Leadership Culture in Elementary School and Its Implications to Efficacy and Commitment of Teachers

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Abstract

The study aimed to analyzed and determine the leadership culture in elementary school and its implications to efficacy and commitment of teachers. Specifically, the study described respondents' level of leadership culture in terms of collaborative community, creative change, strategic structure and robust results. Describe their efficacy level as to diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning and personal, social and development. Describe their work commitment level as to school policies, supervision, interpersonal relations, opportunities for promotion and growth, working condition, work itself and responsibility. Show relationship between the respondents' level of leadership culture and efficacy and work commitment. Using a descriptive-correlation method of research, it involved 150 teachers from Sariaya West District during the academic year 2022-2023. The study used survey questionnaire through google form for convenient distribution and gathering of data.

The results of the test of the relationship between leadership culture and efficacy and work commitment among teachers indicate that there is a significant positive relationship between the respondents' levels of leadership culture and level of efficacy and work commitment. Since the obtained r-values are less than the critical r-value, the study concluded that there is sufficient evidence at the 0.01 level of significance to reject the null hypothesis and establish that respondents' leadership culture is significantly associated to efficacy and work commitment. This suggests that leaders may use these leadership culture or enhance their existing culture to boost teacher's efficacy and commitment. This research may serve as guide in developing leadership culture that enhance teachers' confidence and dedication to their profession. Leaders may manage teachers, instill a positive culture that promotes student learning and create a climate of cooperation among all parties. Future researchers may utilize this research work as basis in conducting similar studies.

Keywords: Leadership Culture, Collaborative Community, Creative Change, Strategic Structure, Robust Results, Teachers Efficacy, Work Commitment

1. Introduction

It is widely accepted that leadership plays an essential role in organizational success and that culture is a critical determinant of organizational effectiveness. Leadership is a vital determinant of organizational success (Brooks & Brooks, 2019). Leaders set the direction for the organization, create a vision for the future, and motivate and inspire employees to achieve organizational goals. Culture is also critical to organizational effectiveness (Caliba, 2022). Culture shapes how employees think, feel, and behave, influencing how they interact with each other and with customers.

The leadership culture of an organization is the shared values, beliefs, and norms that guide the behavior of leaders and employees (Adams & Velarde, 2021). The leadership culture of an organization can be either positive or negative. A positive leadership culture is one in which leaders and employees are supportive and participative and

have a shared commitment to the organization's goals. A negative leadership culture is one in which leaders and employees are autocratic and directive and in which there is a lack of trust and cooperation.

The relationship between leadership and culture is complex and dynamic (Gordon, 2018). Leaders play a crucial role in shaping organizational culture, and culture plays a key role in shaping the behavior of leaders and employees (Harman et al., 2021). Supportive and participative leaders may be more likely to create a culture of trust and cooperation, while leaders who are autocratic and directive may be more likely to develop a culture of fear and control. Similarly, employees socialized into a culture of trust and cooperation may be more likely to behave in a trusting and cooperative manner. In contrast, employees associated with a culture of fear and control may be more likely to act in a threatening and controlled manner (Panergayo et al., 2022).

According to UNESCO (2022), influential leaders have an in-depth familiarity with and appreciation for the organization's professionals, cultivating an atmosphere conducive to learning by encouraging employees to take part and providing them with the necessary information, skills, and tools. Finally, school administrators and teachers should act as leaders in their respective environments, given the varied and complex school context in Latin America (UNESCO, 2022). These conceptual bases demonstrate trends toward the kind of organization founded on the learning of their communities, with more participatory management structures in creating quality cultures. That's not going to be a simple job. It necessitates a radical shift in how the company operates as a whole (UNESCO, 2022). Taking on either issue will require substantial amounts of newly acquired professional expertise rather than just goodwill or directives from on high.

The leadership culture of an organization also has a powerful influence on the efficacy and commitment of employees (Panergayo et al., 2022). Socialized employees in a positive leadership culture are more likely to be effective and devoted to the organization. In contrast, employees with a negative leadership culture are more likely to be less effective and less committed (Dinsdale, 2017). Indajang et al. (2021) have repeatedly emphasized the importance of accountability and demonstrated that it is a vital component of effective organizational leadership. Conversely, inferior leaders do not hold their subordinates accountable for their performance and do not appreciate them for their contributions to the institution.

