Organizational Culture and Leadership Praxis: Basis for a Proposed Leadership Framework

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ABSTRACT

Organizational culture is broadly considered to be one of the most important factors of organization variables, which also affects the behavior of employees. Cultural diversity in an organization has a significant influence on work behavior, managerial practices, organizational effectiveness, and efficiency. To evaluate the organizational culture and leadership practice, the researchers invited 24 principals, 246 teachers, and 26 stakeholders from the selected elementary schools in San Agustin, Calatrava, and Sta. Maria in the province of Romblon. The collected data were subjected to cool and warm analyses yielding a set of themes and sub-themes that characterized the desired organizational culture and leadership practices. The findings suggest that the organizational culture of the elementary school principals and teachers was vision-, mission-, goal- and objective-oriented. They are motivators who continuously support their members in facing challenges and work demands. In addition, it was also determined that they were good at problem-solving. Finally, this study generated a proposed leadership framework that could potentially help improve the organizational culture and leadership praxis, particularly in the formulation of an instrument or criteria for choosing new school leaders.

Keywords: *organizational culture, leadership praxis, principals, teachers, stakeholders*

INTRODUCTION

Organizational culture is broadly considered to be one of the most important factors of organization variables. Every organization has its own unique culture that distinguishes them from the others. It also affects employees' behavior at work. The challenge of today's managers is managing a culturally diverse workforce that has various work behavior, managerial practices, organizational effectiveness, and efficiency (Schein, 2010). Leadership learning and development are increasingly seen as important constituents in preparing potential head teachers and principals to assume senior roles. Understanding the nature of culture, its diversity, and how far it may be open to influence would seem to be important within such development, yet deciding what leaders need to know and be able to do in this field is very challenging (Schein, 2010).

Global demands in the teaching and learning environment are resulting in increasingly diverse societies, and principals are encountering more complex and challenging school communities. According to

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Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Official Gazette, 2001), a school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. As such, a school head is expected to possess educational, people, and strategic leadership dimensions. Effective principals are continuously searching for new strategies and means of communicating with their external and internal stakeholders. Therefore, one determining factor of a principal's ability to effectively communicate is through establishing a connection with the intended audience (Schein, 2010). Principals need to understand that it will take more than verbal rhetoric to effectively communicate the goals and priorities of the school. As leaders, principals' non-verbal communications are equally important in determining the effectiveness of their leadership by positively or negatively influencing the school culture. Thus, principals need to constantly be aware of their actions. There is an abundance of available research that provides models and specific strategies and actions to guide and support principals in the establishment of a culture that supports positive outcomes for students and their schools. Effective principals must have extensive knowledge based on the area of school improvement and the skills to effectively implement the initiatives (Schein, 2010).

Based on various models of effective instructional leadership, a good leadership practice

includes establishing a shared vision, communicating the vision, creating a culture, and empowering others. Each demands a different set of knowledge and skills, most of which today's leaders have not had the opportunity to learn (Reagle, 2006). Concerning this, the lack of appropriate professional development is one of the reasons why principals are ill-prepared for the job, and no matter how effective the communication skills are, there will always be uncertainty in the goals established (Schein, 2010). To improve the effectiveness, principals need to develop strategies to successfully communicate their vision. The ability to create a vision and communicate its reality is what separates managers from leaders (Bennis, 2000). However, principals must not overlook the degree to which the goals and purpose of the school remain unclear to some of its members. Effective principals can build trust and credibility, ensuring their behaviors and actions are consistent and aligned with the communicated vision and goals (Kouzes & Posner, 2017). In this sense, effective leaders are those that act as transformational leaders who empower, motivate, teach, and learn from the staff (Hersey et al., 2001; Fullan, 2001; and Kouzes & Posner, 2017). A remarkable leader is always expected to engage employees in their work strongly, so the employee would feel motivated, emotionally attached, committed to the future, and understand the future vision buy contribution of courageous leaders (Kantabutra & Avery, 2011).

This phenomenological study aims to contribute to the educational leadership literature in several ways: (a) define and create some needed modifications as substantial policy change on modern technology programs acquiring and retaining well-trained managers, leaders, and teachers in Nation's Classrooms that will redound to quality management, education, and turnouts; b) come up with improved leadership and managerial policies across educational institutions; (c) contribute to improving the leadership practices on how school constituents are carried on through the leadership competencies; (d) guide the leaders to have an excellent performance in doing their functions and achieving the major thrusts, as to research, instruction, extension, production, and development; and (e) producing competent learners, prepared for effective participation in a global society.

