

## THE IMPACT OF SCHOOL LEADERS PERSONAL VALUES AND APPROACHES TO SCHOOL GOVERNANCE AND LEADERSHIP PRACTICES: CONVERGENT DESIGN

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### ABSTRACT

The study was conducted to find out the levels of personal values, levels of school governance and levels of leadership practices among school leaders as well as if personal values and school governance significantly predict leadership practices. This study used a convergent mixed method design with a total of 17 participants for qualitative data, specifically 10 participants for the individual interview and 7 for focus group discussion. Meanwhile, a total of 200 school leaders were asked to answer the survey questionnaire for the quantitative data. A survey questionnaire was used to gather data on personal values, school governance and leadership practices. The result revealed that there is a high level of personal values, high level of school governance and high leadership practices level. Moreover, all the variables personal values and school governance significantly predicts leadership practices. Meanwhile, two themes emerge from the interview which put emphasis on ethical leadership, and organizational culture. Furthermore, data revealed a strong confirmation on the corroboration between the quantitative data and the qualitative data. This study recommended that educational stakeholders prioritize the cultivation of ethical leadership and the nurturing of positive organizational cultures within schools. School leaders should undergo continuous professional development to enhance their understanding and practice of ethical leadership, focusing on principles such as integrity, transparency, and accountability.

**Keywords:** *Personal Values, School Governance, Leadership Practices, Convergent Design, Mixed Method, Municipality of Kabacan, Philippines*

### INTRODUCTION

Global educational leadership practices face a significant challenge. According to a study by Johnson et al. (2020), approximately 75% of educational leaders worldwide report insufficient training and support in adopting contemporary leadership practices. This deficit hampers the ability of educational leaders to navigate complex challenges, adapt to evolving educational landscapes, and foster positive school cultures. Moreover, a global survey by Smith and Brown (2019) highlights that 68% of educational leaders struggle with aligning leadership practices with emerging educational technologies, hindering the integration of innovative approaches in their institutions. These findings underscore a pressing need for comprehensive leadership development programs and

ongoing support to address the leadership practices gap and enhance educational leadership effectiveness on a global scale.

In the Philippines, leadership practices in education face a significant challenge as evidenced by recent research findings. According to a study conducted by Santos and Cruz (2021), approximately 65% of educational leaders in the Philippines express concerns about the lack of effective communication strategies within their institutions, hindering collaborative decision-making processes. Additionally, the study highlights that 70% of school leaders struggle to adapt leadership practices to address the growing demands of online and hybrid learning environments (Aquino et al., 2020). These challenges underscore the urgent need for targeted leadership development initiatives that address communication gaps and equip educational leaders with the skills to navigate the evolving landscape of education in the Philippines.

The impact of school leaders' personal values and approaches to school governance on leadership practices has been a subject of significant scholarly inquiry. Research suggests that leaders' personal values shape their decision-making processes, influencing the overall direction and culture of a school (Hallinger & Heck, 2020). For instance, a study by Garcia and Cordero (2018) found that school leaders who prioritize inclusivity and collaboration in their personal values are more likely to adopt participatory and distributive leadership approaches within the school governance framework. Additionally, the work of Wong and Green (2020) emphasizes the role of leaders' ethical values in promoting transparency and accountability, influencing how leaders engage with stakeholders and allocate resources. These findings underscore the interconnectedness between leaders' personal values, their chosen governance approaches, and the subsequent impact on the overall effectiveness of school leadership practices.

While existing research has delved into the intricate relationship between school leaders' personal values, approaches to school governance, and their impact on leadership practices, there remains a noticeable research gap that demands further exploration. The current literature tends to emphasize broad associations between values and leadership without adequately unpacking the nuanced ways in which specific values influence distinct governance approaches and subsequently shape leadership practices. Moreover, there is limited research that investigates the mediating factors or contextual elements that may moderate the relationship between personal values, governance approaches, and leadership practices in diverse educational settings. Addressing this gap is crucial for gaining a more comprehensive understanding of how school leaders' personal values translate into specific governance strategies and, in turn, influence the daily practices and outcomes within schools. By conducting more nuanced and context-specific inquiries, researchers can contribute to the development of targeted leadership development programs that account for the diverse value orientations and governance preferences of school leaders.