In western countries, 95.6% of teachers are rated highly effective and committed (Wiggins, 2015). However, in Asian countries, low salaries, lack of respect, negative views of the teaching profession, a lack of motivation, and a lack of incentives all contributed to a lack of dedication on the part of teachers to their students, their community, and their profession (Hussen, 2021). Educational policymakers around the country are worried about a growing teacher shortage. More metropolitan areas are feeling the effects of the lack of teachers than any other country (Gordon, 2018). These institutions routinely suffer from teacher shortages and high staff turnover. The loss of new instructors contributes significantly to the teacher shortage, but flooding the system with more new teachers won't fix the retention problem. Teacher retention rises independently as school administration and connections improve (Gordon, 2018). Education leaders should be ready to address the current crisis of teacher turnover. Increasing the teacher retention rate requires focusing on the causes of teacher turnover.

Isik (2020) explains that effective school leadership is the catalyst for maximizing teachers' contributions to student learning and school growth by activating their inspiration, motivation, support, and guidance in the proper path. Perhaps the most important conclusion to be drawn from this analysis is that leadership practices such as educator motivations, job satisfaction in the workplace, organizational commitment, organizational citizenship, and teacher leadership are all widely regarded as enormously influential in teachers' empowerment. In Asian countries, Jung (2022) argued that the trustworthiness of deans and directors had a substantial and positive effect on the organization's culture, commitment, and culture through which employees were most likely to participate.

An absence of leadership culture in Philippine elementary schools is a significant problem. Teacher leadership and its effects on students' learning, instructors' efficacy, and educators' enthusiasm have received less study. Students' academic achievement, teachers' dedication, and group cohesion could all suffer in a school with a toxic culture. Leaders in schools play a crucial role in making necessary changes for the betterment of their institutions. Through identifying beneficial methods that support good school leadership, management, and education policy, leadership research is taking on a more prominent role in school management. Elementary school teachers must develop their leadership skills to create a welcoming environment for students. Both teachers and students benefit

from a higher level of dedication and enthusiasm for studying when the school environment is supportive and encouraging. It is crucial to strengthen school leadership to produce educators who are more invested in their work.

Therefore, teachers' efficiency and commitment, especially regarding their work, depending on their leadership style. A variety of studies mentioned that malignant leadership breeds followership, whereas benign leadership is one in which followership materializes more through collaboration with other, less-controlling parties. As an educator and leader, the impact of leadership culture on teachers' efficiency and commitment is linked with the teachers' perceptions of school effectiveness. Effective leadership has to deliver positive results because it is a process essentially aimed at improving performance and quality (Gordon, 2018). Other factors fundamental in establishing effective leadership include trust and confidence within the organization and effective communication.

2. Literature Review
2.1 Leadership Culture

Leadership culture in the school community is not just crucial for elementary schools. It creates a foundation for the school's culture and environment that supports staff and students in developing their leadership skills. A well-designed curriculum of activities allows teachers to model leadership behaviors and skills with both groups of students and individual children. Activities that reinforce positive student behaviors, such as positive reinforcement, are memorable to students who are most likely to use those behaviors in daily life outside the classroom community.

Harmban et al. (2021) state that leadership and company culture might affect employees' dedication to their jobs. Discipline in the workplace can be affected by leadership culture. Education professionals play a crucial part in shaping their students' academic success (Harmban et al., 2021). A successful educational outcome for the kids is the target. Teachers' ability to maintain order in the workplace is crucial to the success of their instructional programs and the achievement of positive outcomes for students. When carrying out their tasks, teachers should not rely solely on the principal's leadership style. Still, they should instead endeavor to establish a good and accurate work culture under the laws of their respective schools (Harmban et al., 2021).