This study was anchored on two theories by Schein (2010) on organizational culture and leadership theory, respectively. Organizations need to deal with the external environment where group formation and culture formation are two sides of the same coin and the result of leadership activities and shared experiences. The objectives are to build shared assumptions about the mission, strategy, goals, means, evaluation, and corrective measures if goals are not met. It should also address internal integration, which includes a common language, criteria for inclusion/exclusion, distribution of power, authority and status, norms of trust and intimacy, allocation of rewards and punishments, and explaining the unexplainable. Similarly, the Path-Goal leadership theory focuses on the subordinates' characteristics (needs, confidence, abilities) and the nature of the workplace (type and nature of tasks and relationships between colleagues) (Schein, 2007).

This study intended to build up a growing body of research on organizational culture and leadership praxis, particularly in the leadership practices of elementary school principals in the district of Sta. Maria, San Agustin, and Calatrava in the province of Romblon, respectively. At a practical level, the researchers looked further at the valuable resource that could potentially assist aspiring school heads and principals, as academic administrators, to become more capable of leading and managing people, as well as the resources available, so this study was conducted.

METHODOLOGY

Design

This study utilized a mixed-methods design. The quantitative and qualitative data were examined to answer the research questions of the study. The lived experiences of the select group of leaders were described and clarified. An in-depth interview was conducted and used as a data-gathering technique to capture the essence of the subject's praxis.

Study Site

Table 1. Frequency Distribution of Respondents of the Study.

Elementary School Districts	Number of Principals	Number of Teachers	Number of Stakeholders
1.Sta. Maria	5	60	10
2.San Agustin	13	138	10
3. Calatrava	6	48	6
Total	24	246	26

The respondents of this study were 24 school principals and 246 teachers (Table 1). The sampling technique employed was probability sampling, particularly purposive sampling for both the principal and teacher-respondents, because the sample was a proportion of the population, and such sample was selected from the population employing some systematic way in which every element of the population has a chance of being included in the sample.

Validation of the Instrument

The contents of the questionnaire were verified by School Principals and Administrators to check the appropriateness of the content and format and to be able to provide an intelligent judgment or experts' opinion on its adequacy. Pilot testing was conducted to determine the consistency and dependability of the questions. Two elementary school principals and 12 teachers from Calagonsao Elementary School and Tugdan Elementary School were the respondents to the pilot testing of the instrument to determine its reliability.

Collection of Data

The questionnaires were retrieved from the principals and teachers and then sorted and encoded in the computer for analysis thru SPSS. In addition, responses of stakeholders like LGU officials, SK, and PTA officers were consolidated for the formulation of a selection framework for choosing principals.

Ethical Considerations

Given that extremely sensitive and confidential information is likely to surface in a study of this type (Cranston et al., 2010), a meeting was held with the participants before the conduct of the interview to inform them of the nature and purpose of the researchers, the plans for using the results from the interview, and the protocol to be observed to protect the privacy of the participants and the institutions they represent (Creswell & Creswell, 2009). On the actual day of the interview, the participants were requested to read and sign a letter of consent to participate in the study and for the interview to be recorded. Participants were assured that their participation in the research was strictly voluntary and that they would have the freedom to withdraw their consent at any time. To enhance respondents' openness to share their experiences more freely and vividly (Viernes & de Guzman, 2005), it was further reiterated that participants may – at their discretion – choose not to answer questions posed by the researchers that they deemed to be unpleasant, or request for the recorder to be turned off at any time during the session. These norms were observed by the researchers in several cases when recording sessions had to be disturbed upon the request of participants before issuing a certain statement that they wished not to be recorded.

Mode of Analysis

Each recorded interview was transcribed by the researchers. Efforts at immersing oneself in the data have been found useful in data analysis to provide the researchers with a sense of the data as a whole and intuit emergent insights for their work (Patton, 2009). To ensure the accuracy of the transcription, spot-checking procedures were used (Joinson et al., 2012). The extended text was subjected to phenomenological reduction following the steps proposed in Colaizzi's method (Wojnar & Swanson, 2007). The field text was organized using within and across case analysis as a data reduction technique (Ayres et al., 2003). Cool analysis was then conducted by extracting significant statements from respondents' verbalizations. Next, significant statements were subjected to warm analysis by scrutinizing text for similarities and differences from which categories are derived (Ryan & Bernard, 2003). Data categories then undergo further analyses yielding themes and sub-themes that eidetically capture the central phenomenon, which served as the core of this study.