The study of school leadership practices is imperative for several reasons that extend beyond the confines of educational institutions. Effective school leadership is a cornerstone of successful educational systems, influencing the quality of teaching, student learning outcomes, and overall school performance. Understanding leadership practices is crucial for developing evidence-based strategies that can enhance school effectiveness, foster positive school climates, and improve student achievement.

Additionally, leadership practices directly impact the professional development and job satisfaction of educators, influencing retention rates and the overall vitality of the teaching workforce. Investigating leadership practices is also essential for policymakers, as it informs the creation of targeted policies that can support effective leadership development and improve the overall functioning of educational systems. By examining leadership practices comprehensively, researchers contribute valuable insights that can inform educational practices, policies, and the ongoing improvement of educational institutions.

## **METHODS**

### **Research Design**

This study utilized the convergent mixed method research design. In this design, both qualitative and quantitative data were collected concurrently, and by integrating the results, a more robust and complete understanding was possible than the use of either data source alone (Creswell, 2013). Moreover, this method was used to confirm, cross-validate, or corroborate findings. Hence, it was often used to overcome weaknesses in one method with the strength of another (Creswell, 2013).

Convergent mixed method design generally involved a separate collection and analysis of quantitative and qualitative data so that researchers could best understand the research problem (Creswell, Plano Clark, et al., 2003). The researcher attempted to merge the two data sets, typically by bringing the separate results together in interpretation or by transforming data to facilitate integrating the two data types during the analysis. In this study, the researcher collected and analyzed quantitative and qualitative data separately on the same phenomenon, and then the different results were concurrently cross-validated or corroborated during the interpretation. Utilizing the convergent approach strengthened the results and counteracted the weakness of single individual methods. It enabled a deeper and varied angle viewing, listening, and understanding the reality of the situation (Creswell & Clark, 2011).

The quantitative phase involved a descriptive and correlational approach. The descriptive design was used to obtain information concerning the current status of the phenomenon to describe "what exists" with respect to variables or conditions in a situation (Shuttleworth, 2008). In this study, the level of leaders' personal values, school governance, and leadership practices were determined. Moreover, the correlational design was a technique used to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2002). Particularly, correlation analysis used to determine whether leaders' personal values and school governance has a relationship with leadership practices.

On the other hand, the qualitative component included phenomenology, which was extracted from the lived experiences of the participants.

### **Research Participants**

This study involved two sets of respondents and participants. In the quantitative measurement, a total of 200 elementary school leaders answered the adopted quantitative survey, and for the qualitative measurement, a total of 17 elementary school

leaders were invited for an interview. That is, 10 for the individual interview and 7 for the focus group discussion.

All the respondents were determined using stratified random sampling. Stratified random sampling is a sampling technique that involves dividing the population into strata based on relevant characteristics and then randomly selecting participants from each stratum to ensure a representative sample. This technique could help increase the precision and accuracy of the sample, particularly when the population is heterogeneous.

Meanwhile, the inclusion of the respondents and participants in this study included only the elementary school leaders who were in the Public Schools in the Municipality of Kabacan and who were teaching for more than 10 years and above. Teachers who were not in the inclusion were excluded as respondents or participants in this study.

## **Research Instrument**

In the first section, the study aimed to identify the level of personal values among the respondents, encompassing three indicators: Cultural Background and Upbringing; Educational and Professional Experiences; and Philosophy of Education and Ethical Framework. The survey questionnaire used in this section was adapted from the study conducted by Alonzo and Barber (2018).

Meanwhile, the questionnaire had undergone a reliability test to ensure its validity. Cultural Background and Upbringing had a reliability of 0.82, indicating high internal consistency. Educational and Professional Experiences showed a reliability of 0.79, signifying satisfactory consistency. Philosophy of Education and Ethical Framework demonstrated high reliability at 0.88. The overall reliability for the variable "Personal Values" was 0.86, ensuring strong internal consistency across all indicators and bolstering confidence in the study's findings.

The second section will seek to identify the level of school governance of the respondents which comprises of three (3) indicators namely: Legal and Policy Framework; Organizational Culture and Climate; External Stakeholder Expectations. The researcher adapted the survey questionnaire from the study of Turner and Santos (2019).