Consequently, Bagwell (2019) stated that a dispersed leadership paradigm could be used to understand how leadership practice is executed by individuals and the setting in which they find themselves. Through a cycle of inquiry in which teachers use data to identify student learning needs and then build improvement plans to fulfill those needs, school administrators strive to make teaching practice more visible (Bagwell, 2019). In contrast, some principals have tried to make grade-level meetings more teacher-led and less dependent on principle facilitation as a leadership capacity-building method to encourage teachers to take responsibility for the school's ongoing efforts to improve classroom instruction (Bagwell, 2019). School administrators need to be equipped with the knowledge and abilities of influential leaders to meet the challenges of reducing inequality in educational opportunities and designing inclusive learning environments for their students.

According to Adams & Velarde (2020), the international school community can be fostered through the establishment of a shared mission and vision, which is then reflected in the school's core values, curriculum, and extracurricular activities, all of which serve to promote cooperative relationships among the school's diverse student body. Principals stressed the importance of their responsibility in maintaining a secure school environment despite the difficulties brought on by cultural differences (Adams & Velarde, 2020). Therefore, it is crucial to outline best practices for training future school administrators in culturally responsive leadership in the globalized era of the 21st century and international schools with a diverse student body. School administrators use their knowledge, experience, and expertise to steer culturally diverse teams toward organizational goals.

In Zambales, Bueno (2019), the characteristics of a school's leadership culture include leadership, the development of teachers' professional skills, unity of purpose, collegial support, and learning partnerships. The strong culture of effective leadership they have fostered at the school contributes to its overall success. The leaders of the schools are continually advocating, supporting, and preserving an educational program and school culture that is conducive to the learning of the students and the professional development of the teaching staff.

2.2 Efficacy and Commitment of Teachers

Teachers' motivations and actions in the classroom are based on their ideals. Additionally, one's values might bolster their sense of happiness and ability to succeed. Teachers' self-efficacy, defined as their confidence in their abilities to complete the duties, responsibilities, and challenges of their profession, is a significant factor in shaping both student achievement and teachers' sense of satisfaction at work.

Regardless of the nature or intensity of the teachers' motivation, the study by Barni et al. (2019) discovered a clear correlation between teachers' conservation values and their perception of their competence as educators. It was also shown that teachers' goals moderated the correlations between willingness to change and self-efficacy on the one hand and identity and self-efficacy on the other. When educators felt less compelled by others and more in control of their approach to teaching, they had better ties to their students.

Teachers who have faith in their abilities have been shown to foster more incredible rapport and lessen the likelihood of conflict, as discovered by Hajovsky et al. (2020). Additionally, educators who rated themselves as more capable were more likely to rate their relationships with students as close and less contentious across all grade levels. It suggests that teachers who believe in their ability to instruct, evaluate, and control student conduct in the classroom may be more inclined to adopt pedagogical strategies that foster a safe and trusting environment for their students.

Teachers have a typical degree of self-efficacy, according to research by Emmers et al. (2019). Therefore, more studies on pre-service teachers' preparation for inclusive education and their attitudes toward inclusion were needed.

In a nutshell, the self-efficacy of primary teachers in different countries implies that their knowledge, attitude, and motivation toward the inclusion of non-abled students play a crucial role in their abilities to implement inclusion in the classroom. Teachers' self-efficacy in different countries should be improved through training and education on inclusive pedagogy. On the other hand, it is also essential for the government to allocate more resources for primary education and teacher quality improvement programs. It is also vital that professional development plans include pedagogical practices that would promote inclusion in mainstream classrooms.

The webinars that incorporated UDL design elements improved science teachers' self-efficacy for teaching science, and there were no significant differences in teachers' perceptions based on gender or teaching experience, according to research by Leonardo & Cha (2021), who examined the educational landscape in the context of the pandemic. The implications of using UDL to create long-term professional development opportunities beyond the pandemic are highlighted. The government offered professional development through teacher-training webinars to help educators deal with the challenges of teaching during the pandemic.

According to Duffin (2022), a teacher's sense of self-efficacy, locus of control, age, gender, and number of years in the profession are all potentially essential factors that contribute to job satisfaction. Educators are more likely to be effective and inspire their kids to learn if they feel appreciated and valued.