The study was conducted from an *emic*, or insider, perspective considering the researcher's work experience and academic background. In gaining a professional role in the participants, the researchers acquired access to the world of chair-participants who willingly opened about their experience of the phenomenon in question. However, the researchers recognize the potential bias that one's professional expertise could bear in the way one views, understands and interprets the outcomes of research. The perspective that the researchers adopted in this study is therefore key to reducing the effect of investigator bias. Appreciating and recognizing the uniqueness of the perspective that only chair-participants could give on the phenomenon under study served as an overall guiding principle for the researchers in the conduct of this study. Finally, to ensure openness to alternative interpretations of data, and hence increase the validity and trustworthiness of findings, investigator triangulation was observed using respondent or member validation strategies (Rothbauer, 2008).

RESULTS AND DISCUSSION

Considering the age of the respondents (Figure 1A), most of them have already been in service for 30 years or more (38%), though a significant number are still new in the service (31%). The respondents are dominated by males (Figure 1B) and most are already married (Figure 1C). While some have finished their graduate studies up to the doctoral level (21%), the majority of the respondents are Bachelor's degree holders (62%) who have already taken up a few educational units for their Master's degrees (Figure 1D). This is a good indicator that teachers are motivated to pursue graduate education for career development. In addition, most of them have attended several trainings on organizational culture and leadership practice indicating that the school principals are taking updated and articulated training for an improved organizational culture and leadership praxis.
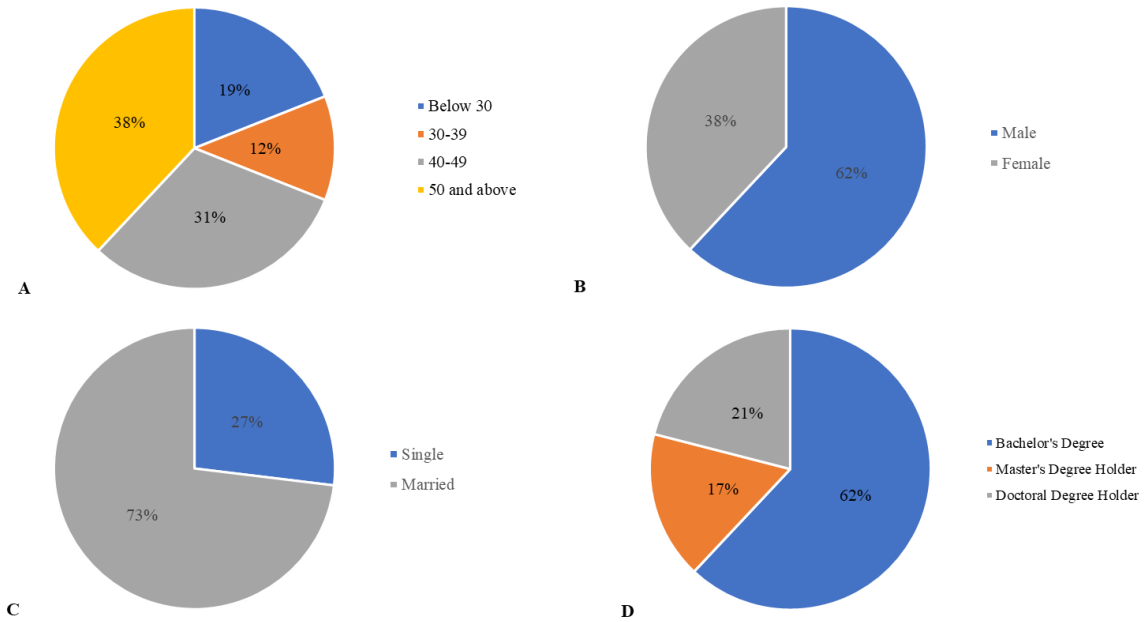
Figure 1. Demographic profile of the respondents showing the population percentage based on (A) Age, (B) Sex, (C) Marital Status, and (D) Educational Qualifications.