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Meanwhile, the questionnaire had undergone a reliability test to ensure its validity. Legal and Policy Framework had a reliability of 0.85, indicating high internal consistency. Organizational Culture and Climate showed a reliability of 0.78, signifying satisfactory consistency. External Stakeholder Expectations demonstrated high reliability at 0.87. The overall reliability for the variable "School Governance" was 0.83, ensuring strong internal consistency across all indicators and boosting confidence in the study's findings on the level of school governance among the respondents.

The third section sought to identify the level of leadership practices among the respondents, encompassing three indicators: Leadership Style and Approach; School Context and Environment; Professional Development and Training. The survey questionnaire used in this section was adapted from the study conducted by García and Quinn (2021).

In the reliability test, the questionnaire underwent scrutiny to ensure its validity. Results for each indicator revealed high internal consistency and reliability, with Leadership Style and Approach having a Cronbach's alpha coefficient of 0.86, School Context and Environment showing 0.79, and Professional Development and Training indicating 0.88. Furthermore, the overall reliability analysis for the variable "Leadership Practices" demonstrated a Cronbach's alpha coefficient of 0.84, ensuring strong internal consistency across all three indicators and bolstering confidence in the study's findings related to the level of leadership practices among the respondents.

### **Data Analysis**

To analyze the quantitative results of this study, a weighted mean was utilized to determine the respondents' overall level from each of the variables in the study. Second, the Pearson R correlation was used to determine if the variables did indeed have a relationship. Furthermore, Simple Regression analysis was applied to determine whether the independent variables significantly predict the dependent variables.

Meanwhile, for the qualitative results of this study, thematic analysis was employed to determine the commonalities between the statements of the participants during the interview. The common ideas from the participants were converted into themes and were discussed one by one.

## **RESULTS AND DISCUSSION**

### **Personal Values**

Table 1 shows the level of personal values. The variable personal values condition contains three indicators namely cultural background and upbringing, educational and professional experiences, and philosophy of education and ethical framework.

Among the three the indicators , the highest mean is 4.34, described as high in the aspect of educational and professional experiences. This indicates that school leaders perceive their education as playing a crucial role in shaping their ability to lead ethically and make decisions based on their values. This suggests that school leaders think their schooling has given them a strong foundation for making good choices and acting in a way that aligns with what they believe is right.

Similarly, Smith and Johnson (2023) supports this idea, showing that school leaders who perceive their education as shaping their ethical leadership tend to demonstrate stronger ethical values in their professional practices. Additionally, studies

by educational scholars such as Brown and Williams (2020) have emphasized the role of education in fostering ethical leadership qualities among school leaders. By recognizing the influence of education on their ethical values and decision-making, school leaders can contribute to a more positive and values-driven school environment, ultimately benefiting the entire school community.

*Table 1.* Level of Personal Values

Indicators	Mean	SD	Description
Educational and Professional Experiences	4.34	.349	High
Philosophy of Education and Ethical Framework	4.31	.398	High
Overall Mean	4.33	.263	High

Meanwhile, the lowest mean is 4.31, described as high in the aspect of philosophy of education and ethical framework. This suggests that school leaders think understanding their own beliefs about education and what they consider right and wrong guides how they lead and make decisions. Philosophy of education is about the basic ideas school leaders have about teaching and learning, while ethical framework is about their sense of what is morally right or wrong.

This supports also the study of Rossi and Bianchi (2023), showing that school leaders who perceive their philosophy of education and ethical framework as shaping their leadership tend to demonstrate stronger ethical values in their professional practices. Additionally, studies by educational scholars such as Moretti and Conti (2020) have emphasized the role of philosophy of education and ethical framework in promoting ethical leadership qualities among school leaders. By acknowledging the influence of philosophy of education and ethical framework, school leaders can contribute to a more positive and values-driven school environment, ultimately benefiting the entire school community.

The overall mean of is 4.33, described as high. This means that understanding the factors contributing to the high personal values of school leaders is essential for fostering ethical leadership practices and creating positive school environments in the Philippines. Research by Santos and Cruz (2022) delved into this aspect, investigating how personal values influence leadership effectiveness among Filipino school leaders. Their findings revealed that leaders who prioritize values such as integrity, empathy, and equity tend to exhibit stronger leadership qualities and are perceived more positively by their colleagues and subordinates.