To be more specific, Panergayo et al. find that a teacher's sense of competence is connected with students' interest in science (2022). Researchers showed that factors such as students' use of technology, teachers' perspectives on 21st-century learning, and principals' views on school leadership did not significantly predict teachers' ability to convey scientific concepts to their students effectively. However, differences in respondents' scientific teaching efficacy can be primarily explained by their respective exposure to STEM education and training, as well as their knowledge of STEM-related career opportunities. What this means is that when designing a program to increase science instructors' capacity, it's crucial to take into account teachers' behavior in the classroom, their pedagogical methods, and their awareness of STEM-related subjects.

The results, as revealed by Caliba (2022), show that the vast majority of educators did an excellent job. They are mainly engaged in the various facets of school-based management, have moderate levels of self-efficacy, and have relatively favorable working conditions. Time, facilities, resources, community involvement, student conduct, teacher leadership, professional development, instructional practice and support, school leadership, internal stakeholders, external stakeholders, resource management, and school performance accountability are all significantly impacted by teachers' performance. However, time is the only factor that reliably predicts educators' effectiveness. The working environment and the management procedures at the school are the best anchors for teacher performance.

2.3 Implications of Leadership Culture to the Teachers' Efficacy and Commitment

The implications of leadership culture to the teacher's efficacy and commitment in both developed and developing countries differ from each other. The core of leadership culture is how it influences the teacher's commitment to teaching and their view of themselves as a leader. Generally, culture is one of the strongest predictors of academic achievement. In developing countries where schools are struggling with poor performance, leadership culture should be seen as a critical factor in improving school quality (Hallinger, 2018). In contrast, for developed countries like France, where leaders have made significant strides in education reform, teachers' efficacy and commitment would rely on other factors, such as professional development offerings for educators (Pietsch, 2019).

A study by Syakur et al. (2020) on a program emphasizes the need for collaboration, organizational flexibility, and technology integration in developing countries. The findings show that teachers are more committed to their work as conditions of leadership culture improve.

A study by Hallinger (2021) on a survey of more than 200 U.S. teachers. The findings show that schools with good leadership tended to have higher levels of teacher efficacy and commitment. The findings show that leadership offered by those who are highly effective was most associated with teachers' efficacy. At the same time, those who were ineffective relied more on techniques such as coaching and teamwork to motivate their students.

The Philippine leadership culture in the school community is characterized by the dominance of traditional Filipino values and relationships. Leadership is mirrored in Filipino teachers' relationships with their administrators. The basic assumption that teachers and administrators come from different world views is evident in virtually all aspects of school life (Batugal & Tindowen, 2019). Further, the researchers found that Filipino teachers tend to hold negative attitudes toward the school, the administration, and colleagues.

It is also seen that different leadership types affect the teacher's efficacy and commitment. It is proven in the study that a school's leadership affects the teacher's efficacy and commitment. School leaders' effectiveness and commitment are essential factors that affect the validity of personal teaching (Baptiste, 2019). However, there is little evidence on how to improve either leadership or teacher effectiveness or their effect on the teacher's teaching efficacy and commitment. Only one study investigated this issue within the Philippines because of its particular culture (Batugal & Tindowen, 2019). Hence, this study aims to inform teachers about the effects of their leader's effectiveness on their commitment to their profession.

The main aim of this study is to investigate whether there is a relationship between highly effective leaders' efficacy and commitment to their school and their teachers' efficacy and commitment to their profession. The findings from this research will help school leaders understand the variables that affect teachers' efficacy, which in turn may result in improved leadership practices and more outstanding teacher commitment, thereby improving student achievement.