Table 2. Level of Organizational Culture of the Elementary School Principals and Teachers in Terms of Achieving Goals.

ACHIEVING GOALS	Principals		Teachers		Overall		LEVEL
	M	DI	M	DI	M	DI	DI
1. Structures clear and well-defined policies in the organization.	4.67	SA	4.56	SA	4.62	SA	VH
2. Uses communication as an effective way of getting relevant feedback and critical information for corrective action.	4.83	SA	4.55	SA	4.69	SA	VH
3. Believes in a set of shared values about how people should work together to reach mutual objectives.	4.83	SA	4.62	SA	4.73	SA	VH
4. Plans the tasks, and distributes assignments and supervises the work on the organization.	4.83	SA	4.58	SA	4.71	SA	VH
5. Concerns for people, to help one another to develop greater skills and thereby advance in the organization.	4.88	SA	4.69	SA	4.79	SA	VH
Grand Weighted Mean	**4.81**	**SA**	**4.60**	**SA**	**4.71**	**SA**	**VH**

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Strongly Agree (SA)	Very High (VH)
3.51 – 4.50	Agree (A)	High (H)
2.51 – 3.50	Fairly Agree (FA)	Fairly High (FH)
1.51 – 2.50	Disagree (DA)	Low (L)
1.00 – 1.50	Strongly Disagree (SDA)	Very Low (VL)

As reflected in Table 2, the principals (*M* = 4.81) and teachers (*M* = 4.60) have positive perceptions towards achieving goals in the organization. According to Durukan (2006), individual goals are more likely to be converted into the shared goal in schools where there is participation and a strong culture. This is because there is a collective consciousness in strong organizational cultures. Thus, the coherence of an individually developed vision within an organizational culture is more important than who created this individual vision. The most important role of the school leader is to make the shared vision compatible with the school culture. Shared vision and coherence in culture make the vision more achievable and thus the school leaders and their employees can pass from vision to action.

Table 3. Level of Organizational Culture of the Elementary School Principals and Teachers in Terms of Coordinating Teamwork.

Coordinating Teamwork	Principals		Teachers		Overall		
	M	DI	M	DI	M	DI	DI
1. Shows a very friendly atmosphere and people spend enough time in formal relations.	4.88	SA	4.64	SA	4.76	SA	VH
2. Treats subordinates' mistakes as an experience (by the boss) from which lessons are learned to prevent failure and improve performance in the future.	4.79	SA	4.52	SA	4.66	SA	VH
3. Initiates innovation or change which may result in highly oriented individuals.	4.67	SA	4.47	A	4.57	SA	VH
4. Demonstrates the cordial relationship between the union and the management.	4.75	SA	4.54	SA	4.65	SA	VH
5. Safeguards its employees in risky situations.	4.83	SA	4.56	SA	4.70	SA	VH
Grand Weighted Mean	4.78	SA	4.55	SA	4.67	SA	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Strongly Agree (SA)	Very High (VH)
3.51 – 4.50	Agree (A)	High (H)
2.51 – 3.50	Fairly Agree (FA)	Fairly High (FH)
1.51 – 2.50	Disagree (DA)	Low (L)
1.00 – 1.50	Strongly Disagree (SDA)	Very Low (VL)

Table 4. Level of Organizational Culture of the Elementary School Principals and Teachers in Terms of Building a Strong Culture.

Building a Strong Culture	Principals		Teachers		Overall		
	M	DI	M	DI	M	DI	DI
1. Encourages everyone in the organization to be innovative in solving problems.	4.71	SA	4.56	SA	4.64	SA	VH
2. Considers an individual's expertise and competencies in dealing with issues.	4.79	SA	4.48	A	4.64	SA	VH
3. Prevails higher human orientation among supervisors.	4.92	SA	4.51	SA	4.62	SA	VH
4. Assures updated and appropriate services for quality turnouts.	4.71	SA	4.51	SA	4.61	SA	VH
5. Gives everyone the freedom to initiate preventive action on most matters to improve self-esteem and group performance.	4.87	SA	4.53	SA	4.70	SA	VH
Grand Weighted Mean	4.80	SA	4.52	SA	4.66	SA	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Strongly Agree (SA)	Very High (VH)
3.51 – 4.50	Agree (A)	High (H)
2.51 – 3.50	Fairly Agree (FA)	Fairly High (FH)
1.51 – 2.50	Disagree (DA)	Low (L)
1.00 – 1.50	Strongly Disagree (SDA)	Very Low (VL)

Table 5. Leadership Praxis of the Elementary School Principals as Visionary.