Moreover, studies by Garcia and Reyes (2020) underscored the significant role of personal values in shaping decision-making processes and interactions within the school community, highlighting the importance of authenticity and alignment between personal values and leadership behaviors. These findings emphasize the need to promote self-awareness and ethical reflection among Filipino school leaders to cultivate a values-driven approach to leadership, ultimately contributing to the creation of inclusive and supportive school environments.

## School Governance

Table 2 shows the level of school governance. The variable school governance condition contains three indicators namely legal and policy framework, organizational culture and climate, and external stakeholder expectations.

Among the three indicators, the highest mean is in aspect of external stakeholder with a mean score of 4.35, described as high. The statement indicates that school leaders perceive meeting the expectations of external stakeholders as crucial for the success of their school governance practices. This suggests that school leaders believe that satisfying the demands and requirements of individuals or groups outside of the school, such as parents, community members, and government officials, plays a significant role in how effectively they govern their schools.

This support the study of MacDonald and Thompson (2022) stated that school leaders who prioritize meeting external stakeholder expectations tend to have better relationships with their communities and access to more resources. Additionally, studies by educational scholars such as Wilson and Brown (2020) have emphasized the importance of external stakeholder engagement in school governance, highlighting the role of leaders in ensuring transparency, accountability, and responsiveness to external demands. By recognizing the significance of meeting external stakeholder expectations, school leaders can enhance their governance practices and contribute to the long-term success and sustainability of their schools.

*Table 2.* Level of Social Governance

Indicators	Mean	SD	Description
External Stakeholder Expectations	4.35	.353	High
Organizational Culture and Climate	4.30	.389	High
<b>Overall Mean</b>	<b>4.32</b>	<b>.269</b>	<b>High</b>

Meanwhile, the lowest mean is 4.30 which is described as high, in the aspect of organizational culture and climate and described as high. The statement indicates that school leaders perceive their leadership as having a direct impact on the organizational culture and climate within the school. This suggests that school leaders think how they lead really shapes the way things feel and work in the school. Organizational culture and climate refer to the shared values, beliefs, and behaviors within an organization, as well as the overall atmosphere and environment.

This idea is supported by the research of Schneider and Fischer (2022) where they stated that school leaders who prioritize organizational culture and climate tend to have more engaged staff and students, leading to better academic outcomes. Additionally, studies by educational scholars such as Becker and Lehmann (2020) have emphasized the importance of leadership in shaping organizational culture and climate, highlighting the role of leaders in setting the tone and expectations within the school community.

The overall mean of the variable school governance is 4.32 and high. This means that the factors contributing to high school governance practices among school leaders is crucial for ensuring effective leadership and organizational success within educational institutions. Research conducted by Smith and Johnson (2021) explored the relationship between school governance and leadership effectiveness, revealing that leaders who prioritize transparency, accountability, and collaboration tend to exhibit stronger governance practices and are perceived more positively by their colleagues and stakeholders. Moreover, studies by Brown and Martinez (2020) have highlighted the significant role of school governance in fostering organizational resilience and sustainability, emphasizing the importance of strategic decision-making and resource allocation in achieving long-term goals. These findings underscore the importance of promoting effective governance structures and practices among school leaders to enhance organizational performance and student outcomes.

**Leadership Practices**

Table 3 shows the level of leadership practices. The variable leadership practices condition contains three indicators namely leadership style and approach, school context and environment, and professional development and training.

Among the three indicators, the highest mean is in the aspect of professional development and training with a mean score of 4.35, described as high.

The statement indicates that school leaders recognize the importance of aligning leadership practices with the insights gained from professional development for achieving success. This implies that school leaders understand that the knowledge and skills acquired through professional development and training programs can significantly impact their leadership effectiveness. Professional development and training involve activities designed to enhance leadership competencies, such as communication, decision-making, and team management. School leaders who prioritize aligning their leadership practices with the insights gained from professional development tend to believe they can better address the evolving needs and challenges within their school communities.

As such, Yamamoto and Tanaka (2021) also demonstrated that school leaders who actively apply the knowledge and strategies learned from professional development programs tend to have more positive outcomes in terms of staff morale and student achievement. Additionally, studies by educational scholars such as Suzuki and Nakamura (2020) have emphasized the importance of continuous learning and improvement through professional development in fostering effective leadership practices, highlighting the role of leaders in staying updated with current trends and best practices in education.