3. Conceptual Framework

The researcher used the Michigan Leadership Model to illustrate that the leadership culture affects teachers' efficacy and commitment. The main variables are Collaborative Community, Strategic Structures, Robust Results, and Creative Change. Below explains the incorporation of the Michigan Model of Leadership into the study Leadership Culture in Elementary School and Its Implications to Efficacy and Commitment of Teachers.
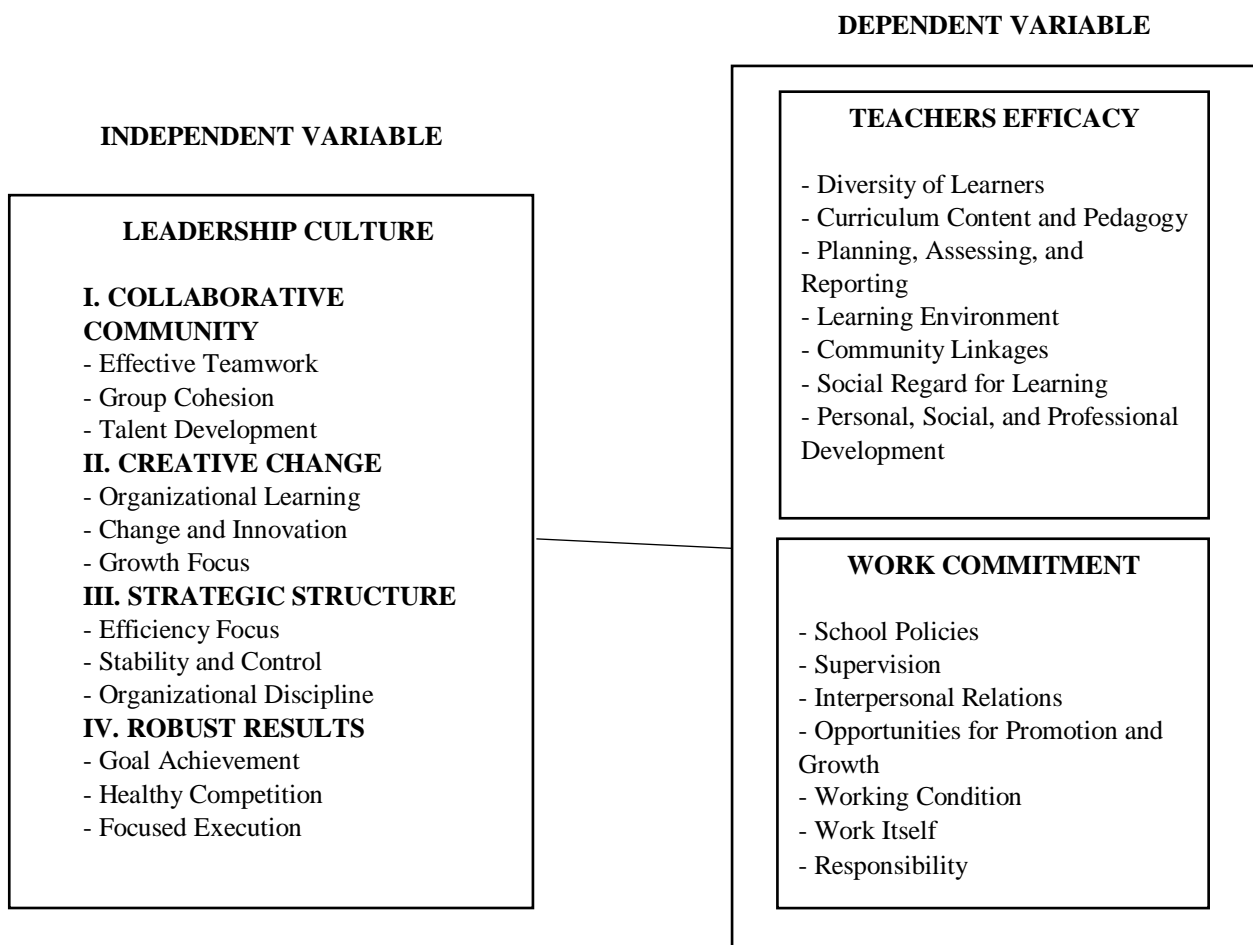
Collaborative Community. To have a positive effect on teachers' efficacy and commitment, the Michigan Model of Leadership should be able to develop collaborative cultures that foster coordination and collaboration among educators, supervisors, principals, parents, and students. It must also support communication between all groups for them to understand the problems of their school and make necessary changes.