Visionary	Principals		DI
	M	DI	
1. Demonstrates willingness to take risks.	4.37	STP	H
2. Possesses thorough in-depth knowledge of the organization and people.	4.37	STP	H
3. Demonstrates personal accountability for the decisions and actions made.	4.54	EP	VH
4. Makes certain that change initiatives support the organization's vision, mission, and goals.	4.67	EP	VH
5. Draws people in and builds collaboration alliances of people working toward a common goal.	4.62	EP	VH
6. Adopts to ever-changing conditions.	4.54	EP	VH
7. Shows consistent persuasiveness.	4.62	EP	VH
8. Makes long-term focused, resisting quick fix opportunities or short-term solutions.	4.37	STP	H
9. Shows confidence in the ability to lead people.	4.58	EP	VH
10. Demonstrates enthusiasm and willingness to share the organization's purpose and vision to ensure faculty and staff support.	4.58	EP	VH
Grand Weighted Mean	4.53	EP	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Excellently Practiced (EP)	Very High VH
3.51 – 4.50	Strongly Practiced (STP)	High (H)
2.51 – 3.50	Moderately Practiced (MP)	Fairly High (FH)
1.51 – 2.50	Sometimes Practiced (SP)	Low (L)
1.00 – 1.50	Not Practiced at all (NP)	Very Low (VL)

Table 6. Leadership Praxis of the Elementary School Principals as Inspirer.

Inspirer	Principals		
	M	DI	DI
1. Helps people to see "What's in it for them about impending change.	4.58	EP	VH
2. Shows unwavering enthusiasm in achieving desirable outcomes.	4.54	EP	VH
3. Works with others to arrive at viable solutions.	4.71	EP	VH
4. Allows faculty to participate in the development of the organization's vision.	4.67	EP	VH
5. Incorporates new ways and changes into the daily routine.	4.46	STP	H
6. Displays consistently desirable qualities in leading the faculty.	4.46	STP	H
7. Works collaboratively with the faculty to accomplish the organization's goals and objectives.	4.62	EP	VH
Grand Weighted Mean	4.58	EP	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Excellently Practiced (EP)	Very High (VH)
3.51 – 4.50	Strongly Practiced (STP)	High (H)
2.51 – 3.50	Moderately Practiced (MP)	Fairly High (FH)
1.51 – 2.50	Sometimes Practiced (SP)	Low (L)
1.00 – 1.50	Not Practiced at all (NP)	Very Low (VL)

The principals strongly manifest positive perceptions ($M = 4.78$), the same with the perceptions of teacher respondents ($M = 4.55$), which are strongly agreeing in terms of coordinating teamwork (Table 3). This means that all respondents have akin perceptions ($M = 4.67$). As mentioned by Yoeli and Bercovich (2010), school culture can be used by school administrators as a tool to influence and direct other people or to establish coordination among employees. Beyond being representatives of school bureaucracy, administrators should be cultural and moral guides who pioneer the creation and development of fundamental values in school.

As presented in Table 4, principals have positive discernment toward building a strong culture in the organization ($M = 4.80$), like the teachers' perceptions ($M = 4.52$). This means that principals and teacher-respondents have common perceptions regarding building a strong culture in the organization ($M = 4.66$). Şişman (2002) revealed that the formation of a common culture first depends on the presence and association of a group of people interacting with each other. In educational organizations, where humans are at the

center, every school has a culture built in the process of its formation (Marzano et al., 2005). The main task of the principal in creating a positive atmosphere is to contribute to the creation of strong school culture. As a result, the school's formal and informal dimensions integrate. Administrators, teachers, and students take pride in the schools they belong to. This common sentiment provides cohesion and convergence among administrators, teachers, students, and parents (Özdemir, 2006).

Table 5 shows that school principals excellently practiced the desirable leadership praxis (M = 4.53). Sannwald (2000) said that leaders have a vision of what is realistically possible and manage that vision in a practical, achievable manner. They also know how to sell that vision to others. As a result, there is a strong element of salesmanship and perhaps evangelization in the qualities of leadership.