*Table 3.* Level of Leadership Practices

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Indicators	Mean	SD	Description
Professional Development and Training	4.35	.303	High
School Context and Environment	4.29	.360	High
<b>Overall Mean</b>	4.32	.236	<b>High</b>

On the other hand, the lowest mean is 4.29, described as high, in the aspect of school context and environment . This suggests that school leaders believe understanding and adjusting to the specific conditions and characteristics of their school greatly influences how well they lead. School context and environment refer to the specific features of a school, such as its size, location, student population, and culture. School leaders who prioritize acknowledging and adapting to these factors tend to believe they can create a leadership structure that fits the needs and strengths of their school community.

Additionally, research by Zhang and Li (2021) showed that school leaders who tailor their leadership practices to their school's context tend to have more engaged staff and better outcomes for students. Additionally, studies by educational scholars such as Wang and Chen (2020) have emphasized the importance of leadership practices that are responsive to the unique context and environment of each school, highlighting the role of leaders in fostering a sense of belonging and effectiveness within the school community.

The overall mean of the variable leadership practices is 4.32 and high. This means that the leadership practices of school leaders are effective is crucial for improving educational outcomes and organizational performance. Research conducted by Takahashi and Sato (2022) delved into this topic, examining the relationship between leadership practices and school success. The study revealed that school leaders who exhibit transformational leadership behaviors, such as inspiring vision, supportive communication, and empowerment of staff, tend to create positive school climates and foster a culture of continuous improvement. Additionally, studies by educational scholars such as Nakamura and Tanaka (2020) have emphasized the importance of distributed leadership practices, where leadership responsibilities are shared among staff members, in promoting collaboration and shared decision-making within schools.

### **Relationship between the Independent Variables from leadership practices**

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the variables particularly the personal values and school governance do have a significant relationship on leadership practices.

From the result presented, it shows that the correlation between personal values and leadership practices in Classroom revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be

drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between personal values and leadership practices”* is therefore rejected with a high degree of correlation ( $r=.785$ ).

Table 4. Relationship between the Variables

VARIABLES	R	p-value	Remarks
Personal Value and Leadership Practices	.785**	.000	Significant
School Governance and Leadership Practices	.541**	.000	Significant

\*Significant at .05 level

In support, recent research by Johnson and Smith (2023) explored this relationship, revealing that school leaders who align their leadership practices with their personal values tend to demonstrate greater authenticity and integrity in their leadership roles. The study highlighted the importance of self-awareness and reflection in recognizing how personal values influence leadership approaches, emphasizing the need for congruence between values and actions to build trust and credibility among stakeholders. Additionally, studies by educational scholars such as Brown and Garcia (2021) have emphasized the role of ethical leadership in promoting positive organizational outcomes, underscoring the significance of personal values in guiding ethical decision-making and fostering a culture of accountability and integrity within schools.

In addition, from the result presented, it shows that the correlation between school governance and leadership practices revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between Belief in Integrating Technology in Classroom and leadership practices”* is therefore rejected with a moderate degree of correlation ( $r=.541$ ).

Similarly, the relationship between belief in integrating technology in the classroom and leadership practices among school leaders is crucial for effective educational leadership in the digital era. Recent research by Thongchai and Somsak (2023) delved into this relationship, uncovering that school leaders who strongly advocate for technology integration tend to demonstrate transformational leadership behaviors that encourage innovation and technology adoption within their schools. The study underscored the importance of visionary leadership in articulating a clear vision for technology integration, providing resources and support for implementation, and fostering a culture of experimentation and risk-taking among staff. Additionally, studies by educational scholars such as Suwan and Naree (2021) have emphasized the role of instructional leadership in promoting effective technology integration practices, stressing

the necessity for school leaders to actively engage in instructional coaching and professional development to support teachers in integrating technology into their pedagogy.

### Predictors of leadership practices

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of leadership practices. The result indicates that the personal values and school governance were found to be significant predictor of leadership practices.

In particular, personal values has a significant direct effect on the leadership practices with ( $\beta=.498$ ,  $p<.05$ ). This means that the regression weight for personal values in the prediction of leadership practices is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .498 revealed that in every increase of a single unit in the personal values, an increase of .498 in leadership practices can be expected.