Strategic Structures. School district leaders must implement policies and procedures that support a positive leadership culture by ensuring that their employees are well-informed about federal regulations, school district policies, and the parameters of their job. In addition, leaders must develop organizational structures that support a positive leadership culture. For example, employers should create measures to evaluate performance, provide

professional development for teachers as well as encourage creativity so that knowledge and skills in the profession are constantly developed.

Robust Results. The school programs must be designed to ensure that performance outcomes are clear and that they effectively increase student achievement, to have a positive impact on teachers' efficacy and commitment. For example, administrators, who are the leaders in public schools, must do a thorough job of analyzing student performance to have better insight into how to improve the quality of education. Then all teachers must be accountable for the students' achievement. By implementing all these strategies, a positive culture of leadership will ensue.

Creative Change: The final aspect of this model is "creative change" which is to redesign curricula and instructional methods to improve student learning outcomes. By involving faculty in this process, results are likely to be better and in turn lead to better teacher efficacy and commitment.

DEPENDENT VARIABLE

INDEPENDENT VARIABLE

LEADERSHIP CULTURE

I. COLLABORATIVE COMMUNITY
- Effective Teamwork
- Group Cohesion
- Talent Development

II. CREATIVE CHANGE
- Organizational Learning
- Change and Innovation
- Growth Focus

III. STRATEGIC STRUCTURE
- Efficiency Focus
- Stability and Control
- Organizational Discipline

IV. ROBUST RESULTS
- Goal Achievement
- Healthy Competition
- Focused Execution

TEACHERS EFFICACY

- Diversity of Learners
- Curriculum Content and Pedagogy
- Planning, Assessing, and Reporting
- Learning Environment
- Community Linkages
- Social Regard for Learning
- Personal, Social, and Professional Development

WORK COMMITMENT

- School Policies
- Supervision
- Interpersonal Relations
- Opportunities for Promotion and Growth
- Working Condition
- Work Itself
- Responsibility

Figure 1. Research Paradigm.

4. Hypotheses

The following hypotheses were posited in the study:
1. Leadership Culture has no significant relationship on Teachers Efficacy and Work Commitment

5. Methodology

The researcher employed descriptive correlational research to ascertain the connection between teachers' efficacy and commitment. The term descriptive correlational research looks for the relationship or correlation between variables in positive correlation or negative correlation, and the level of correlation is determined by the coefficient of correlation. It can be said that the detection of correlation among variables is based on its correlation coefficient. The descriptive correlational, which is chosen as the research design, is vital in that it provides information about the effects of leadership culture on the self-efficacy and dedication of teachers in Sariaya Quezon, which was the study's identified issue. It offers valuable knowledge about the characteristics of both people and items.

This research conducted in Sariaya Quezon in Region IV-A. The study's respondents focus solely on teachers in Sariaya Quezon with a length of service of five years and above. The researcher chose this location in order to get a better understanding of the leadership culture in the area and how it has affected the teaching efficacy and commitment of the teachers. Further, the study was designed with a national context in mind, as leadership culture is a common phenomenon in most schools and communities across the country.

The study's population are the teachers from Sariaya, Quezon Province, in Region IV-A. The term "probability sampling" refers to a method of sampling in which each member of the population has a non-zero chance of being included in the sample (Kumar, 2011). This is carried out to guarantee that each and every member of the population has an equal opportunity to be incorporated into the model. As a result, the researcher chose to employ a stratified sampling method to determine the size of the sample to utilize for the study.

The data were gathered through the following procedures: Requesting authorization to proceed with the research. Teachers, school administrators, and district officials were asked to sign off on a letter giving their consent to undertake the research. Making a Proposal for Research. The researcher wrote a proposal to show that the study should be funded. Conducting Surveys and Disseminating Results. The researcher conducted the survey and data collection themselves if given the green light. Questionnaire retrieval and tally. The statistician oversees the scoring and totaling of the questionnaire data. Discernment and Interpretation. Statistical methods were used to evaluate and interpret the data.

This study utilized the following statistical tools for the analysis and interpretation of data: Responses to the researcher-made questionnaire by the teachers were statistically analyzed according to the requirements of the study. Teachers' responses were statistically analyzed with the data instrument of the study. Descriptive statistics such as standard deviation, weighted mean, and percent were considered. For correlation between the independent and dependent variables, the Pearson product correlation coefficient was utilized at 0.05 as the level of significance.