As seen in Table 6, principals served as inspirers to their school constituents (M = 4.58). According to Dirks and Ferrin (2002) respected leaders besides having outstanding character and personality as the best role model for their followers, also give importance to trust as well. To Godsell and Scarbrough (2006) along with instilling respectful relationships among his associates, leaders who aim to accomplish the leadership

capacity entrusted to them should also be able to spark confidence and trustworthiness among them. It takes time to form trust and it may be built incrementally. O'Brien (2011) cited that open communication, integrity, mutual respect and support, justice and equality, competence, and cooperation are essential ingredients of trust. It is very unlikely for associates to accept leaders whom they perceive as untruthful, and it is very likely when associates feel that their rights are not being abused that they put trust in their leaders. Carrier and Levasseur (2015) cited that leader behaviors enable followers to transform themselves and to be inspired to perform beyond expectations while transcending self-interest for the good of the organization.

Table 7 describes how school principals served as supporters, assisting, or helping their subordinates in achieving the organization's VMGO (M = 4.56). According to Dasanayake and Mahakalanda (2008) maximizing employees' values is considered a rational asset that required culture to support their logical participation both for individual and organizational learning, new knowledge formation, and readiness to share with others.

Table 7. Leadership Praxis of the Elementary School Principals as Supporter.

Supporter	Principals		
	M	DI	DI
1. Identifies and eliminates barriers to change within the organizations.	4.25	STP	H
2. Allows faculties to make mistakes and learn from them.	4.08	STP	H
3. Demonstrates willingness to modify plans when necessary.	4.67	EP	VH
4. Opens to new ideas and fresh perspectives.	4.75	EP	VH
5. Encourages people to share their opinions, concerns, and suggestions for improvement.	4.75	EP	VH
6. Understands the intricacies of the organization its players and capabilities, and used this knowledge to secure needed resources.	4.67	EP	VH
7. Creates free of fear work environment.	4.58	EP	VH
8. Builds trust by providing people the freedom to develop their creativity and innovative solutions.	4.71	EP	VH
9. Devotes full attention to others and actively addressing the needs	4.54	EP	VH
10. Advocates commitment to enhance skills and be actively engaged in self-development activities.	4.58	EP	VH
Grand Weighted Mean	4.56	EP	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Excellently Practiced (EP)	Very High (VH)
3.51 – 4.50	Strongly Practiced (STP)	High (H)
2.51 – 3.50	Moderately Practiced (MP)	Fairly High (FH)
1.51 – 2.50	Sometimes Practiced (SP)	Low (L)
1.00 – 1.50	Not Practiced at all (NP)	Very Low (VL)

Table 8. Leadership Praxis of the Elementary School Principals as Solver.

Problem Solver	Principals		
	M	DI	DI
1. Employs multiple data gathering techniques, such as observation, survey, interviews and focus groups	4.29	STP	H
2. Gathers data, draws conclusions, propose, and assesses alternatives, and recommend viable solutions	4.33	STP	H
3. Generates broad alternatives and engage in thorough analysis of viability.	4.46	STP	H
4. Thinks "outside the box" and encourage others to do the same.	4.42	STP	H
5. Demonstrates resourcefulness to meet the new trends, problems, and opportunities.	4.46	STP	H
6. Involves with people, spending significant time with each other to assess the skills needs and ways that he /she may be of help.	4.50	STP	H
7. Works collaboratively with people to evaluate the status of change efforts and modify as needed.	4.58	EP	VH
Grand Weighted Mean	4.43	STP	H

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Excellently Practiced (EP)	Very High (VH)
3.51 – 4.50	Strongly Practiced (STP)	High (H)
2.51 – 3.50	Moderately Practiced (MP)	Fairly High (FH)
1.51 – 2.50	Sometimes Practiced (SP)	Low (L)
1.00 – 1.50	Not Practiced at all (NP)	Very Low (VL)

Table 9. Leadership Praxis of the Elementary School Principals as Change Manager.