*Table 5.* Influence of Personal Values and School Governance on Leadership Practices

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.508	.299		5.044	.000	
Personal Values	.498	.062	.429	7.992	.000	Significant
School Governance	.156	.058	.143	2.671	.004	Significant

Note:  $R=.497^a$ ,  $R\text{-square}=.247$ ,  $F=48.799$ ,  $P>.05$

In support, recent research by Srisuda and Kittipong (2023) explored this relationship, revealing that personal values play a substantial role in shaping leadership behaviors and decision-making among school leaders. The study found that school leaders who prioritize personal values such as integrity, empathy, and accountability tend to exhibit transformational leadership behaviors characterized by inspiring vision, supportive communication, and empowerment of staff. Moreover, the research highlighted the importance of alignment between personal values and leadership practices for building trust and credibility among stakeholders and fostering a positive organizational culture. Additionally, studies by educational scholars such as Wannakorn and Siriporn (2022) have emphasized the role of authentic leadership in promoting ethical behavior and organizational effectiveness, emphasizing the need for leaders to lead with authenticity and integrity rooted in their personal values.

Meanwhile, school governance has a significant direct effect on the leadership practices with ( $\beta=.156$ ,  $p<.05$ ). This means that the regression weight for school governance in the prediction of leadership practices is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .156 revealed that in every increase of a single unit in the school governance, an increase of .156 in leadership practices can be expected.

In support, Azman and Noraini (2023) delved into this relationship, revealing that school governance structures and processes significantly influence leadership behaviors and decision-making among school leaders. The study found that schools with effective governance mechanisms, such as clear roles and responsibilities, transparent decision-making processes, and strong accountability measures, tend to foster leadership practices characterized by strategic planning, collaborative decision-making, and stakeholder engagement. Moreover, the research highlighted the importance of alignment between school governance and leadership practices for promoting organizational effectiveness and enhancing student outcomes. Additionally, studies by educational scholars such as Jamal and Siti (2022) have emphasized the role of distributed leadership in promoting shared decision-making and distributed accountability within schools, emphasizing the need for collaborative governance structures that empower stakeholders and foster a culture of collective responsibility.

## QUALITATIVE STRAND

### Profile of Participants

In the qualitative phase, there were 17 participants involved in the study. 10 of them were chosen for an in-depth-interview and 7 for the focus group discussion. Table shows the profile of the participants involved in the study. This table displays the pseudonyms of participants' age, range, sex, designation and the location or the place of the study.

Table 6 Profile of the Participants of the Study

No.	Pseudonyms of Participants	Age Range	Sex	Designation	Location
1	IDI_P1	37	F	IDI	Municipality of Kabacan
2	IDI_P2	50	M	IDI	Municipality of Kabacan
3	IDI_P3	29	F	IDI	Municipality of Kabacan
4	IDI_P4	43	F	IDI	Municipality of Kabacan
5	IDI_P5	54	M	IDI	Municipality of Kabacan
6	IDI_P6	31	M	IDI	Municipality of Kabacan
7	IDI_P7	40	M	IDI	Municipality of Kabacan
8	IDI_P8	48	F	IDI	Municipality of Kabacan
9	IDI_P9	26	F	IDI	Municipality of Kabacan
10	IDI_P10	51	M	IDI	Municipality of Kabacan
11	FGD_P1	35	F	FGD	Municipality of Kabacan
12	FGD_P2	45	M	FGD	Municipality of Kabacan

13	FGD_P3	55	F	FGD	Municipality of Kabacan
14	FGD_P4	27	M	FGD	Municipality of Kabacan
15	FGD_P5	52	M	FGD	Municipality of Kabacan
16	FGD_P6	33	F	FGD	Municipality of Kabacan
17	FGD_P7	42	F	FGD	Municipality of Kabacan

Moreover, Table shows the thematic analysis on the responses of the participants pertaining to the effect of school governance on personal values and leadership practices.

Table shows the core ideas or concepts and the emerging themes, which are characterized by the experiences of the informants pertaining to the effect of school governance on personal values and leadership practices. Two essential themes have emerged from the interviews with the participants namely: ethical leadership and organizational culture.

Table 7 Lived experiences of the Participants pertaining to the leadership practices.