6. Result

Table 1. Correlation between Leadership Culture and the Efficacy of Teachers

Leadership Culture		Teachers Efficacy						
		Diversity of Learners	Curriculum Content and Pedagogy	Planning, Assessing, and Reporting	Learning Environment	Community Linkages	Social Regard for Learning	Personal, Social and Professional Development
Collaborative Community	Effective Teamwork	.607**	.583**	.621**	.641**	.581**	.647**	.633**
	Group Cohesion	.717**	.710**	.742**	.768**	.715**	.768**	.764**
	Talent Development	.752**	.781**	.764**	.739**	.771**	.769**	.787**
Creative Change	Organizational Learning	.607**	.583**	.621**	.641**	.581**	.647**	.633**
	Change and Innovation	.750**	.747**	.723**	.727**	.759**	.766**	.784**
	Growth Focus	.809**	.780**	.805**	.802**	.789**	.813**	.848**
Strategic Structure	Efficiency Focus	.607**	.583**	.621**	.641**	.581**	.647**	.633**

	Stability and Control	.794**	.786**	.787**	.781**	.793**	.852**	.845**
	Organizational Discipline	.821**	.808**	.771**	.764**	.786**	.805**	.850**
Robust Results	Goal Achievement	.607**	.583**	.621**	.641**	.581**	.647**	.633**
	Healthy Competition	.807**	.779**	.776**	.779**	.773**	.822**	.842**
	Focused Execution	.830**	.836**	.827**	.822**	.817**	.843**	.878**

**Correlation is significant at the 0.01 level (2-tailed).   *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The leadership culture and efficacy of teachers asociation was analyzed. According to the results, collaborative community in terms of effective teamwork, group cohesion and talent development has statistically significant strong positive correlation with diversity of learners (r=0.692), curriculum content and pedagogy (r=0.691), assessing and reporting (r=0.709), learning environment (r=0.716), community linkages (r=0.689), social and professional development (r=0.728) and personal, social and professional development (r=0.728).

Futheremore, creative change in terms of organizational learning, change and innovation and growh focus has statistically significant strong positive correlation with diversity of learners (r=0.722), curriculum content and pedagogy (r=0.703), assessing and reporting (r=0.716), learning environment (r=0.723), community linkages (r=0.709), social and professional development (r=0.742) and personal, social and professional development (r=0.755).

In addition, strategic structure in terms of efficiency focus, stability and control and organizational discipline has statistically significant strong positive correlation with diversity of learners (r=0.740), curriculum content and pedagogy (r=0.725), assessing and reporting (r=0.726), learning environment (r=0.728), community linkages (r=0.720), social and professional development (r=0.768) and personal, social and professional development (r=0.776).

Lastly, robust results in terms of goal achievement, healthy competition and focused execution has statistically significant strong positive correlation with diversity of learners (r=0.748), curriculum content and pedagogy (r=0.732), assessing and reporting (r=0.741), learning environment (r=0.747), community linkages (r=0.723), social and professional development (r=0.770) and personal, social and professional development (r=0.784).

In Zambales, Bueno (2019), the characteristics of a school's leadership culture include leadership, the development of teachers' professional skills, unity of purpose, collegial support, and learning partnerships. The strong culture of effective leadership they have fostered at the school contributes to its overall success. The leaders of the schools are continually advocating, supporting, and preserving an educational program and school culture that is conducive to the learning of the students and the professional development of the teaching staff.

A study by Hallinger (2021) on a survey of more than 200 U.S. teachers. The findings show that schools with good leadership tended to have higher levels of teacher efficacy and commitment. The findings show that leadership offered by those who are highly effective was most associated with teachers' efficacy. At the same time, those who were ineffective relied more on techniques such as coaching and teamwork to motivate their students.