Change Manager	Principals		
	M	DI	DI
1. Helps people work effectively and efficiently by minimizing organizational interferences.	4.42	STP	H
2. Understands the immense complexities of change, including planning, implementation, and humane reactions.	4.42	STP	H
3. Provides a communication climate that is non-threatening, comfortable, and conducive to sharing.	4.58	EP	VH
4. Communicates openly with people to meet their needs and help them work through change.	4.75	EP	VH
5. Utilizes a variety of methods to communicate, and deliver the needs of the clients.	4.54	EP	VH
6. Understands the importance of goal settings and its relationships to motivate people.	4.54	EP	VH
7. Works with people and collaboratively set realistic, challenging, yet attainable goals and expectations.	4.58	EP	VH
8. Understands that conflict can be constructive rather than destructive.	4.67	EP	VH
9. Provides advancements and promotion opportunities for people who embrace change.	4.62	EP	VH
10. Links people adaption of change to appreciate recognition and awards.	4.75	EP	VH
Grand Weighted Mean	4.59	EP	VH

Mean (M)	Descriptive Interpretation (DI)	Level (DI)
4.51 – 5.00	Excellently Practiced (EP)	Very High (VH)
3.51 – 4.50	Strongly Practiced (STP)	High (H)
2.51 – 3.50	Moderately Practiced (MP)	Fairly High (FH)
1.51 – 2.50	Sometimes Practiced (SP)	Low (L)
1.00 – 1.50	Not Practiced at all (NP)	Very Low (VL)

Principals are good at problem-solving and decision-making ($M = 4.43$) (Table 8). According to Heffernan and Flood (2000), organizational performance does not only mean defining the problem but also the solution to the problem. Organizational performance is the organization's capability to accomplish its goals effectively and efficiently using resources. Similarly, achieving organizational goals and objectives is known as organizational performance (Daft, 2000; Richardo, 2001).

School principals communicate openly with people to meet their needs and help them work through change and link people's adaptation to change to appreciate recognition and awards ($M = 4.59$). It shows that principals are change enthusiasts. According to Acar (2012), a leader can also manage and manipulate the culture to some degree. The opposite idea says that leaders have the potential to create the organizational culture and undoubtedly, they also have an impact on shaping it. Leaders define and maintain the values, goals, mission, and vision of the organization and thus they form organizational culture.

The mean achieving goals of the principals was 4.81 ($SD = .292$), while teacher-respondents has a mean of 4.60 ($SD = .464$). This indicates that it is important to teachers and their school heads to achieve the pre-determinded goals in their respective schools, $t(267) = 2.156$, $p = 0.05$. In the coordinating teamwork, principals had a mean of 4.78 ($SD = 4.368$) while, teacher-respondents had a mean of 4.55 ($SD = .463$). Teamwork is essentially important in any organization. As reflected in the results, both teachers and the principals strongly believe in the importance of camaraderie in running a particular organization, $t(267) = 2.432$, $p = 0.05$. Thus, bilding a strong culture is critical. The results showed that the principal-respondents had a mean of 4.80 ($SD = .221$), whereas the teacher-participants had a mean of 4.52 ($SD = .467$). It indicates that the perceptions of principals and teachers on the level of organizational culture is not significant, $t(267) = 2.935$, $p = 0.05$.

Qualitative Analysis

From the cool and warm analyses of respondents' verbalizations, the proposed framework for an Improved Organizational Culture and Leadership Praxis of School Principals (Figure 2) emerged. Interestingly, the framework describes a variety of practices encountered by school principals in organizational culture and leadership. Principals are expected to do their duties and responsibilities efficiently and effectively, to make the organization more responsive to change and be able to come up with a holistic teaching-learning process for quality turnouts.

Hallinger (2003) cited that effective leader responds to the changing needs of their context. Nowadays, school principals must know what to prioritize, what direction they must take to achieve the organization's vision, mission, goals, and objectives, and have a conception of what the ideal looked like.
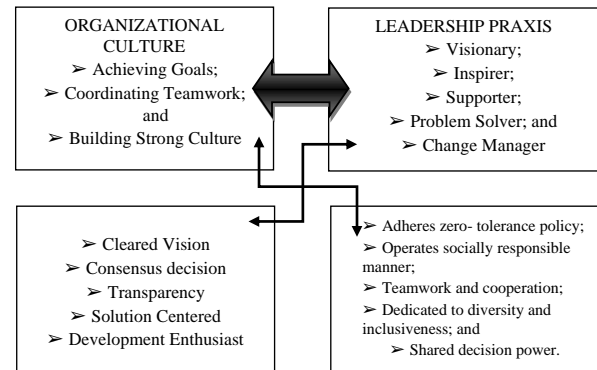

Figure 2. The paradigm shows the given indicators as identified themes from the qualitative part of the study.