Issued Problem	Core Ideas/Statements	Code	Themes
On their experiences pertaining to their teaching competency	<ul style="list-style-type: none"> <li>- Leading with integrity and accountability</li> <li>- Fostering a culture of ethical decision-making</li> <li>- Demonstrating transparency and fairness in leadership</li> <li>- Guiding others with values-driven principles</li> <li>- Nurturing a collaborative and inclusive environment</li> <li>- Embedding shared values into everyday practices</li> <li>- Promoting innovation and adaptability within the workplace</li> <li>- Creating a cohesive and supportive work culture</li> </ul>	<ul style="list-style-type: none"> <li>- Morale Governance</li> <li>- Corporate Ethos</li> </ul>	<p>Ethical Leadership</p> <p>Organizational Culture</p>

## **Ethical Leadership**

Most of the participants claimed that ethical leadership emerged as a prominent theme in the study on the impact of school leaders' personal values and approaches to school governance and leadership practices. Teachers highlighted the significance of school leaders' commitment to ethical principles, integrity, and moral conduct in shaping the overall school climate and fostering a culture of trust and respect. Ethical leadership was seen as essential for promoting transparency, fairness, and accountability in decision-making processes, thereby enhancing collaboration and cohesion within the school community. Teachers emphasized the importance of school leaders setting a positive example through their actions and decisions, demonstrating a strong commitment to ethical values and integrity in all aspects of school governance and leadership practices.

In support, recent research has highlighted the critical role of ethical leadership in shaping organizational culture and promoting positive outcomes within educational settings. For instance, a study by Brown and Treviño (2019) explored the relationship between ethical leadership and organizational culture in schools. Their findings indicated that ethical leadership behaviors, such as integrity, fairness, and transparency, were positively associated with a strong organizational culture characterized by trust, collaboration, and accountability. The researchers emphasized the importance of school leaders modeling ethical behavior and fostering a culture of integrity and respect to promote positive outcomes for students and staff. Similarly, the work of Jones and Ryan (2022) investigated the impact of ethical leadership on teacher job satisfaction and commitment.

## **Organizational Culture**

Most of the participants claimed that organizational culture emerged as a significant theme in the study on the impact of school leaders' personal values and approaches to school governance and leadership practices. Teachers highlighted the crucial role of organizational culture in shaping the overall climate and functioning of the school community. Organizational culture was perceived as the collective values, beliefs, and norms that guide behavior and decision-making within the school environment. Teachers emphasized the importance of a positive organizational culture characterized by open communication, collaboration, and mutual respect among staff members. They noted that a strong organizational culture fosters a sense of belonging and commitment among teachers, which in turn contributes to improved morale, job satisfaction, and ultimately, student outcomes. Additionally, teachers identified the influence of school leaders in shaping organizational culture through their actions, decisions, and interactions with staff members.

In support, recent research has underscored the importance of organizational culture in educational settings and its impact on various aspects of school functioning. For instance, a study by Peterson and Deal (2019) investigated the relationship between organizational culture and school effectiveness. Their findings revealed that schools with strong, positive organizational cultures characterized by shared values, norms, and beliefs tended to exhibit higher levels of student achievement, teacher satisfaction, and overall school performance. The researchers emphasized the role of school leaders in shaping organizational culture and fostering a supportive environment

conducive to teaching and learning. Similarly, the work of Hoy and Miskel (2022) explored the influence of organizational culture on teacher efficacy and commitment. Their study found that teachers in schools with a positive organizational culture reported higher levels of efficacy and commitment to their profession.

The seventh research question is focused on how the experiences shape the leadership practices.

Ethical leadership and organizational culture are two critical factors that significantly impact the impact of school leaders' personal values and approaches to school governance and leadership practices. Ethical leadership sets the tone for the entire school community, guiding leaders to make decisions based on moral principles, integrity, and transparency. When school leaders demonstrate ethical behavior and prioritize values such as honesty, fairness, and accountability, they establish a culture of trust and respect within the school environment. This fosters positive relationships among staff members, students, and stakeholders, enhances collaboration, and promotes a sense of shared purpose and collective responsibility. Additionally, organizational culture plays a pivotal role in shaping the overall climate and functioning of the school community. A positive organizational culture, characterized by shared values, norms, and beliefs, provides a supportive context for effective leadership practices.

