandardized coefficient (B) of 0.620 and a standardized coefficient (Beta) of 0.528. The t-statistic was 6.875, and the p-value was 0.000, confirming the acceptance of the hypothesis. This indicated that Leadership Style had a substantial and statistically significant impact on Organizational Policies and Practices.

The regression model demonstrated a robust overall fit. An F-ratio of 188.575 indicated a good fit, while an R Square of 0.681 suggested that Teacher Work Values and Leadership Style explained roughly 68.1% of the variance in Organizational Policies and Practices. These findings underscored the past importance of both factors in shaping the organizational landscape within educational institutions. Furthermore, the significance of Leadership Style suggested that the way teachers led and influenced others had played a critical role in determining how well organizational policies and practices were implemented and effective. This highlighted the need for educational leaders to have fostered a supportive and conducive environment that aligned with teachers' values and encouraged effective leadership practices.

Teacher work values had also significantly influenced organizational practices. Studies by Berkovich & Bogler [53] showed that positive leadership styles, like transformational leadership, fostered teacher commitment to school goals in the past. When teacher values aligned with the institution's mission, they actively contributed to policy implementation and improvement [54]. Teacher collaboration was another key factor. Principals who facilitated collaboration through resources and supportive environments had empowered teachers to contribute to positive change.

Table 7. Significance of the Relationship Between the Variables

Variables Correlated	r	p-value	Decision on Ho	Decision on Relationship
Teachers' work values and Organizational polices, and practices	0.772	0.000	Reject	Significant
Teachers' leadership style, and Organizational polices, and practices	0.804	0.000	Reject	Significant

Table 8. Regression Analysis on the Teacher Work Values and Leadership Style on Organizational Policies and Practices

Independent Variable with indicators	Unstandardized Coefficients		Standardized Coefficients	t-stat	p-value	Decision@ α = 0.05
	B	Standard Error	Beta			
(Constant)	-.073	0.246				
Teacher Work Values	0.404	0.094	0.331	4.309	0.000	Rejected
Leadership Style	0.620	0.090	0.528	6.875	0.000	Rejected

Dependent Variable: Organizational Policies and Practices F-ratio: 188.575 R Square: 0.681

Leadership style also played a crucial role in shaping past organizational practices. Effective leadership, as argued by Silins et al. [55], fostered a culture of learning and innovation. When principals involved teachers in decision-making and created supportive environments, it had enhanced policy effectiveness. Hadiyanto et al. [56] further highlighted the importance of leadership functions like supervision and motivation in driving teacher performance. Leaders who prioritized collaboration, clear goals, and a positive school climate had ultimately enhanced teacher commitment to organizational change [57,58].

11. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the conclusions drawn from the study, a concise overview of the key findings, and recommendations for future applications.

11.1 Summary of Findings

11.1.1 Teachers' work values

The data revealed a consistent emphasis on various aspects of the professional environment for teachers. Notably, Physical Facilities, Job Security, and Personal Gratification emerged as highly valued components with mean scores exceeding 4.5, indicating a "Very High" level of importance. Additionally, Professional Growth, Interpersonal Relationships, Social Environment, and New Challenges also received considerable emphasis, collectively reflecting a supportive and valued work environment within educational institutions.

11.1.2 Teachers' leadership style

The analysis indicated a prevalence of proficiency in leadership styles among teachers. Charismatic Leadership stood out prominently, followed closely by Ideological and Pragmatic Leadership. These findings underscored a versatile leadership culture characterized by charisma, ideology, and practicality, reflecting a strong leadership ethos within educational settings at the time of the study.

11.1.3 Organizational policies and practices

Across all measured indicators, a consistently high standard was evident. Safety and Ergonomic Practices, as well as Disability Management and People-Oriented Climate, all reflected a commitment to inclusivity and support within educational institutions. The uniformity in descriptive equivalents underscored a cohesive and supportive organizational environment, indicative of robust organizational policies and practices that were in place at the time of the research.

11.1.4 Relationships and regression analysis

Significant positive relationships were observed between Teachers' Work Values and Leadership Styles with Organizational Policies and Practices. Regression analysis further highlighted the substantial influence of both Teachers' Work Values and Leadership Style on Organizational Policies and Practices, emphasizing the interconnectedness of these factors in shaping the organizational landscape within educational institutions at the time of the study.

11.2 Conclusions

The findings led to several conclusions:

1. Teachers' Work Values, Leadership Styles, and Organizational Policies and Practices were all rated as very high.
2. Significant positive relationships existed between Teachers' Work Values and Leadership Styles with Organizational Policies and Practices.
3. Teachers' Work Values and Leadership Styles significantly influenced Organizational Policies and Practices.

11.3 Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Educational institutions, particularly the Department of Education, should prioritize efforts to enhance Organizational Culture, Practices, and Policies. This may involve fostering a positive organizational culture, providing professional development opportunities, and implementing policies that may recognize and reward teachers' contributions.
2. Institutions should focus on strengthening both Teachers' Work Values and Leadership Styles to positively influence Organizational Policies and Practices. This may be achieved through training, development programs, and fostering a culture of collaboration and innovation.

3. Future research should delve deeper into aspects such as professional growth, pragmatic leadership, and disability management among teachers.

Collectively, by incorporating these recommendations, educational institutions may strive towards creating supportive and conducive work environments, ultimately leading to improved outcomes for both teachers and students.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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