Table 2. Correlation between Leadership Culture and the Commitment of Teachers

Leadership Culture		**Work Commitment**						
		School Policies	Supervision	Interpersonal Relations	Opportunities for Promotion and Growth	Working Condition	Work Itself	Responsibility
Collaborative Community	Effective Teamwork	.676**	.619**	.648**	.536**	.631**	.625**	.650**
	Group Cohesion	.805**	.729**	.777**	.667**	.782**	.754**	.781**
	Talent Development	.770**	.730**	.722**	.758**	.754**	.823**	.774**

Creative Change	Organizational Learning	.676**	.619**	.648**	.536**	.631**	.625**	.650**
	Change and Innovation	.733**	.737**	.725**	.751**	.732**	.739**	.719**
	Growth Focus	.787**	.715**	.770**	.742**	.828**	.800**	.809**
Strategic Structure	Efficiency Focus	.676**	.619**	.648**	.536**	.631**	.625**	.650**
	Stability and Control	.795**	.755**	.757**	.738**	.804**	.798**	.777**
	Organizational Discipline	.773**	.699**	.722**	.723**	.774**	.787**	.769**
Robust Results	Goal Achievement	.676**	.619**	.648**	.536**	.631**	.625**	.650**
	Healthy Competition	.816**	.706**	.746**	.716**	.788**	.773**	.783**
	Focused Execution	.819**	.757**	.775**	.791**	.825**	.846**	.823**

**Correlation is significant at the 0.01 level (2-tailed).   *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The leadership culture and teachers work commitment relationship was examined. According to the findings, collaborative community in terms of effective teamwork, group cohesion and talent development has statistically significant strong positive correlation with school policies (r=0.750), supervision (r=0.692), interpersonal relations (r=0.715), opportunities for promotion and growth (r=0.653), working condition (r=0.722), work itself (r=0.734) and responsibility (r=0.735).

Further, creative change in terms of organizational learning, change and innovation and growth focus has statistically significant strong postive correlation with school policies (r=0.732), supervision (r=0.690), interpersonal relations (r=0.714), opportunities for promotion and growth (r=0.676), working condition (r=0.730), work itself (r=0.721) and responsibility (r=0.726).

Moreover, strategic structure in terms of efficiency focus, stability and control and organizational discipline has statistically significant strong positive correlation with school policies (r=0.748), supervision (r=0.691), interpersonal relations (r=0.709), opportunities for promotion and growth (r=0.665), working condition (r=0.736), work itself (r=0.736) and responsibility (r=0.732).

Lastly, robust results in terms of goal achievement, healthy competitionand focused execution has statistically significant strong postive correlation with school policies (r=0.770), supervision (r=0.694), interpersonal relations (r=0.723), opportunities for promotion and growth (r=0.681), working condition (r=0.748), work itself (r=0.748) and responsibility (r=0.752).

Harmban et al. (2021) state that leadership and company culture might affect employees' dedication to their jobs. Discipline in the workplace can be affected by leadership culture. Education professionals play a crucial part in shaping their students' academic success (Harmban et al., 2021). A successful educational outcome for the kids is the target. Teachers' ability to maintain order in the workplace is crucial to the success of their instructional programs and the achievement of positive outcomes for students. When carrying out their tasks, teachers should not rely solely on the principal's leadership style. Still, they should instead endeavor to establish a good and accurate work culture under the laws of their respective schools (Harmban et al., 2021).

A study by Syakur et al. (2020) on a program emphasizes the need for collaboration, organizational flexibility, and technology integration in developing countries. The findings show that teachers are more committed to their work as conditions of leadership culture improve.

7. Conclusion

The findings gathered in the study led to the formulation of the conclusion:

1. There is a significant relationship between leadership culture in elementary school and efficacy and commitment of teachers, thus, the null hypothesis of the study was not sustained.

8. Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations are offered:

1. Since the result of the respondents revealed that leadership culture in elementary schools greatly influence teacher's efficacy and commitment, it is recommended to the leaders that they may use these leadership culture to enhance their existing culture to boost teacher's efficacy and commitment.

2. The result of this study may hopefully serve as guide in developing leadership culture that enhance teachers' confidence and dedication to their profession. When these are implemented, leaders may manage teachers, instill a positive culture that promotes student learning and create a climate of cooperation among all parties.

3. Future researchers may utilize this research work as basis in conducting similar studies.

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