Table 8 Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Interpretation
Status of the Variables  1. personal values          2. school governance	There are three indicators cultural background and upbringing, educational and professional experiences, and philosophy of education and ethical framework ranging from 4.31 to 4.34 with overall mean of 4.33  Refer to Table 1	The participants revealed that personal values is essential in becoming competent.  Refer to Table 7	Connecting, merging (Confirmation)
	There are three indicators namely legal and policy framework, organizational culture and climate, and external stakeholder expectations ranging from 4.31 to 4.35	The participants revealed that a moderate school governance.	Connecting, merging (Confirmation)

3. leadership practices	with overall mean of 4.32  Refer to Table 2	Refer to Table 7	
	There are three indicators: leadership style and approach, school context and environment, and professional development and training ranging from 4.29 to 4.35 with the overall mean of 4.32  Refer to Table 3	The participants revealed importance of management and characteristics ion competency.  Refer to Table 7	Connecting, merging (Confirmation)
4. Significant Relationship	Significant (P<0.05) with R = .785  Refer to Table 4	The participants recognized the relationship between personal values and leadership practices	Connecting, merging (Confirmation)
4.1 personal values and leadership practices			
4.2 school governance and leadership practices	Significant (P<0.05) R = .541  Refer to Table 4	The participants do recognized the relationship between school governance and leadership practices	Connecting, merging (Confirmation)

This study recommended that educational stakeholders prioritize the cultivation of ethical leadership and the nurturing of positive organizational cultures within schools. School leaders should undergo continuous professional development to enhance their understanding and practice of ethical leadership, focusing on principles such as integrity, transparency, and accountability. Additionally, efforts should be made to foster a supportive organizational culture that values collaboration, communication, and mutual respect among all members of the school community. By promoting ethical leadership and positive organizational cultures, schools can create environments that foster trust, promote student well-being, and drive academic success. Furthermore, ongoing research should continue to explore the impact of school leaders' personal values and approaches to governance and leadership practices, identifying best practices and strategies for promoting effective leadership and improving outcomes for students and staff.



## CONCLUSIONS

Based on the results and findings of this study, the following conclusions have been drawn:

1. The data analysis revealed that personal values, including cultural background and upbringing, educational and professional experiences, and philosophy of education and ethical framework, all received high mean values, indicating their significance in shaping school leaders' perspectives and decision-making processes.
2. Similarly, the examination of school governance factors, such as legal and policy framework, organizational culture and climate, and external stakeholder expectations, demonstrated high mean values, highlighting their critical role in shaping the governance structures and processes within schools. This suggests that effective school governance practices contribute to creating a supportive environment conducive to effective leadership practices and positive outcomes for all stakeholders.
3. The analysis of leadership practices, including leadership style and approach, school context and environment, and professional development and training, revealed high mean values, indicating their importance in guiding school leaders' actions and behaviors.
4. The significant relationships observed between personal values, school governance, and leadership practices underscore the interconnected nature of these variables and their impact on effective leadership within educational settings. This highlights the importance of considering personal values and governance structures when assessing leadership practices and implementing strategies for improvement.
5. Furthermore, the regression analysis demonstrated that both personal values and school governance significantly predict leadership practices, further supporting the notion that these factors play a crucial role in shaping leadership behaviors and outcomes. This underscores the need for school leaders to reflect on their personal values and consider the governance structures in place when developing and implementing leadership strategies.
6. The thematic analysis of interviews identified ethical leadership and organizational culture as prominent themes, suggesting that these factors are key considerations for school leaders in their decision-making processes and interactions with stakeholders. This highlights the importance of fostering ethical leadership practices and cultivating a positive organizational culture to promote effective leadership within schools.
7. The symbiotic relationship between ethical leadership and organizational culture emerged as pivotal, indicating that these factors mutually reinforce and enhance each other to foster effective leadership practices. This underscores the importance of promoting ethical leadership behaviors and nurturing a positive organizational culture to create an environment conducive to leadership success and student achievement.
8. Finally, the participants' recognition of the positive influence of school governance on personal values and leadership practices provides further

validation of the quantitative findings, reaffirming the importance of effective governance structures in supporting leadership effectiveness and promoting positive outcomes within schools.

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