The leadership framework is composed of organizational culture which is: 1) Achieving goals; 2) Coordinating teamwork, and 3) Building strong culture (Table 10). The principals are expected to set goals and coordinate with all the members in the organization to achieve smoothly the projected outcomes and be able to build a strong working environment. Principals shall adhere zero-tolerance policy so that the organization will be socially inclined and responsible in managing the tasks. There should be a good relationship among members to embrace diversity and work effectively. The principals shall give the individual the power to contribute to problem-solving and decision-making.

Under leadership praxis are: 1) Visionary; 2) Inspirer; 3) Supporter; 4) Problem solver; and Change manager. Leadership is a certain responsibility that brings an incredible change to the organization. Principals are expected to be a person of vision having a visible direction in achieving the VMGO of the institution. They should serve as an inspiration to their people by allowing everyone to share their potential ideas to address the issues and concerns in the educational system. As change agents, they shall practice transparency to motivate enthusiastically the people, to embrace the reality of growth and development. Principals should purposely comprehend the demands in the global and local settings for them to be able to apply exactly the desirable praxis and be having a holistic culture within the organization.

Table 10. The Features of the Leadership Framework

Area	Description
I. Organizational Culture	The diverse culture, values, and beliefs among members of the organization are expressed and experienced by all.
1. Achieving Goals	focuses on achieving the set goals of the organization.
2. Coordinating Teamwork	collaborates individual efforts and coordinates well with the concerned persons to bring a huge impact in achieving the organization's VMGO.
3. Building Strong Culture	understands everyone's culture, values, and beliefs among members of the organization and builds a strong culture that gives assurance of sustainability and functional organization.
4. Adheres zero- tolerance Policy	gives support or maintains loyalty to management conditions.
5. Operates socially responsible manner	performs functions that are accepted by the members of the organization.
6. Teamwork and cooperation	works collaboratively to achieve a common goal.
7. Dedicated to diversity and inclusiveness	willfully embraces diversities of peoples' values and beliefs in an organization.
8. Shared decision power	accepts ideas and suggestions of members in solving problems and decision-making.
II. Leadership Praxis	The theories, principles, desirable practices, and experiences are applied to make people in the organization happy, enjoy, and satisfied while performing their duties and responsibilities excellently.
1. Visionary	gives clear direction in fulfilling the purpose or aims of the organization. Letting his/her self and everyone moves together and share ideas for a better future.
2. Inspirer	influences potentially his subordinates to become energized and be able to have a sense of direction and purpose for an exciting result.
3. Supporter	motivates all the members of the organization to fulfill the goals and objectives and keeps the way of communication, being open-minded, accepting modifications, reproaches, and ideas as much as possible to be together as one in attaining the vision of the organization.
4. Problem Solver	thinks and focuses on how to eradicate problems and tries to look for a better solution and also settles some issues and concerns well in a constructive manner.
5. Change Manager	manages diverse changes, directs people to embrace and apply the acquired trends for an improved management system.
6. Cleared Vision	clearly shows understanding and awareness about the organization's VMGO.
7. Consensus Decision	makes a general agreement about something from the ideas or opinions shared by all the people in an organization with careful legal or official judgment.
8. Transparency	practices honesty and avoid hidden agendas within the organization.
9. Solution Centered	focuses on solving a problem and making a wise decision rather than complaining.
10. Development Enthusiast	enjoys and offers many opportunities for the development of new and interesting ideas.

CONCLUSION

This study has vibrantly described the organizational culture and leadership praxis of the principals, teachers, and stakeholders within the covered districts of San Agustin, Calatrava, and Sta. Maria in the province of Romblon. Gathered information showed the very high level of organizational culture of elementary school principals and teachers as to achieving goals, coordinating teamwork, and building a strong culture, respectively. The level of leadership praxis of the elementary school principals: visionary, inspirer, supporter, and change manager, is described as strongly practiced which means respondents are good at problem-solving and decision-making.

The findings of this study can be expected to increase the level of awareness of the academic bureaucrats and understanding of the processes on how to make culture in the organization healthy, vibrant, and productive. The formulated proposed leadership framework could be utilized by the Department of Education (DepEd) as one of their new standards, and potential guide in determining the full capabilities and qualifications in selecting/choosing new leaders in the educational system.

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CONFLICT OF INTEREST

The authors declare no conflict of interest.

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